



Pupil Premium Evaluation of Spending for 2019/20

| PUPIL PREMIUM SPEND 2019 – 2020: £148,090 | | | |
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| INITIATIVE | COSTINGS | DETAILS | EXPECTED OUTCOMES |
| “Every Child A Reader” Intervention Programme (delivered by Mrs L Anderson) | £23,705 | Specialist Teacher to deliver an individual Reading Programme (for up to 20 weeks) for a minimum of 12 children in KS1, providing intensive support for pupils with reading (and developing the children’s confidence and ability to form letters correctly, spell an increasing number of high/medium frequency words and to write to the expected standard by the end of KS1). | To diminish the difference between the number of disadvantaged children working at the expected standard in Reading (at the end of Year 1 and Year 2); when compared with the number of non-disadvantaged pupils and all pupils working at the expected standard. |
| <p>Evaluation: During 2019/20, 7 children completed the ECaR programme – with a further one child starting the programme in September but this ceasing when the child moved schools in mid-September 2019 and another child (who is educated within The Fawns provision) only accessing this support for a few weeks (as they were usually agitated and found it difficult to relax and listen to instructions). All 9 children (100%) were eligible for pupil premium.</p> <p>Of the 7 children to complete the programme, 3 children (42.9%) were in Year 1* and 4 children (57.1%) were in Year 2**.</p> <p>*Of the children in Year 1, the children improved their reading level by 17-20 PM Levels – with one child progressing from Pink band books to Turquoise and the other two children progressing from Pink Band books to Purple. <i>This demonstrates accelerated progress in reading for all three pupils over the 5½ months that they accessed the programme.</i> The number of high frequency words these children were able to recognise by the end of the programme increased by 278, 307 and 321 (out of the 337 HFWs).</p> <p>**Of the children in Year 2, the children improved their reading level by 8-17 PM Levels – with one child progressing from Lilac band books to Turquoise and the other children progressing from Pink Band books to Yellow, Green and Turquoise Band Books respectively. <i>With the exception of the child who made limited progress – due to very weak memory and struggled to remember strategies taught – indicating that this may be due to a special educational need, the other children made good or better progress.</i> The number of high frequency words these children were able to recognise by the end of the programme increased by 125, 180, 182 and 185 (out of the 300 HFWs).</p> <p><i>Both sets of children also displayed more proficient and accurate letter formation, spelling of the high frequency words, grapheme/phoneme recognition and significant improvements in their writing.</i></p> <p>Had the school closures not come into force (in March 2020), a further 6 children would have started ECaR and been supported throughout the Summer Term – to diminish the difference in their reading skills and ability; and those of their peers.</p> <p>Total Cost of ECaR Intervention programme: £11,234.27</p> | | | |
| Additional adult (TA) in Reception | £25,695 | An additional adult in the Reception class supports the children in developing the skills required to accelerate progress towards achieving the Early Learning Goals. Having 3 adults working in reception every day allows the children to work with their key worker every day; and for each key worker to be responsible for a maximum of 10 pupils. Children are | The percentage of children achieving GLD at the end of EYFS more closely matches the Halton (and national) average year on year; with the gap between the number of |

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| | | supported in social, emotional, physical development - as well as academic skills (within continuous provision and intervention groups) - which take place daily. Equally, key lessons (such as phonics, reading and writing) can be taught in much smaller, targeted groups. | <i>disadvantaged pupils on track to achieve each Early Learning Goal diminishing throughout the year.</i> |
| <p>Evaluation:</p> <p>Due to the school closures on 20 March 2020, the children in Reception did not undergo the End of Early Years Foundation Stage assessments – in line with the rest of the country.</p> <p>However, the pupil data on entry revealed that 18 children (62%) of this cohort were achieving below age-related expectations (September 2019). Of these children 11 children (61%) were pupil premium pupils and 7 children (39%) were non-disadvantaged.</p> <p>Throughout the school year, the additional adult in Reception was utilised to take small groups of children and children on a one-to-one basis to consolidate understanding where misconceptions had developed or to deepen understanding, where appropriate. They read with specific groups of children and individuals - with the aim to improve and expand the target pupils' vocabulary. They also targeted individuals, within the classroom provision, to build relationships with peers and to accelerate the rate of progress these pupils were able to make with their communication.</p> <p>This impacted positively by allowing staff to target specific individuals in specific areas of learning. The staff member was able to challenge the understanding of specific children. For example, they worked on problem solving with Mathematics for children that were confident with number. They worked on developing the language acquisition of the children with limited vocabulary through the use of story books and the use of role play props when learning about Traditional tales.</p> <p>The pupil premium children made more progress from their starting points than those children that were non-disadvantaged.</p> <p>Total Cost of Additional TA in Reception = £24,491.74</p> | | | |
| Staffing Structure (including the role of Phase Leaders to 'drive' standards amongst the different groups of children – particularly disadvantaged pupils – in the respective year groups). | £8,388 £137,900 | Three TLR2s to be awarded to staff who have an overview of all pupils within their respective key stage – and to ensure that resources are effectively targeted at diminishing the difference between the relative attainment of disadvantaged pupils when compared with all pupils in the same cohort. An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2 – to ensure all interventions and provision mapping is delivered (or at least planned and monitored) by fully qualified teachers. <i>This 'structure' also enables staff to team teach – in core subjects and key priority areas – and for all PPA (and Leadership & Management Time) to be covered by a fully qualified teacher, who knows the children, the standard of behaviour expected and the curriculum that the children are covering in depth.</i> | The number of disadvantaged pupils on track to achieve age-related expectations in Reading, Writing and Mathematics (i) individually and (ii) combined - and are able to demonstrate this in age-standardised tests at the end of the academic year - increases throughout the year. |
| <p>Evaluation:</p> <p>Due to the school closures on 20 March 2020, the children in KS1 and KS2 did not undergo age-standardised tests at the end of the academic year. However, the progress made within each progress was monitored and evaluated during the Pupil Progress and Assessment Review Meetings that took place during the Spring Term (February/March 2020). Additional impact statements were recorded in the Headteacher's report to Governors (Autumn Term 2019, Spring Term 2020 and Summer Term 2020), with each Phase Leader detailing the key actions they - and the additional teacher within the phase - had taken and the impact these collectively had.</p> | | | |

EYFS Phase Leader (JDG): To raise standards (including quality of teaching and learning) in EYFS.

Actions Taken and Impact (Autumn 2019):

1. Set rules and boundaries with children and established a firm routine supported by all EYFS staff.

Children feel safe and secure - therefore effective learning has taken place regardless of which members of staff are within the classroom.

2. Make baseline judgements of children's stage of development using Early Years Outcomes and plan learning that builds on this.

All children were assessed through practitioner observation using the Tapestry app. This was discussed regularly by the whole EYFS team and further learning planned. Children were regularly grouped to ensure that learning was pitched correctly.

3. Supported KI in her new role of EYFS TA.

KI was (and continues to be) supported by JDG and CR to create accurate observations of children. Group and individual interactions were observed and deconstructed. This allowed her to have more knowledge of the EYFS curriculum and therefore support children appropriately.

4. Supported CR in her role as a Schools Direct class teacher.

CR was (and continues to be) supported by JDG and KM to move from the role of a TA to that of a class teacher. More support was given on how to plan, assess, track and monitor individual children to ensure progress.

5. Early identification of anything that would prevent children from making expected progress.

5 children were identified as needing speech and language support and referrals were made. Interventions have taken place for children that need extra phonics and maths support.

6. Attend all EYFS briefings and cluster groups run by HBC.

All groups were attended and any new developments implemented.

7. Monitor and track the progress of children regularly and amend teaching accordingly.

EYFS team worked together to record the progress of children at various points. Ongoing discussions allow all staff to have a current understanding of the development of children and suitably challenge them, ensuring that they meet their full potential. JDG and CR took part in pupil progress meetings and set targets for the attainment of children within EYFS.

Actions Taken and Impact (Spring 2020):

1. Ongoing support of KI in her role of EYFS TA.

KI continues to be supported by JDG and CR to gain a deeper knowledge of the EYFS curriculum. There was a focus on the implementation and impact of guided reading during the first half of the spring half term resulting in comments made by the school's Associate School Improvement Advisor (DH) - see below.

2. Ongoing support of CR in her role as a Schools Direct Trainee (class teacher).

CR continues to be supported by JDG and KM in the role of class teacher. This term has had a focus on tracking and monitoring individual children to ensure good/outstanding progress.

3. GLD tracker submitted to Local Authority - January and March.

This supports the LA in understanding the position of EYFS children as a whole and gives JDG and CR an opportunity to identify children that need any additional support with specific aspects of their learning. Several children were identified as missing GLD in just 1 or 2 areas; and specific learning opportunities were planned to support them.

4. David Harker (ASIA) spent a morning in Reception on his fourth full-day visit to our school this academic year - 24th February 2020

DH spent a morning observing the routine within the Reception class. He found that the expectations of behaviour were exemplary throughout and that there was a focus on the high standard of teaching reading. He also commented on the seamless teamwork and highlighted the high level of independence of the children.

5. All three EYFS staff members attended training by Early Excellence (in Huddersfield) on 4th March 2020: 'Learning in the outdoors'.

All EYFS staff have now discussed the changes that are needed to improve and enhance the outdoor area within EYFS; and audited the provision. The identified changes have been implemented.

6. Support given to new pupil (ES) to settle in to EYFS and make friends - ES joined the school on 24th February.

ES has an EHCP and attends our EYFS setting for 3 days each week. He has been supported to understand the routine within the setting and follow the rules. The other children have been very welcoming and ES is beginning to develop some friendships. Parents are very happy with how well he has settled in.

7. JDG has attend all EYFS briefings and cluster groups run by HBC.

All new developments implemented.

8. Monitoring and tracking the progress of children regularly; and amending teaching accordingly.

EYFS team work together to record the progress of children at various points. Ongoing discussions allow all staff to have a current understanding of the development of children and suitably challenge them, ensuring that they meet their full potential. JDG and CR took part in pupil progress meetings with the headteacher; and set targets for the attainment of all children within EYFS.

