

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data	
School name	<i>Trosnant Infant School</i>	<i>Trosnant Junior School</i>
Number of pupils in school	<i>170</i>	<i>261</i>
Proportion (%) of pupil premium eligible pupils	<i>50%</i>	<i>63%</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<i>2021-23</i>	
Date this statement was published	<i>November 2021</i>	
Date on which it will be reviewed	<i>November 2022</i>	
Statement authorised by	<i>Ian Waine (Executive Headteacher)</i>	
Pupil premium lead	<i>Clive Mulligan (Executive Deputy Headteacher)</i>	
Governor / Trustee lead	<i>Jacqui Ralphson (Chair of Governors)</i>	

### Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	<i>£106 026</i>	<i>£187 078</i>
Recovery premium funding allocation this academic year	<i>£12 615</i>	<i>£21 102</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>	<i>£0</i>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<i>£118 641</i>	<i>£208 180</i>

# Part A: Pupil premium strategy plan

## Statement of intent

### ***Key principles for Pupil Premium Strategy:***

- To develop learners language skills (vocabulary, reasoning, explaining)
- To maintain a 'Growth Mindset' ethos and approach to learning
- To ensure a consistent approach to promote positive behaviours for learning

(In addition the school identified that disadvantaged pupils were often disproportionately affected by the impact of COVID-19, and therefore the additional focus of a recovery curriculum – both academic and to support mental health and emotional well-being - has been at the heart of Pupil Premium Strategy.)

### ***Key objectives, from the Federation Improvement Plan, linked to the federation's values, and which then inform our strategy for Pupil Premium Pupils:***

#### *Goals:*

- to provide an effective and targeted recovery curriculum in English and mathematics
- to develop a clear pedagogy for language development, listening skills and mathematical fluency

#### *Resilience:*

- to provide constructive and specific feedback, to pupils which are built on positive relationships and reflect a growth-mindset, high expectations and a belief in the possibility of success
- to refine and enhance the curriculum and provision for SEND pupils, to provide effective scaffolds, structures, resources and support for small groups and individuals, with specific learning needs

#### *Opportunities:*

- to refine and enhance the provision, for small groups and individuals, identified as higher achieving
- to revisit the importance of wider strategies and learning behaviours (e.g. continuous provision, retrieval practice, dual coding), and of a language rich and engaging learning environment

#### *Working Together:*

- to refine and enhance the access to interventions and other opportunities, for small groups and individuals, who are in receipt of pupil premium
- to review, enhance and embed our SMSC and PSHE curriculum

*Respect:*

- to ensure that across the curriculum there is an effective focus on the development of strong, confident and appropriate pupil voice
- to refine and enhance the provision, for small groups and individuals, with SEMH needs
- to ensure a wide range of strategies and provision are effective in removing barriers to good attendance