Actions Taken and Impact (Summer 2020):

1. Supported CR in her role as a Schools Direct class teacher.

CR successfully completed her Schools Direct programme and qualified with QTS. CR successfully secured a place as the Year 1 Teacher at our school starting September 2020.

2. All EYFS staff attended training for Power Maths (on 3.7.20) based round the transition of EYFS children to Year 1 with the consideration of lost learning.

Children will receive logins to the Power Maths portal (when in Year 1) until December; to ensure home learning supports classroom practice.

3. JDG and CR attended online Letters and Sounds (phonics) training 20.5.20.

Staff are more aware of the requirements of the scheme, strategies for assessment and the need for high quality resources.

KS1 Phase Leader (AMH and MB): To raise standards (including quality of teaching and learning) in KS1

Actions Taken (Autumn 2019):

1. Phonics sessions split two ways in both Year 1 and 2 to ensure children are supported adequately in their learning of phonics.
2. Maths mastery approach taken in mathematics lessons with additional support provided to target groups (below expected standard) in both maths lessons and morning maths; with planning focussed on gaps in understanding for these children.
3. Interventions for targeted groups focussed on helping address gaps (counting, place value, addition/ subtraction, writing, phonics) in order to support children towards achievement of age related expectations.
4. New to Year 2 teacher supported in planning - to ensure that children are appropriately challenged in their learning.
5. Key stage one staff supported in implementing Power Maths and success criteria in maths through discussion, book scrutiny and feedback.
6. Discussions with KS1 staff about teaching of tricky words in phonics.
7. New topic format adapted and in use for planning and delivery of topic weeks.

Impact:

1. **Children making greater progress towards expected standard in phonics - with less phonics gaps, therefore impacting positively on reading and writing attainment. Children also supported at a level appropriate to their current understanding.**
2. **Gaps in understanding in maths from Year 1 being addressed through targeted learning, therefore children better able to access age appropriate learning.**
3. **Gap between lowest and highest attaining pupils diminished through children having targeted practice of specific skills.**
4. **High expectations of children's learning in place and children are supported to achieve these.**
5. **Staff feel confident in using success criteria in maths and in using Power Maths effectively.**
6. **Staff understand the importance and need to ensure teaching of tricky words is a central part of daily phonics lesson. Children being exposed to tricky words daily which is impacting upon reading fluency and evidenced in their writing.**
7. **Topic Weeks now clearly focussed on the subject driver of the topic. This has ensured that teaching is focussed upon subject specific skills and knowledge at an age appropriate level.**

Actions Taken (Spring 2020):

1. Phonics groups organised to ensure a focus on target children for passing phonics check in both Year 1 and for retakes in Year 2 – in addition to ensuring that all children are sufficiently challenged in their learning and acquisition of phonics.
2. Frequent assessments used in maths to ensure gaps are identified quickly; so that in-lesson interventions are put in place (to cover gaps in key areas of number and arithmetic especially). Children at greatest risk of not achieved age-related expectations (EXS) supported through differentiation in morning maths groups and input during maths lessons. Two KS1 staff attending Excellent Maths Teacher programme. Planning for maths adapted to ensure critical areas of learning in number and calculations are taught early in the year to allow additional time for mastery, interventions and embedding this learning.
3. Targeted intervention for groups established to address gaps in key areas of learning (reading, phonics, counting, addition/ subtraction) in order to narrow gaps and support children towards achievement of age

related expectations.

4. Key pupil premium children receiving ECAR intervention from ECAR Teacher (LA) – criteria for entry and exit to this programme has been reviewed in order to ensure that the intervention achieves its aims for as wide a group of children as possible.
5. Key stage one staff supported in maths mastery teaching through drop-in observations, co-teaching and planning support.
6. Guided reading timetable altered to make use of a variety of full class and targeted group intervention in order to best meet children's learning needs in reading.
7. Individual reading monitored and prioritised for children reading at below age related standard. Reading volunteer being utilised to support 1:1 reading. At home reading encouraged through daily raffle tickets, messages to parents on seesaw, weekly prize draw and daily writing in reading diaries for all children.
8. Child with EAL supported in learning of English and accessing other areas of the curriculum by TB (midday assistant) on a voluntary basis.
9. New English units implemented to ensure high expectations and high quality of resources/ teaching and learning activities.
10. New teacher (Y1) supported with writing assessments.
11. Phonics observations (Y1)
12. Guided reading observation (Y1)

Impact:

1. Children making greater progress towards expected standard in phonics - with less phonics 'gaps' - therefore impacting positively on reading and writing attainment. Children also supported at a level appropriate to their current understanding.
2. Mastery approach ensuring that children are keeping up with class learning therefore reducing gaps within the class. Target groups intervention within lessons are ensuring children master key areas of maths learning. Early focus on number and calculations ensured that these areas were covered before school closures.
3. Gap between lowest and highest attaining pupils narrowed through children having targeted practice of specific skills.
4. Gaps between lowest ability and pupil premium children are narrowed to ensure they make progress towards ARE.
5. Improved quality maths learning taking place as a result of greater use of quality of resources and improved knowledge of staff.
6. Children at PKF and WTS in reading have learning focussed on decoding - in order to ensure fluency in reading - while EXS and GDS children are challenged through written comprehension and SATs style questions covering a variety of question styles ensuring that all children make progress from their starting point.
7. Gaps between lower ability reading children are narrowed to ensure they make progress towards age-related expectations. Children not reading on a 1:1 basis at home are supported to read on a 1:1 basis in school. Reading at home has increased as a result of measures put in place to encourage home reading.
8. Child in Year 2 with no prior knowledge of English language prior to joining Year 2 (BA) is rapidly acquiring spoken, reading and written English skills through high quality focussed support from TB - supported by class teachers. This enables the EAL child to better access the curriculum and it is hoped that this support will be provided to her brother next academic year; to enable him to make the same accelerated progress.
9. English units provide learning with high expectations and high quality resources. Quality of writing and reading comprehension have improving since the introduction (and implementation) of this 'new' scheme of work and the associated resources.
10. Newly appointed Year 1 Teacher supported through use of exemplification materials to standardise writing and identify next steps: developing their knowledge and understanding of assessment and ensuring accurate judgements made.
11. Personal feedback shared in order for planning and learning to be refined/improved.
12. Feedback shared – highlighting good practice and key points for development so that teaching and learning during this time could be improved.

Actions Taken (Summer 2020):

1. Seesaw updated daily in Year 1 and Year 2
2. Government daily Letters and Sounds lessons posted daily to enable easy access for parents.
3. Weekly phone calls to provide support and encouragement to parents/pupils.
4. Use of recommended teaching resources (eg BBC bitesize) to provide children with video lessons.
5. Weekly learning packs available for families unable to access online learning.
6. Pupils identified needing remote learning support – ipads provided.
7. Maths Whizz and Numbots usage/engagement monitored weekly – online certificates issued

Impact:

1. Learning provision maintained throughout school lockdown enabling key concepts to be revised.
2. Phonics daily teaching available to access at home – supporting reading and writing.
3. Individual needs identified and support/solutions offered/put in place.
4. Remote learning includes demonstration lessons showing parents and children how to.
5. Paper based learning packs available ensuring the majority of pupils are doing some remote learning each week.

6. Pupils able to access seesaw and other signposted on line learning.
7. Greater engagement resulting in weekly practice of number and maths concepts.

LKS2 Phase Leader (KM): To raise standards (including quality of teaching and learning) in LKS2

Actions Taken (Autumn 2019):

1. Guided reading group with Year 3 twice a week
2. Support LS with behavioural issues in Year 3 – strategies, paperwork and behavioural plans.
3. Contributed to pupil progress meetings to ensure barrier to learning are overcome.
4. Supported LS by arranging focused meetings to discuss behaviour and responding to parents.
5. Organised supervision at lunchtimes for those children in LKS2 needing additional support.
6. Raise the profile of Year 3 and 4 during SLT meetings.
7. Deploying staff for maximum benefit for Year 3 and 4.
8. Trialling Pathway to Write to decide on the most beneficial English scheme.
9. Ensuring Power Maths is being taught in Year 3 and 4 – following the 5 part math's lesson. KM has taught maths in Year 3 to ensure she has a clear overview of the phases approach to Power Maths.
10. KM working alongside LS to plan topic weeks to ensure they are being exploited to their full potential
11. Trained a large number of behaviour strategies to overcome extreme behaviour issues within Year 4. (Swearing and lashing out at other children.)

Impact:

1. This has ensured that a target group has received additional adult support with reading to ensure progress was made.
2. This has ensured that all of the correct paperwork was in place, in order for referrals to be made should they be needed. Plans were put in place to ensure appropriate staffing was covered when needed. Strategies were discussed and evaluated regularly by phase staff and this was then acted upon.
3. Barrier to learning identified and actions put in place e.g. additional guided reading sessions. Strategies raised and discussed to ensure a wealth of strategies have been used and evaluated.
4. This has helped us to identify how specific parents can be dealt with in an effective manner. This has reduced stress levels for the Year 3 staff as now all communication goes through APH.
5. Ensured Nurture Room lunchtime supervision enabled pupils to build relationships with other children and adults; ensuring a much calmer start to the afternoon sessions in Year 3 and Year 4.
6. APH and other SLT staff members have a clear understanding of what is happening in regards to Year 3 and 4. Staff absences have been resolved and short term cover has been organised during SLT meetings.
7. This has ensured that both classes can continue to function and make progress.
8. By trialling the Pathways to write scheme for a unit, it was determined that this was not the most effective scheme to use. We decided to use the Read to write scheme, which has now been rolled out across the school and is being welcomed by a number of staff.
9. Power Maths scheme is being taught consistently following the 5-part structure. Cold tasks and hot tasks are being completed to highlight gaps in knowledge and showcase progression. KM can feed back to SLT regarding maths teaching across the phase.
10. Topic weeks in Year 3 and 4 have followed the same structure. Staff have planned engaging and inspiring activities that have an enquiry focus. Children have responded positively to topic weeks and taken part in trips and activities to further promote a love of learning in these subjects.

Actions Taken (Spring 2020):

1. Spring Term Pupil Progress Meeting revealed a target group of 2 pupils missing RWM combined for Mathematics; and a further 4 pupils missing RWM Combined in Mathematics and Writing.

Impact: It was decided to provide all 6 pupils with the opportunity to partake in an afterschool Maths Club (starting March 2020). *Further intervention – and support for target pupils – being provided with 1:1 sessions with Linda Neill (The Literacy Company) from the start of the school year – focused on raising attainment in Writing.*

2. Class Timetable constantly being revised – alongside seating plans – to ensure comprehensive coverage of all key curriculum areas.
3. Changes to the approach to teaching reading also reviewed with an improved system implemented during the Spring Term.
4. Key actions from the Literacy Company twilight training and 1:1 moderation sessions have been implemented swiftly – especially with regards to handwriting and spelling. Introducing two 'new' words (vocabulary) daily – and ensuring English and maths skills are a feature of all Topic Weeks – plus differentiated homework for focus pupils.
5. 'Morning Meeting' has been established since the start of Spring Term – to ensure the children focus on their individual targets, have time to reflect and review their work from the previous day and to address key misconceptions. This is proving to have a high impact.

6. Due to the implementation of the 'new' Year 4 Times Tables Check (2020), the children have had a greater focus on multiplication tables – with battles on TT Rockstars and time to develop and consolidate this knowledge.

7. Trialled 'Pathways To Writing' prior to the school purchasing 'Read To Write' whole school. Feedback influenced this key decision.

Impact

1. Timetable of the best deployment of TA (KB) being regularly reviewed to support pupils overcome key misconceptions and provide additionality to those pupils who need this.
2. The early indications reveal that this will have a great impact on standards and progress.
3. Children are incorporating new vocabulary into their writing. They are also gaining confidence to utilise ambitious vocabulary across all subjects.
4. This has allowed feedback to be focused and immediate for the children. Children have time to edit and reflect on their work and also have clear targets to work on for their next piece of work. It has also allowed teachers to identify misconceptions and address these in detail using verbal feedback and practical explanation during a time that does not impact the lesson.
5. The majority of Year 3 and 4 children have been accessing the TT Rockstars battles that have been set up each week. This has improved rapid recall across the classes.
6. Using a different English scheme in Year 4 and reflecting on this in comparison to Year 3, we decided to go with the Read to Write scheme as a whole school. This provides high level model texts for the children to deconstruct and use as a stimulus for their own writing – as well as ensuring the pitch of such models incorporate the key language features for that year group. This has already started to have a positive impact on the children's writing across LKS2.

Actions taken (Summer 2020):

1. To ensure that SeeSaw activities are frequent and are being monitored daily by staff within the phase.
2. To encourage children to use online platforms and continue their learning by completing online phone calls weekly.
3. To encourage participation within learning activities
4. To address areas that have not been taught this year and prepare for September to ensure coverage of the curriculum.
5. To complete transition document.
6. To complete pupil premium report.
7. To carry out Google Meeting with children from Year 4 .

Impact:

1. Children are accessing daily activities via the online software and are able to engage with this from home or in school. Children are receiving daily feedback and even personalised audio explanations back in order to address misconceptions.
2. Weekly phone calls are taking place and staff have been able to support parents with home learning and also encourage children to continue to use the support been offered. Staff are also able to keep up to date records for safeguarding purposes and inform AE about any changes in circumstances that will impact on their education or well being.
3. Staff have highlighted the NC statements and these are being used to inform planning to ensure coverage of the curriculum despite the school closures.
4. Staff have completed transition documents to inform the next class teacher about their future cohort. This includes information such as child's attitude to learning, parental involvement, SEN needs or other information that will help to ensure a smooth transition for all children within that cohort.
5. Staff have completed PP report to identify the gaps between the PP and non-disadvantaged children within their cohorts. This will support staff to pitch and plan for their upcoming cohort ready for September to ensure all needs are being met.
6. KM has completed three weekly meetings with the children in her Year 4 class. LS has been present for all of these meetings. This gave children the opportunity to see their peers and take part in games alongside them. This also allowed KM to focus on an area of mathematics (dividing by 10 and 100) that a number of children have been struggling with. She used the session to teach the skills and methods and used the following days as follow up sessions for the children to complete work on SeeSaw. The engagement in this has been very positive – 19/30 children took part in the first session; 18/ 30 children too part in the second session.

UKS2 Phase Leader (NW): To raise standards (including quality of teaching and learning) in UKS2.

Actions Taken and Impact (Autumn 2019):

1. Power Maths scheme of work utilised to ensure a mastery approach for all pupils.

Impact: Teachers have the planning resources and IWB resources available to assist with their teaching. Teachers have high expectations of ALL children and children have gained a deeper understanding of concepts covered in class using different representations and concrete resources.

2. Morning maths sessions differentiated to ensure children are challenged within their own ability and all four operations are taught on a daily basis. Misconceptions from previous lessons addressed in the sessions.

Impact:

Autumn A Arithmetic – 0-10 (14), 11+ (13), 21+ (2)

Autumn B Arithmetic - 0-10 (7), 11+ (21), 21+ (6)

3. NW and DB working in Y6 to support LW for Guided Reading and Maths. This ensures that children working below ARE are targeted daily and LW can focus on supporting others in class to deepen their understanding of key concepts

Impact:

July 2019: R-17%; W- 7%; M-31%; RWM- 6%

December 2019: Reading-46% Writing- 25% Maths-29% RWM-14%

4. Y6 After-school Boosters are taught by NW and LW for Maths and Reading for borderline children (slightly below ARE)

Impact: Children have developed their enthusiasm and determination to answer questions even when they find them difficult. Positive attitude is continuing at home and children are bringing in extra work that they have completed at home to show how they have worked independently. Arithmetic results are improving for those children.

5. TT Rockstars utilised within lessons and for homework to develop the recall of times tables.

Impact: Children are becoming more fluent recalling their tables (results on working wall). They are joining in with the in-house competitions.

6. Pinpoint used to develop vocabulary and skills to answer comprehension questions. Reading comprehension used across the curriculum as a shared read to encourage a wide variety of texts read and reading fluency. Information from texts utilised to develop their writing further.

Impact: Children using key concepts discussed in the comprehensions within their writing e.g. cross curricular links. Geographical language used to develop writing for Y5 from comprehension texts.

18/28 Y5 children reading over 300 words in 3 minutes.

Y5 (December assessment)

Reading-37% Writing- 33% Maths-37% RWM-11%

Y6 (December assessment)

Reading-46% Writing- 25% Maths-29% RWM-14%

SPAG-29%

(Y5 Sep. 2019 R-17% W- 7% M-31% RWM- 6%)

Booster sessions ran twice a week by NW and LW focusing on children just under ARE.

Regular arithmetic assessments (every 2-3 weeks) - using this data to inform morning maths sessions.

Actions Taken and Impact (Spring 2020):

1. Power Maths scheme of work utilised to ensure a mastery approach for all pupils.

Impact: Teachers continue to have the planning resources and IWB resources available to assist with their teaching. Teachers have high expectations of ALL children and children have gained a deeper understanding of concepts covered in class, using different representations and concrete resources. Power Maths materials are being used to support home-learning tasks too. *It is interesting to note that Power Maths resources have been used by BBC Bitesize during the school closures.*

2. Morning maths sessions differentiated to ensure children are challenged within their own ability and all four operations are taught on a daily basis. Misconceptions from previous lessons addressed in the sessions.

Impact - Arithmetic (Y5):

Autumn A – 0-10 (14), 11+ (13), 21+ (2)

Autumn B - 0-10 (7), 11+ (21), 21+ (6)

Spring A - 0-10 (5), 11+ (23), 21+ (11)

Spring B - 0-10 (5), 11+ (22), 21+ (15)

Impact – Arithmetic (Y6):

Autumn A – 0-10 (12), 11+ (16), 21+ (4), 31-40 (1)

Autumn B - 0-10 (4), 11+ (24), 21+ (10), 31-40 (1)

Spring A - 0-10 (4), 11+ (24), 21+ (18), 31-40 (4)

Spring B - 0-10 (4), 11+ (24), 21+ (19), 31-40 (9)

3. EW appointed to work in Y6 to support LW.

Impact: Interventions are now taught throughout the day. LW working with more able to challenge writing and maths whilst EW teaching Y6 (or EW teaching interventions when LW is in class). Quality of teaching in Year 6 greatly enhanced.

4. Y6 After-school Boosters are taught by NW and LW for Maths and Reading for ALL children.

Impact: Children have developed their enthusiasm and determination to answer questions even when they find them difficult. Positive attitude is continuing at home and children are bringing in extra work that they have completed at home to show how they have worked independently. Arithmetic results are improving for those children.

Y5 (December assessment)

Reading-37% Writing- 33% Maths-37% RWM-11%

Y5 (March assessment)

Reading-43% Writing- 29% (N.B changes to cohort: -1, +2 – plus child placed at CIN) Maths-57% RWM-25%

Y6 (December assessment)

Reading-46% Writing- 25% Maths-29% RWM-14%

SPAG-29%

(Y5 Sep. 2019 R-17% W- 7% M-31% RWM- 6%)

Y6 (March assessment)

Reading-68% Writing- 46% Maths-64% RWM-36%

Booster sessions ran twice a week by NW and LW focusing on ALL children.

5. Regular arithmetic assessments (every 2-3 weeks) - using this data to inform morning maths sessions.

6. TT Rockstars utilised within lessons and for homework to develop the recall of times tables.

Impact: Children are continuing to become more fluent recalling their tables (results on working wall). Certain children are joining in with the in-house competitions although more determination is needed when practising at home.

7. Pinpoint (Reading Comprehension) used to develop vocabulary and skills to answer comprehension questions. Reading comprehension used across the curriculum as a shared read to encourage a wide variety of texts read and reading fluency. Information from texts utilised to develop their writing further.

Class novel read daily to engage children and to promote reading fluency.

Impact: Children using key concepts discussed in the comprehensions within their writing e.g. cross curricular links. Geographical language used to develop writing from comprehension texts.

Children becoming more confident and volunteering to read out the class novel. Reading fluency has developed.

Y5 December Assessment:

18/28 (64%) Y5 children reading over 300 words in 3 minutes.

Y5 March Assessment:

23/28 (82%) Y5 children reading over 300 words in 3 minutes.

Actions Taken (Summer 2020):

- To ensure that SeeSaw activities are frequent and are being monitored daily by staff within the phase.
- To encourage children to use online platforms and continue their learning by completing online phone calls weekly.
- To encourage participation within learning activities
- To address areas that have not been taught this year and prepare for September to ensure coverage of the curriculum.
- To complete transition document
- To complete pupil premium report
- To carry out Google Meeting with children from Year 5

Impact:

- 1. Children are accessing daily activities via the online software and are able to engage with this from home or in school. Children are receiving daily feedback and even personalised audio explanations back in order to address misconceptions.**
- 2. Weekly phone calls are taking place and staff have been able to support parents with home learning and also encourage children to continue to use the support been offered. Staff are also able to keep up to date records for safeguarding purposes and inform AE about any changes in circumstances that will impact on their education or well being.**
- 3. Staff have highlighted the NC statements and these are being used to inform planning to ensure coverage of the curriculum despite the school closures.**
- 4. Staff have completed transition documents to inform the next class teacher about their future cohort. This includes information such as child's attitude to learning, parental involvement, SEN needs or other information that will help to ensure a smooth transition for all children within that cohort.**
- 5. Staff have completed PP report to identify the gaps between the PP and Npp children within their cohorts. This will support staff to pitch and plan for their upcoming cohort ready for September to ensure all needs are being met.**
- 6. NW spoke to Year 5 children about the Google Meet and the idea was welcomed by a number of families. This is due to take place during the final week on school.**
- 7. Sixteen Year 6 children have attended school. Sessions have focused on core skills in English and Maths. The children have also completed daily mindfulness activities as well as completing PHSE lessons focused on mental health. During the final week, the children will complete a transition unit: Go Big! Be awesome! During the final two weeks, Jade Jones has supported in Y6 working with children 1:1 to further support their mental health.**

The actions taken were aimed at diminishing the difference between the disadvantaged and non-disadvantaged pupils; and to also raise the overall attainment of the cohort as a whole.

Phase Leaders also hold whole school responsibilities, which include:

TLR2 Responsibility (MB): To develop Mathematical Fluency and Embedding The Teaching for Mastery Approach in Mathematics.

Actions Taken (Autumn 2019):

1. Analysis of last year's KS2 SATs QLA and current Year 6 NFER tests from last summer indicates that marks being dropped on tests are largely in the strands of calculations and fractions/decimals/ ratios. Feedback given to class teachers and phase leaders as to areas to prioritise in Morning Maths teaching (and revision sessions) as a result of this.
2. Power Maths resources have been purchased and distributed to staff. Book scrutiny on 17th October indicated that Power Maths was being followed by all year groups in a consistent manner; with other resources being used to supplement this as the main planning resource.
3. Classroom Secrets online resource purchased to support staff in finding a variety of maths resources. Shared staff drive organised with a variety of high quality resources and maths cupboards re-organised by strand of mathematics to make concrete manipulatives easier to find and use. Additional resources purchased to ensure high quality concrete manipulatives are being used (using part of the Maths budget and some money awarded following a successful bid to Liverpool Mathematics Society).
4. Excellent Maths Teacher course attended by MB and AMH – this is a 7 day course to be completed over the course of the academic year 2019/20. Support staff and new teaching staff have also attended a mastery overview twilight (organised through the Embedding Mastery Workgroup that our school is leading on).
5. Resources from the Excellent Maths Teacher course placed on shared drive for all staff to access.

6. Book scrutiny completed (MB and APH). Feedback given to Phase Leaders/ class teachers, specifically around best use of success criteria, picking out good examples of these and where these can be improved. Other areas to note pointed out to relevant staff.
7. Use of arithmetic tests (every 2-3 weeks) in Year 6 - to inform Morning Maths sessions and secure fluency of four operations and fractions.

Impact:

- 1. Areas where marks are being dropped are now being prioritised during Morning Maths (and monitored to ensure that sufficient weighting is being given to these strands).**
- 2. Staff have a variety of resources easily accessible and available – improving staff well-being as well as the quality of materials used in lessons (resulting in improved learning opportunities).**
- 3. Improved staff subject knowledge of staff - also resulting in improved learning experiences for children.**
- 4. Staff feel more confident writing and using success criteria in mathematics - and have a clearer understanding of the distinction between the two types of success criteria as outlined in the Teaching and Learning Policy.**
- 5. Improvement in Arithmetic Scores achieved by the children in Year 6: September 2019 (Chn. Achieving >20 = 4) v December 2019 (Chn. Achieving >20 = 21). Approach shared with Y5 and Y4 who started to use the same Morning Maths approach from the beginning of Spring 2020.**

Actions Taken (Spring 2020):

1. Analysis of Autumn NFER tests/ SATs practice arithmetic tests at KS1 and KS2 indicates that focus on gap areas identified in prior data is narrowing the gap. This still remains a key area for priority in order for children to gain mastery of all areas of arithmetic.
2. Maths staff meetings x 4 planned for Spring/ Early Summer term not held due to impact from Coronavirus. This action to continue when school fully opens again and staff meetings can resume (or this can be completed remotely).
3. Staff maths audit was scheduled to take place alongside maths staff meetings so therefore was also impacted by Coronavirus and school shutdown. This will now be moved into Summer/ Autumn term as staff priorities have currently shifted to focus on establishing remote learning.
4. Budget constraints meant that purchasing Power Maths for Reception was under review and then not taken up due to school shut down and sufficient resources being made available for free by Power Maths. Maths Whizz obtained (no charge for licenses) until the end of June for children to use as a maths tutoring programme that can be monitored by staff during remote learning period.
5. Meeting held with Year 4 teacher to discuss format and timetabling of times table check assessments, preparation in class and resources being used. Battles established in TT Rockstars between and within KS2 classes and teachers monitoring class usage during this term ensured that fluency of calculations remained a high priority. Practice test being considered for use with Year 4 (or 4Year 3) cohort when school reopens after shut-down.
6. Weekly leader board for TT Rockstars and Numbots now printed in school newsletter each week - to encourage children to use these resources more; and improve their speed and accuracy. During school shut down, teachers are still encouraging the use of Numbots and TT Rockstars alongside Maths Whizz through awarding certificates, setting up battles within and between classes and monitoring usage of individual children.
7. Numbots, TT Rockstars and newly acquired Maths Whizz encouraged for home learning use and for key worker/ vulnerable children attending school to use. Use of these resources monitored by MB and fed back to teachers to ensure all children are making use of these.
8. Drop-in observations of maths teaching identified support required for the teacher new to the school (Year 1) and unfamiliar with the mastery approach. Support provided by MB to KS1 teacher new to mastery approach (PF) through co-teaching of maths lessons and discussions around planning.
9. Continuing involvement in Excellent Maths Teacher program for MB and AMH. Continuing involvement in Embedding Mastery Workgroup for Maths lead and whole staff through twilight sessions.
10. Maths subject leader attended a twilight session with First 4 Maths for maths subject leaders. Support provided from David Harker to maths subject lead through discussions around how subject is led in school.
11. KS1 maths club was due to start immediately before school shut down occurred with 26 KS1 children attending and 2/3 members of staff leading these sessions.

Impact:

- 1. Mastery of arithmetic is improving, as evidenced by practice arithmetic SATs test scores in Years 2 and 6. This also demonstrates that 'identified gaps' in knowledge are being diminished - leading to expected increase in achievement for both year groups in maths SATs tests.**
- 2. Wide range of maths resources in place for distance learning including maths learning programs (Numbots, TT Rockstars, Maths Whizz) and resources for teachers to access from Power Maths and on shared drive maths folder. This enables children and teachers to access suitable activities of their choice for distance learning and has resulted in better access to maths learning remotely.**
- 3. Clear plan is in place for preparing children for times table test in Year 4. Although this will not now be happening this year, measures are in place going forwards to enable teachers to confidently prepare**

children for the Year 4 Multiplication Check (from 2021 onwards).

4. Staff and children are now confident in using different learning programs - and increased usage of these programs ensures fluency in maths calculations continues to be developed during distance learning.

5. Observations indicated that teacher's confidence in using mastery approach with Power Maths - as the main planning resource - has improved significantly compared to the previous year. This indicates that teaching and learning is more effective, teachers are making greater and more effective use of resources, and our pupils are now making progress in line with best practice for mastery mathematics (teaching and learning). *Support has been provided to PF - supported teaching and learning in Year 1 - to ensure that maths learning in that year group is in line with mastery approach and following the best practice approach too.*

6. Subject knowledge of teachers and subject leader improving through involvement in networking groups and training attended. *Two further teachers will be attending Excellent Maths teacher program next year so this subject knowledge will continue to improve further in other year groups, resulting in a marked improvement in maths knowledge in the teaching staff over time.*

7. Maths subject leader has a much clearer understanding (and vision) for how to drive forward further improvements in mathematics (leadership) through attendance on courses (including NPQSL) and through conversations with David Harker (ASIA). *Positive feedback was received from DH with regard to subject leader's plan to drive forwards teaching and learning in maths.*

8. High take-up rate of KS1 children in after school maths club indicates high enjoyment of maths and willingness to undertake additional maths learning. *Although this has not been able to go ahead at present, the enthusiasm for this means that this will be planned again in the future dependent upon measures introduced for safe working upon school fully re-opening.*

Actions Taken (Summer 2020):

1. Encouragement of engagement in Maths Whizz during home learning and for children attending school during shut-down. Use of certificates encouraged and teachers advised of what expectations to place on use of Maths Whizz. Analysis of Maths Whizz results showed that a small number of children had high engagement but that others had not engaged to a level where continuing with the program going forwards proved cost effective due to high renewal costs.
2. Maths staff meetings now planned for Autumn term as twilight training sessions.
3. Two staff to undertake Excellent Maths Teacher training course (Tara Loughran) next academic year.
4. Renewal of Power Maths scheduled for Autumn term.
5. Maths bid submitted to London Mathematical society to purchase concrete resources for engaging KS1 children in after school maths clubs.
6. Usage of TT Rockstars and Numbots continuing to be encouraged by class teachers and battles between KS2 classes have been established to encourage participation. Maths Shed trial established for children who had engaged well with Maths Whizz as a replacement measure when Maths Whizz licenses ran out (30 day Maths Shed license from end June to end July).
7. Application for Sustaining Mastery Workgroup submitted so that school will continue to be supported in their mastery journey by Maths Hub.
8. Maths home learning workbooks sent to children along with reports to support learning from home over the summer.

Impact:

1. **Where children engaged well with Maths Whizz, an increase in attainment against maths age (as measured by Maths Whizz company's own criteria) was found. For the pupils who engaged well, parents reported an increase in enjoyment, confidence and fluency in maths.**
2. **Impact is expected to be felt in greater consistency and more effective use of teaching and learning time after these sessions are held.**
3. **Increase in teacher subject knowledge leading to more effective teaching and learning impacting positively on pupil achievement and attainment.**
4. **Continuing use of resources into 2nd year. Positive impact on teacher workload through planning support. Positive impact on lesson design and delivery through consistent high quality mastery materials being used throughout school.**
5. **If the bid is successful, an improvement will be seen in the materials used to support learning, therefore a positive impact on learning and attainment.**
6. **Keeping the profile of mathematics learning high and promoting maths learning has helped to prioritise this with families in school and with teaching staff for children attending school. This should lead to greater levels of practise in maths and lower loss of learning during shut down.**

7. **Support for leadership of mathematics in the school ensuring that we are aware of best practise and implementing this in our school.**
8. **Setting expectations for home learning leading to potentially greater engagement in maths learning for children not attending school.**

Key Stage 2 Action:

1. To set daily activities on SeeSaw
2. To encourage the use of online learning platforms such as, Maths Whizz and TT Rockstars.
3. To provide interventions to narrow the gap
4. To incorporate maths into cross-curricular activities
5. Year 6 children to access daily maths lesson by returning to school each day.

Key stage 2 Impact:

1. **Yr3/4/5/6 have set daily mathematical activities on SeeSaw for children to complete. Staff have given daily feedback and used this to inform their future activities. Children's misconceptions have been identified and addressed. Staff have encouraged children to access TT Rockstars (timestables) by organising battles between classes and across year groups.**
2. **Children have completed an assessment on Maths Whizz to ensure activities are at their current level and have been encouraged to go on this daily through SeeSaw and during designated time for the priority group. Progress is monitored via the teacher portal.**
3. **Bespoke maths interventions have been taking place in KS2, based on individual assessments in school. Regular arithmetic tests have highlighted misconceptions, that have been targeted during the morning maths sessions.**
4. **Children have been enthusiastic to see what progress they have made.**
5. **Wherever possible, maths links have been used within creative activities e.g. purchasing ingredients to make a bar of chocolate.**

Fifteen Year 6 children have returned to school and receive face to face maths teaching and support. These lessons have focused on place value, the four operations and fractions, decimals and percentages.

TLR2 Responsibility (AMH): Developing Early Reading and the Teaching of Phonics.

Actions Taken and Impact (Autumn 2019):

1. Phonics Policy written and shared with staff – clear expectations set and shared.

Impact: Staff are clear about what, when and how phonics should be taught. Consistent approach in place. Children acquiring phonic knowledge at an appropriate pace.

2. Observations of phonics teaching in EYFS – demonstrated policy was in practice. **Impact:** Children were making good progress in phonics and subsequently early reading skills.

3. Learning walk in EYFS & KS1. **Impact:** Evidenced that opportunities for reading for pleasure in EYFS and KS1 are in place – also highlighted the promotion of application of phonics and regular opportunities for early reading in both key stages.

4. Learning Walk in KS1 – **Impact:** Children having at least weekly 1:1 reading opportunities with adults – providing personalised time for developing reading and ensuring all pupils are reading books appropriate to their ability/that are matched to their phonic phase.

5. Data for book bands and phonic levels collected and analysed.

Impact: This has highlighted children not on track to meet age related expectations. Subsequently teachers fully aware of gaps that need closing and are delivering additional phonics and targeting additional 1:1 reading time with these pupils.

6. Early Reading/Phonics Workshop for parents hosted. **Impact:** Parents who attended (4 in total from Y1&2) informed about what phonics is and how it is delivered at HL. Strategies shared for use at home to support in the early development and love of reading.

Actions Taken and Impact (Spring 2020):

1. Observations of Guided Reading have taken place in REC/Y1/Y4/Y5/Y6.

Impact: Main strengths and areas for development shared – teachers’ plans and learning strategies refined. School to revise the whole school plan for teaching of reading – to further enhance the quality of teaching of reading (and progress made by pupils) – so a greater proportion achieve the expected standard at the end of each key stage.

2. AMH produced a ‘Progression in reading document’ disseminated to staff (1.3.20) to support planning for reading.

Impact: Staff now ensuring age related expectation linked to NC and all areas of reading are planned for and explicitly taught.

3. School data requested in March – for evaluation and further analysis.

Impact: Whole school tracking sheet updated with March data, including % of pupils on track and key target groups identified. Phonics target groups reviewed – extra support in place for children not at age-related expectations.

4. Independent (Home reading books) audited & sorted to just phonically decodable books.

Impact: All ‘early readers’ only accessing 100% phonically decodable books; ensuring fluency is developed quickly and readers gain in confidence. All home reading books matched closely to ability.

5. New phonically decodable books ordered (April 2020) for Book Bands Pink to Turquoise (Phases 2 – 6).

Impact: All book bands (to phase 5) will have sufficient stocks to enable all children to access required books.

6. Observations of Phonics in Y1 – identified strengths and areas for development.

Impact: Lesson planning now follows the 4 part structure and teacher fully aware of expectation of pace and mix of activities; to ensure active learning throughout the lesson by all pupils.

7. Updated phonics assessment sheets collected and disseminated. These provide a thorough diagnostic assessments to ensure pupils are taught the phonemes and tricky words they need in order to accelerate progress.

Impact: Assessments of pupils are secure. Any gaps in knowledge are addressed quickly. Planning informed.

8. Implemented an identification/provision map for children who are the lowest 25% readers per class). **Impact:** Provision in place to support these pupils to narrow the gap. Provision/attainment regularly reviewed – pupils not making sufficient progress referred to SENDCO for additional support. *This has highlighted the need to review provision and ensure adequate progress is being made.*

9. Literacy Counts guided reading assessment tool ordered (Feb 2020). Further liaison with Literacy Counts consultant, regarding Guided Reading CPD for all staff to take place. **Impact:** clear next step for assessment identified – and included in Action Plan (implementation).

10. Staff meeting time used to inform staff about new OFSTED expectations in relation to reading. **Impact:** Shared staff understanding about the deep dive that will be undertaken in an OFSTED and importance of ensuring reading environment, timetable and teaching is reviewed and firmly in place.

11. Sharing of best practise regarding how we, as a school, promote and can further develop a ‘Love of reading’ – plus staff audit completed in relation to teaching of reading and phonics.

Impact: All staff could evaluate, review and improve current practice. Audit highlighted/confirmed (from monitoring) key areas of CPD needed to improve teaching and learning. Further reading training/materials planned and inhouse phonics training scheduled for Spring 2.

Actions Taken and Impact (Summer 2020):

1. New reading books organised and supplement existing sorted stock. Clearly arranged and labelled – matched to phonics phase & sub phases

Impact: Books ready for September 2020, easily accessible and clearly labelled. Books organised in sequential order matched to Letters and Sounds sets of graphemes within phases. Children will only read fully phonically decodable books matched to their word reading ability.

2. Updated individual reading records to reflect new/rearranged stock

Impact: Accurate records are kept and continue seamlessly from EYFS – KS2 from September 2020. Individual pupils' reading breadth/progression can be easily monitored and tracked from September 2020.

3. Letters and Sounds Phonics Training - The Literacy Company – online webinar (AMH, JDG, MB, CR, DF, BL, CD)

Impact: Staff that participated have refreshed their knowledge and understanding of the L&S programme and fully aware of expectations throughout each year group.

1. Phonics assessments revised

Impact: Assessments more manageable and easy to use enable ongoing assessments to take place easily and inform planning.

TLR2 Responsibility (NW): SMSC (including Relationships & Health Education)

Actions Taken and Impact (Autumn 2019):

1. Familiarise myself with the new PSHE scheme of work (Jigsaw).

Impact: Ability to help and support others to deliver the correct units in the correct sequence to ensure a whole school consistent approach. Lead from example e.g. YMCA collection.

2. For SMSC and PSHE to have a high profile in school

Impact: SMSC calendar and Collective worship rota has been written and shared with staff. We commemorated Remembrance Day by creating Art work and then held a whole school assembly to share poems and work created. Key cultural events/traditions are celebrated throughout the school. Whole school SMSC display created to share good practice.

3. Write the SMSC and PSHE policy

Impact: Expectations are clear based on what is to be taught and statutory requirements for the teaching of RSE.

4. CPD booked for Spring term based on RSE.

Impact: Unknown until Spring Term

5. Lead staff in the use of key assessment

Impact: Staff are clear of expectations for their year group and have been given the key objectives for each lesson to display within their classrooms to ensure a consistent approach to recording their work. Staff are starting to become aware of how they can support LA and challenge HA children through the use of OTIs.

6. School council election (Pupil Voice)

Impact: Children from Y2-Y6 presented their School Election Speeches. Children in class voted for who they would like as their class councillor. Ballot papers created. 2 children from each class won the class election. Each class has 2 representatives on the school council.

Actions Taken and Impact (Spring 2020):

1. Gain a deeper understanding of the RSE coverage (Jigsaw).

Impact: Awareness of statutory guidelines for teaching RSE (including same sex families) based on what children should be taught before they leave primary school.

2. For SMSC and PSHE to have a high profile in school.

Impact: SMSC calendar and Collective Worship rota is continuing to be followed – even during school closure. Children have celebrated Earth Day, St George's Day and VE Day. These topics are also encouraged for home learning to develop SMSC links across the school and to the wider community. Work is recorded in a 'SMSC book' and on the SMSC display board. Children also created artwork for the nurses and staff at Halton Haven and a post was placed on their Facebook page thanking the school children.

3. Prepare a PowerPoint for parents based on RSE.

Impact: Expectations are clear based on what is to be taught and statutory requirements for the teaching of RSE on the PowerPoint to parents. The PowerPoint is ready but has not been presented to parents due to the school closures.

4. CPD booked for Spring term based on RSE.

Impact: Attended training based on this and created OTIs and prepared a PowerPoint for parents. Also created a 'Progression of Vocabulary' document to ensure that the correct terminology is used across the school ensuring progression.

5. Lead staff in the use of key assessment.

Impact: Assessment has been completed by following the OTI statements. Staff have the objectives for each lesson on speech bubbles so that this is part of their PSHE learning wall.

Actions taken (Summer 2020):

1. To represent the learning taking place use the school life book.
2. To create an area providing resources to promote mental wellbeing
3. To highlight and plan for national days both in school and through home learning.

Impact:

1. Learning that has taken place during the school closure has been compiled into the school life book. Children have taken pride in their work to add to the book and enjoy looking at what other children have completed during their time in school.

2. The priority bubbles have a display board focused on SMSC. It provides resources to promote positive mental health and this is accessed throughout the day by the priority children and as part of teaching sessions.

3. Children have celebrated national events such as; VE Day, World Oceans day and mental health awareness week.

TLR3 Responsibility (LW): Curriculum Leadership (Intent, Implementation & Impact)

Actions Taken (Autumn 2019):

1. Review meeting with APH – including book trawl, discussion of curriculum (intent and action plan).
2. Created On Track Indicators (OTUIs) for whole school with subject leaders for Geography, History, D.T and Art.
3. Created vocabulary lists for whole school with subject leaders for Geography, History, D.T and Art.
4. Created curriculum map for Topic Weeks.
5. Staff confidence survey completed.

Impact:

1. Established strengths and development points for the curriculum. Fed back to staff and through informal book trawls have noted improvement in cold tasks, skills and knowledge (Y5 and Y3 in particular).

2. Successful meetings with all subject leaders. Checked OTIs are progressive, match our curriculum and the National Curriculum. *This is set to be rolled out in January 2020 – Staff meeting on 08.01.20.*

3. Successful meetings with all subject leaders. Checked vocabulary is progressive, matches our curriculum and the National Curriculum. (Set to roll out in January 2020 – see above).

4. All staff agreed to the topics that they are teaching and have placed the topics into the order that they want them in. Each year group now has two Geography, two History, two D.T and two Art units. Full coverage of the National Curriculum.

5. Staff survey analysed- staff feel particular lack of confidence in Art and D.T. *OTIs will support staff with this hopefully (review in Spring term); staff requested support with planning. OTIs will also hopefully support this (review in Spring term). Key information to be passed onto all subject leaders to inform their own leadership of their subjects. Feed this into a staff meeting (Spring term).*

Actions Taken (Spring 2020):

1. Worked with RE lead to create OTIs, Knowledge Organisers and Vocabulary for the whole school.
2. Analysed Computing scheme of work- staff have reported that that the scheme is not that interesting for the children.
3. Looked into how to improve the Music Curriculum e.g. a new scheme or through the creation of OTIs.
4. Shared 'front cover format' use in staff meeting (8th January 2020).
5. Sent out Knowledge Organisers (which have the front covers in) to each year group lead for the appropriate half terms – and met with each year group leader to discuss this with them.
6. Worked with a focus group of staff to trial cold tasks as diagnostic assessments linked to OTIs (Y2- History, Y4- Geography, Y5- Art).
7. Cold Tasks have been created for all Art and DT units of work.
8. Met with JDG and APH to discuss assessment approaches in the non-core subjects and in English – to develop a system for our school.

Impact:

1. Yet to launch these with staff. Once done impact will be tracked through book trawls and pupil voice surveys (LW and AE).

2. Analysis of Knowsley scheme of work identified weaknesses in the current coverage- emailed Knowsley to ask for further units which are coming a.s.a.p. Support given to staff r.e. computing OTIs.

3. This is still in the process - keeping Charanaga, but I will work with the Music Subject Lead to analyse this scheme as well as other guidance to create a list of OTIs (to support staff in teaching an effective music curriculum).
4. Book Trawl completed in Spring 2020 showed all classes now using the correct front cover format and vocabulary sheet. Cold tasks are being used effectively too. Improvement in the quality of teaching and learning evident from Year 1 to Year 6.
5. Staff stated an increase in confidence in planning lessons which include subject specific knowledge and skills.
6. Feedback was that cold tasks now helped staff to plan their topics and give them effective feedback to inform their future planning.
7. All units now have cold tasks prepared.

Assessment trackers (to monitor progress in the non-core subjects) have been created – and shared with all teaching staff.

Actions Taken (Summer 2020):

1. Staff meeting focused on curriculum intent
2. Staff meeting- staff given time to complete Long Term Overview. Previous to this staff completed an audit of the topics/units that had been taught so as to inform the next teacher as part of the 'recovery curriculum'
3. T&L policy discussed and finalised with APH
4. Altered the music curriculum and Computing curriculum to ensure that each unit has a focus question to explore
5. Worked alongside Dawn Farrar (music lead) to complete OTIs and knowledge organisers
6. Computing- mapped out links to English and Maths as well as downloading all new resources and teaching slides so that the scheme is easier to use
7. Ordered DT resources in preparation for the new year
8. Analysed the Read to Write units and matched the objectives with the National Curriculum for SPAG and No Nonsense grammar
9. Led a staff meeting on the No Nonsense schemes and the approach to SPAG in the school
10. Created display sections for the new Read to Write units.

Impact:

1. Curriculum intent shared and amended according to the 'recovery curriculum'. This has been amended on the information to go onto the website and will be added to subject action plans in the new year
2. Staff have completed Long Term Overviews to support staff in teaching the full curriculum. Links made to units/learning missed due to Covid 19 as well as specific references to English and Maths which can be taught in Science, Topic weeks, computing and RE units.
3. This will be disseminated to staff to ensure the curriculum is implemented consistently across the school.
4. Computing and Music are now in line with the other areas of the curriculum so that children are exploring their learning via finding answers to a question
5. Music is now inline with the other subjects. Staff stated on previous audits that they felt the Charanga units were not easy to follow and it was unclear what the skills and knowledge was. OTIs will hopefully support staff with this- implement in September 2020.
6. Implement 2020- will hopefully allow for cross-curricular learning of the key skills which will feature as part of the schools approach to the -recovery curriculum'
7. DT units were not taught last year as many were planned for Spring/summer term Covid 19. We are now prepared for these units.
8. Implement September 2020, but given to staff in July 2020 during a staff meeting
9. Support consistency in SPAG from September 2020
10. Support with deliver of the Read to Write units

Total Cost of TLR2 payments and additional teacher in each phase (KS1, LKS2 and UKS2) = £143,329.26

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|----------------|--------|---|--|
| Breakfast Club | £7,500 | To provide a Breakfast Club for up to 30 children – which is free to (i) families being supported by a Common Assessment Framework (CAF), (ii) families whose children are identified as being a Child In Need (CIN), placed on Child Protection (CP) or a Child In Care (CIC), (iii) the focus of targeted intervention by their teacher(s) for reading, writing, phonics and/or maths, and (iv) families who are experiencing 'difficulties' at any time. The aim of the breakfast club is primarily to alleviate pressures on these | Behaviour for learning amongst our most vulnerable pupils remains high (or steadily improves during the course of the school year). |
|----------------|--------|---|--|

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|--|---|--|
| | <p>families, improve attendance and punctuality of children at risk of underachieving, to cater for the social and emotional needs of the most vulnerable pupils at our school (as well as supporting vulnerable families in times of most need) and to ensure all pupils – regardless of their background – start the school day on an ‘even footing’ (well fed, alert and ready to learn). <i>Additional opportunities for support with reading and homework, social interaction, peer mentoring, opportunities for play and language development, and to access targeted interventions also form a key component of our school run Breakfast Club.</i></p> | |
|--|---|--|

Evaluation:

Due to the school closures (March 2020), the impact of Breakfast Club in supporting the school to achieve its Strategic School Development Plan objective one, was not evaluated in full. However, the impact of the measures taken holistically, with regards to raising standards of behaviour, are detailed in the termly headteacher’s report to governors.

SSDP 1: Continue to raise the standard of behaviour - and attitude to learning (including the children’s readiness and desire to learn) - of all of our pupils.

Intended outcome(s): Behaviour for Learning is at least good in all year groups; Staff believe the school’s Behaviour Management Policy is supportive and effective – and an increasing number of children have a positive attitude to their school work (and a desire to work and do well in school); All pupils understand the impact of any negative attitudes or behaviour on other people (including their peers, other children in school, staff and visitors) and themselves; Visitors to the school and adults at educational visit venues acknowledge the behaviour of our pupils to be of a high standard, with an increasing number of pupils acting as good role models for the other children; Staff are able to teach to a high standard, with very few interruptions, and consider the standard of behaviour of our pupils to be a strength of our school by the end of the year (July 2020).

Actions Taken and Impact (Autumn 2019):

1. New Behaviour Management, Positive Handling and Child Restraint Policy introduced to all staff September 2019 and revised following a 3week consultation process – approved by Governors on 7th November, ratified 28th November and will be reviewed again in March 2020. Expectations at playtimes made explicit and shared with staff and pupils (this is now being recorded accurately from the start of the spring term). The right of staff to work in a safe environment, to feel safe, respected and valued and now detailed within the policy and are now supported by the governors.
Play times and dinner times are now relatively incident free – incidents are dealt with and recorded.
2. Two twilight training session on understanding challenging behaviour delivered by The Positive Behaviour Support Service.
9th October and 23rd October (3.5 hours)
Staff feel reassured that they have done everything within their power to combat the more extreme behaviour.
3. Applied to one of the two lead primary schools to undertake Pivotal training and were successful – training took place on 10th and 11th December 2019. ***APH and JDG fully trained to level 1 in Pivotal approach and are ready to begin training of all staff.***
4. Four teachers from Year 1 and Year 2 took part in the STARS: incredible year teacher classroom management evaluation research study (funded by the education endowment foundation and evaluated by the national foundation for educational research). Workshops focusing on classroom management. ***Staff brought back ideas to share with others. Staff will feedback to SLT in Spring Term.***
5. Whole school ‘Team Teach’ training took place on 9th and 16th September (6 hours). Following this, staff gained confidence to be more proactive in managing extreme behaviour. ***Staff are confident to step in and hold children that are in crisis to support in de-escalation.***
6. Three members of staff attended Mental Health First Aid course.
Children struggling with their Mental Health will be fully and appropriately supported.
7. LD completing ELSA training.
Children that need support with their emotional learning will be appropriately supported.
8. 4 out of 5 applications for pupils to undergo statutory assessment accepted – 4 pupils with draft/final EHCPs and receiving additional support relevant to their needs. This includes two pupils who have been

allocated places within local SEMH provisions and are no longer pupils at our school. This has significantly reduced the number of fixed term exclusions, violent and racist incidents (in addition to minimizing regular disruption to lessons and the need for staff to engage in physical restraints.) **Children that need support will be identified early and provision put in place when needed.**

9. Emergency meeting with the Local Authority (following injuries sustained by staff) - 17th December. Two pupils allocated places within the Fawns SEMH provision from the start of the spring term. The appointment of a Pastoral Support Worker (funded by the local authority for a period of 3 months) to commence at the beginning of the spring term. A package of support to enable the school to fully evaluate behaviour and attitudes during the spring term.

Support given for an application of discretionary top up funding for a pupil in year 3 exhibiting extreme behaviours.

Pastoral support will build relationships with children and allow staff time to focus on teaching. They will support staff and children when needed and provide various counselling sessions where appropriate.

10. JDG attended inclusion conference and the behaviour leads cluster meeting.

JDG will remain up to date with local and regional developments in inclusion and implement strategies and feedback to staff where appropriate.

Actions Taken and Impact (Spring 2020):

1. Worked with Halton Behaviour Support Service to carry out a whole school behaviour review.

Behaviour Review took place on 22nd January 2020 with four members of the Halton Behaviour Support Service. This report highlighted improvements in behaviour and the importance of consistency in approach.

2. Worked with Anne-Marie Wright (Psychodynamic Organisational Therapist), for 6 x half days.

Work with Anne-Marie continued beyond the 6 sessions and was beneficial to all stake holders. She worked alongside APH and attended a Phase Leader Meeting - training staff to carry out focused reviews of specific children. She was also able to work with specific staff to provide support on managing the behaviours of our most challenging pupils; providing advice and, on occasions, working with specific children. This 'insight' was used as evidence in the school's applications for statutory assessment for two pupils (in order to gain EHCPs that may identify a more suitable provision and/or placement).

3. Martyn Jowatt from the nurture group network visited our school to advise on potential improvements to the pastoral and behaviour support of pupils in Year 3.

Year 3 Class Teacher (LS) and Nurture Intervention Room Leader (LCB) visited The Bridge Nurture Provision to receive feedback; and evaluate the effectiveness of the 'nurture' provision for Year 3 pupils. This reaffirmed that the manner in which our provision is run is high quality and is based on the nurture group network principles.

4. APH and JDG started whole school training on the pivotal curriculum for behaviour and safety with all teaching staff from our school.

The first 2 training sessions took place on the 15th and 22nd January. Staff surveys were completed and 2 modules completed.

Further pivotal training sessions are to be arranged for staff to complete this training - and for midday assistants and other stakeholders (e.g. sport coaches) to access.

5. Induction of Pastoral Support Worker – appointed from 10th February 2020 (for 12 weeks – until 1st May 2020).

JJ was appointed and a timetable was produced to ensure the best use of her time in supporting specific pupils in school. So far the support that she provides has reduced the disruption within sessions and allowed teachers to continue to teach children without spending a great deal of time with addressing negative behaviour of specific children.

6. Evaluation and consideration of any necessary changes to the BMPHCR Policy was due to take place in March – but placed on hold due to Covid-19.

7. Monitoring of fixed term exclusions (number of and reasons for these) – completed and reported to the local authority (as part of Pivotal Education Pilot Project) has taken place each month. Joint meeting to evaluate the data from all schools taking a part in this lead project postponed (31.03.20) – and date yet to be rescheduled.

8. Fully embed and evaluate the Perfect Playtimes and Golden Spatula reward systems.

Behaviour system results updated weekly. Year 6 are supporting JDG with Golden Spatula award. Reward systems running more efficiently term on term – with pupils responding positively to this. Feedback from Parent Lunches also reinforces that the behaviour in the hall at lunchtimes (and on the playground) has improved over time as a consequence of these systems.

9. Implementation of the recommendations following the staff wellbeing surveys completed at the end on the autumn term. **Due to be implemented March 2020 – placed on hold due to Covid-19**

10. JDG to attend Inclusion Conference and the Behaviour Leads Cluster Meeting.

Cancelled due to Covid-19

Actions Taken and Impact (Summer 2020):

1.APH and JDG attended skype call with Halton Behaviour Support Service to discuss the implementation and training of the Pivotal curriculum.

Pivotal training has been timetables with the CPD plan for the next academic year. Staff surveys will take place during Autumn 2 along with visits from the Behaviour Support Service.

It was recognised, part way through the school year, that those pupils with the lowest attendance and punctuality records were almost exclusively amongst our disadvantaged (pupil premium) pupils. Therefore, with the money saved on Whole School Training (see below) and the potential to utilise our Breakfast Club more to support these families, the school took the decision to purchase additional hours from the Education Welfare Service.

Autumn 2019 update:

Whole School (01.09.19 to 20.12.19) – Autumn Term:

| | |
|---------------|-------|
| All Pupils | 93.8% |
| Boys | 92.5% |
| Girls | 95.5% |
| Non PP | 95.8% |
| PP | 91.1% |
| Male PP | 89.1% |
| Female PP | 94.3% |
| Non FSM | 96.3% |
| FSM | 91.4% |
| No SEN | 95.6% |
| EHC/Statement | 95.5% |
| SEN Support | 88.3% |
| CIC | 97.1% |
| CP | 91.7% |
| CIN | 96.7% |
| CAF | 92.8% |

By Year Group (01.09.19 to 20.12.19):

| | |
|------------|-------|
| Reception | 94.5% |
| Year 1 | 94.5% |
| Year 2 | 88.4% |
| Year 3 | 94.7% |
| Year 4 | 95.1% |
| Year 5 | 94.7% |
| Year 6 | 94.9% |
| All Pupils | 93.8% |

These figures have been adversely affected by the high level of sickness (due to sickness bugs AND flu-like symptoms) during the last three weeks of the Autumn Term – when a number of pupils were too ill to attend school for a number of days. This was the case in a number of schools in Halton and neighbouring local authorities. *Governors are also reminded that a day's absence is statistically more significant during the autumn term as the number of sessions in school (from the first day of school in September) is at its lowest.*

Number of families (pupils) referred to EWO for unauthorised absence from school this term:

| | No | Accepted | Not Accepted |
|------------|----|----------|--------------|
| Reception | 3 | 3 | 0 |
| Year 1 | 5 | 5 | 0 |
| Year 2 | 3 | 3 | 0 |
| Year 3 | 3 | 2 | 1 |
| Year 4 | 2 | 2 | 0 |
| Year 5 | 3 | 3 | 0 |
| Year 6 | 3 | 3 | 0 |
| All Pupils | 22 | 21 | 1 |

In addition to making referrals when families choose to take their children out of school for family holidays, the school has entered into a service level agreement and commissioned the Education Welfare Service to support the school to improve the attendance (and punctuality) of the children with the lowest attendance throughout the Autumn Term. The cost to the school is £630 (for 20 hours of support).

This has involved:

- a referral meeting to identify the target pupils, previous actions taken by the school and agree appropriate actions (06.12.19)
- parents/carers of the identified pupils being invited into school to have a face-to-face meeting with the headteacher and EWO to discuss their child(ren)'s attendance record (13.12.19)
- attendance targets set for the first 5 weeks of the Spring Term, letters detailing these issued by the EWO and attendance review meetings set for 14.02.20
- the focus of the remaining hours will be dependent on the outcome(s) of the actions taken above; and will be determined on 14.02.20

Spring 2020 update:

Whole School (01.09.19 to 20.03.20) – Spring Term:

| | |
|---------------|-------|
| All Pupils | 95.3% |
| Boys | 94.6% |
| Girls | 96.1% |
| Non PP | 97.0% |
| PP | 92.8% |
| Male PP | 91.9% |
| Female PP | 94.2% |
| Non FSM | 97.6% |
| FSM | 93.3% |
| No SEN | 96.3% |
| EHC/Statement | 81.1% |
| SEN Support | 92.7% |
| CIC | 98.2% |
| CP | 94.2% |
| CIN | 91.7% |
| CAF | 89.8% |

By Year Group (01.09.19 to 20.03.20):

| | |
|------------|-------|
| Reception | 95.9% |
| Year 1 | 96.1% |
| Year 2 | 90.8% |
| Year 3 | 96.3% |
| Year 4 | 96.9% |
| Year 5 | 94.7% |
| Year 6 | 96.4% |
| All Pupils | 95.3% |

Whole School (01.09.19 to 20.03.20) – Academic Year:

| | |
|---------------|-------|
| All Pupils | 94.4% |
| Boys | 93.3% |
| Girls | 95.8% |
| Non PP | 96.4% |
| PP | 91.8% |
| Male PP | 90.2% |
| Female PP | 94.3% |
| Non FSM | 96.8% |
| FSM | 92.3% |
| No SEN | 95.7% |
| EHC/Statement | 75.3% |
| SEN Support | 90.9% |
| CIC | 97.5% |
| CP | 94.2% |
| CIN | 91.7% |
| CAF | 91.8% |

By Year Group (01.09.19 to 20.03.20):

| | |
|------------|-------|
| Reception | 94.5% |
| Year 1 | 94.5% |
| Year 2 | 88.4% |
| Year 3 | 94.7% |
| Year 4 | 95.1% |
| Year 5 | 94.7% |
| Year 6 | 94.9% |
| All Pupils | 93.8% |

Due to the positive impact that the work with the Education Welfare Service was having on those families whose attendance (and punctuality) was of our greatest concern, the school made the decision to extend this 'support' for a second wave of families; whose children's attendance record has become more of a concern since the beginning of January.

After setting 5 week attendance targets for 7 families (12 pupils) from 06.01.2020 and reviewing these – and taking the appropriate action – on 14th February 2020. The school made referrals for a further 6 families (7 pupils). The initial meetings with these families took place on 06.03.20 and 5 week attendance targets were set from 16.03.20 to 01.05.20. Obviously this period has coincided with the school closures due to the Covid-19 pandemic; and no action can be taken against any of these families during this period.

The school will review the best course of action for improving school attendance (and punctuality) for all of our pupils when schools reopen – and seek to utilise the Education Welfare Service to support the school – and gain best value for money – for the extra money invested in trying to improve the number of days ALL of our pupils are in school – and accessing their full educational entitlement.

Please note: We had two children on a part-time timetable – as agreed with the children's parents and the local authority – when the schools closed on 20.03.20. These part-time timetables are reviewed every two weeks and stringently monitored by the local authority.

Summer 2020 update:

Once again, the data for the school remains unchanged since 20.03.20 – as the school registered closed on this date and it has not been mandatory for children to attend school (whether school is open to that year group or not).

Our school attendance peaked at 71 pupils, with:

- up to 18 Reception children
- up to 13 Year 1 children
- up to 15 Year 6 children

attending school when the school reopened to these year groups (from 22nd June 2020).

In addition to this, we have had up to 27 children attending school within one of our priority bubbles (either because they are classed as vulnerable or as their parent(s) are classed as a critical (key) worker).

Each day we have recorded and reported the number of children who are in school to the DfE, the Virtual School and the local authority; including the number of children who have (i) an EHCP, (ii) a social worker, (iii) been classified as otherwise vulnerable and (iv) a parent who is a key worker.

Of those children who are within each of the following categories, these are the number (and percentages) that have attended school during the period of school closures:

- EHCP (4 out of 7 – 57.1%)
- SEN Support (11 out of 39 – 28.2%)
- CIC (5 out of 5 – 100%)
- CP (3 out of 4 – 75%)*
- CIN (7 out of 7 – 100%)
- CAF (1 out of 3 – 33.3%).

* Two of these children attended another school – as it was deemed unsafe for them to continue to attend Halton Lodge Primary School.

Total Cost of Breakfast Club (and EWO commissioned services) = £6,137.22 (salaries) & £1,850.36 (additional Breakfast Club expenditure) – plus £1,137.50 for 35 hours of EWO commissioned services)

Income generated from Breakfast Club = £5,293.10

Net Cost = £2,694.48 plus £1,137.50 for EWO commissioned services

| | | | |
|--|--------|--|--|
| Whole School Training – SEMH, Attachment Theory, Nurture Principles and Pivotal Education (Behaviour) Training | £5,000 | All staff to access training to better understand and support children with social, emotional and mental health (SEMH) difficulties and who exhibit challenging behaviour in school. | Behaviour for Learning increases throughout the school year – with a decreasing percentage of lessons adversely affected by pupils' poor behaviour. <i>This will be combined with a reduction in the number of children placed on RELUCTANT, issued lunchtime detentions and receiving fixed term exclusions (as a consequence of their behaviour in school).</i> |
|--|--------|--|--|

Evaluation:

The school was successful in its application to become one of just two primary 'pilot' schools in Halton to receive 'Train the trainer' Level 1 Instructor training – funded by the local authority. The Headteacher and Deputy Headteacher accessed this two day training in December 2020 and started to deliver Unit 1 (Culture) during the Spring Term to the teachers, teaching assistant and other staff members who wished to attend. Unfortunately the training schedule was interrupted and came to a halt when the school closures came into force in March 2020. This will resume in Autumn 2020 – following a brief recap of the training staff have undertaken so far.

The Pivotal Curriculum for Behaviour and Safety includes five units: Culture; Structure; Change; Anger and Safety. It is our intention to complete the Culture unit (5 hours) during Autumn 2020.

Other whole school training that took place during the 2019/20 academic year – to utilise this funding - is detailed below.

Total Cost of Behaviour Support and Training = £NIL (due to the school being successful to access this high level of support and training through Halton Borough Council)

Additional whole school CPD: £2,150* (The Literacy Company bespoke CPD package of support); £50 (Guided Reading - KM); £130 (Deep Dive ready for Reading and Phonics - AMH); £650* (Halton Assessment Project); £1200 (Excellent Maths Teacher programme – AMH & MB); £70 (Maths Subject Leader Training - MB); £495 (HAPH - APH); £215 (first Aid Requalification – APH); £295 (NQT Induction - EW); £165 (How to develop outdoor learning in EYFS all year round – JDG, KI & CR); £5,000 (Schools Direct training - CR) - plus Real PE funded through PE and School Sport Premium.

*Whole School Training = £2,800

| | | | |
|---|--------|---|---|
| Emotional Literacy Support Assistant (ELSA) and Mental Health First Aid (MHFA) Training | £1,850 | One identified member of staff to undertake Emotional Learning Support Assistant training – with at least three other members of staff to access the training to become Mental Health First Aiders. | Children with social, emotional and mental health needs (whether identified as the primary need within an EHCP or which arise throughout the course of the school year) are given the necessary support; and staff who teach these pupils are supported to understand their barriers to learning and are able to manage their behaviours successfully in school. |
|---|--------|---|---|

Evaluation:

Mrs Duckworth (our ELSA teacher) attended all modules delivered by Halton’s Educational Psychology Service and successfully completed the training for ELSA support in school during 2019/20.

She began delivering intervention sessions for identified pupils in school from December 2019 to March 2020. 8 group sessions were delivered supporting five Year 3 pupils – who were all Pupil Premium children. She also completed 17 individual ELSA sessions with a further three PP pupils from Year 3 – resulting in 25 ELSA sessions being delivered in total; prior to the School Closures in March 2020.

In addition to this, within The Fawns SEMH Resource Provision, Mrs Duckworth delivered 4 group sessions to three PP pupils and 3 individual sessions with another pupil. This equates to a further 7 sessions; and 32, within our school, in total.

Additional ELSA resources were sent to the class teachers of the children who were accessing ELSA support sessions in school during the period of the school closures – so some of this work and support could continue. *Mrs Duckworth also maintained telephone and email contact with the vast majority of these pupils during the period of the school closures.*

Mental health First Aid Training was completed by Mrs Ellis, Mrs Farrar, Mrs Duckworth and Miss Little – during the course of the school year. *This two-day training would have also been accessed by Mr Hilldrup had the course at the end of March not been cancelled due to Covid-19.*

Miss Jones was employed as our Pastoral Support Worker in February 2020 (and remained in post until the end of the Summer Term – August 2020).

She primarily supported pupils in KS2 with SEMH difficulties, who had been identified by their class teachers as needing additional emotional support. Issues such as bereavement, lack of self-esteem, behaviour, emotions and anger management were addressed through 1:1 therapeutic sessions – and a total of 29 therapeutic intervention sessions were completed prior to the school closures. A further 18 1:1 sessions were delivered during the period of the school closures, with the vulnerable pupils who were still accessing school during this time.

She also completed 15 sessions of 1:1 support for a pupil in Year 6 at high risk of permanent exclusion – this included 1:1 sessions at lunchtime and within the Nurture Room provision at lunchtimes where needed.

All of these therapy sessions were completed prior to the school closures (March 2020). However, Miss Jones also supported pupils who the Priority Group (as vulnerable pupils or children of key workers throughout the period of school closures) with emotional wellbeing and bereavement difficulties. These opportunities provided the children with Talk-time, resources to support the pupils and strategies to manage their emotions.

Two sessions of 1:1 emotional support for the 15 Year 6 pupils who returned to school during the last 3 weeks of the summer term, were also provided by Miss Jones – to support them to prepare positively for their transition to their High School setting.

Total Cost of ELSA and MHFA Training (plus cost of employing a Pastoral Support Worker) = £800 (ELSA), £150 (MHFA) + £12,347.29 for Pastoral Support Worker role – less £5,000 initial contribution from Halton Borough Council)

| | | | |
|---|----------|--|--------------------|
| Predicted Total Spend | £210,038 | Total 'Pupil Premium' Spend | £191,184.54 |
| Predicted Total Income from Pupil Premium | £148,090 | Total Income from Pupil Premium | £141,880 |
| Predicted Value Added Spend by School | £61,948 | Value Added (by School) | £49,304.54 |