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge						
1 (Goals)	<p>Are pupil premium learners, including those with SEND and HAPs, meet age related milestones across all subjects? (FIP Target 1)</p> <table border="1" data-bbox="418 1108 1393 1355"> <thead> <tr> <th data-bbox="418 1108 850 1209">Key Objective 1:</th> <th data-bbox="850 1108 1136 1209">Key Objective 2:</th> <th data-bbox="1136 1108 1393 1209">Key Objective 3:</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1209 850 1355"> <p>In order to ensure high quality teaching and learning which adapts to the needs of our learners from EYFS and throughout the federation:</p> <p>Provide whole federation and bespoke, professional development, performance management and challenge</p> </td> <td data-bbox="850 1209 1136 1355"> <p>In order to enable pupils to achieve end of key stage expectations following the impact of COVID-19:</p> <p>Provide an effective and targeted recovery curriculum in English and mathematics</p> </td> <td data-bbox="1136 1209 1393 1355"> <p>In order to ensure our children, and their families, have the key literacy and numeracy skills needed to be successful:</p> <p>Develop a clear pedagogy for language development, listening skills and mathematical fluency</p> </td> </tr> </tbody> </table>	Key Objective 1:	Key Objective 2:	Key Objective 3:	<p>In order to ensure high quality teaching and learning which adapts to the needs of our learners from EYFS and throughout the federation:</p> <p>Provide whole federation and bespoke, professional development, performance management and challenge</p>	<p>In order to enable pupils to achieve end of key stage expectations following the impact of COVID-19:</p> <p>Provide an effective and targeted recovery curriculum in English and mathematics</p>	<p>In order to ensure our children, and their families, have the key literacy and numeracy skills needed to be successful:</p> <p>Develop a clear pedagogy for language development, listening skills and mathematical fluency</p>
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2 (Resilience)	<p>Are pupil premium learners, including those with SEND and HAPs, demonstrating the necessary resilience to engage in their learning? (FIP Target 2)</p> <table border="1" data-bbox="418 1646 1393 1861"> <thead> <tr> <th data-bbox="418 1646 850 1724">Key Objective 1:</th> <th data-bbox="850 1646 1136 1724">Key Objective 2:</th> <th data-bbox="1136 1646 1393 1724">Key Objective 3:</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1724 850 1861"> <p>In order to ensure the best progress for pupils and to facilitate positive change and improvement:</p> <p>Provide constructive and specific feedback, to pupils, staff and parents/carers which are built on positive relationships and reflect a growth-mindset, high expectations and a belief in the possibility of success</p> </td> <td data-bbox="850 1724 1136 1861"> <p>In order to secure the best possible outcomes for SEND pupils:</p> <p>Refine and enhance the curriculum and provision, to provide effective scaffolds, structures, resources and support for small groups and individuals, with specific learning needs</p> </td> <td data-bbox="1136 1724 1393 1861"> <p>In order to support the well-being of all pupils</p> <p>Ensure a wide range of opportunities and a high level of engagement to support pupils and families in removing barriers to success</p> </td> </tr> </tbody> </table>	Key Objective 1:	Key Objective 2:	Key Objective 3:	<p>In order to ensure the best progress for pupils and to facilitate positive change and improvement:</p> <p>Provide constructive and specific feedback, to pupils, staff and parents/carers which are built on positive relationships and reflect a growth-mindset, high expectations and a belief in the possibility of success</p>	<p>In order to secure the best possible outcomes for SEND pupils:</p> <p>Refine and enhance the curriculum and provision, to provide effective scaffolds, structures, resources and support for small groups and individuals, with specific learning needs</p>	<p>In order to support the well-being of all pupils</p> <p>Ensure a wide range of opportunities and a high level of engagement to support pupils and families in removing barriers to success</p>
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<p>3 (Opportunities)</p>	<p>Are pupil premium learners, including those with SEND and HAPs, demonstrating the appropriate key knowledge and skills across the curriculum? <i>(FIP Target 3)</i></p> <table border="1" data-bbox="445 389 1366 622"> <tr> <td data-bbox="445 389 892 622"> <p><b>Key Objective 1:</b> In order to deliver a high quality curriculum in all subjects EYFS areas of learning for all pupils:  Strengthen subject knowledge and understanding in all curriculum and EYFS areas of learning</p> </td> <td data-bbox="892 389 1150 622"> <p><b>Key Objective 2:</b> In order to challenge and motivate all pupils:  Refine and enhance the provision, for small groups and individuals, identified as Higher Achieving</p> </td> <td data-bbox="1150 389 1366 622"> <p><b>Key Objective 3:</b> In order to fully implement our curriculum:  Revisit the importance of wider strategies and learning behaviours (e.g. continuous provision, retrieval practice, dual coding), and of a language rich and engaging learning environment</p> </td> </tr> </table>	<p><b>Key Objective 1:</b> In order to deliver a high quality curriculum in all subjects EYFS areas of learning for all pupils:  Strengthen subject knowledge and understanding in all curriculum and EYFS areas of learning</p>	<p><b>Key Objective 2:</b> In order to challenge and motivate all pupils:  Refine and enhance the provision, for small groups and individuals, identified as Higher Achieving</p>	<p><b>Key Objective 3:</b> In order to fully implement our curriculum:  Revisit the importance of wider strategies and learning behaviours (e.g. continuous provision, retrieval practice, dual coding), and of a language rich and engaging learning environment</p>
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<p>4 (Working together)</p>	<p>Are pupil premium learners, including those with SEND and HAPs, contributing effectively to the Federation’s vision, ethos and values? <i>(FIP Target 4)</i></p> <table border="1" data-bbox="434 972 1374 1200"> <tr> <td data-bbox="434 972 912 1200"> <p><b>Key Objective 1:</b> In order to build on and promote our shared vision, goals, and high expectations:  Develop a clear culture and understanding of collective efficacy and ensure this leads to the achievement of aspirational outcomes</p> </td> <td data-bbox="912 972 1166 1200"> <p><b>Key Objective 2:</b> In order to ensure that children in receipt of pupil premium reach ARE or GDS :  Refine and enhance the access to interventions and other opportunities, for small groups and individuals, who are in receipt of pupil premium</p> </td> <td data-bbox="1166 972 1374 1200"> <p><b>Key Objective 3:</b> In order to ensure all our children are successful, open-minded and tolerant members of our school and wider communities:  Review, enhance and embed our SMSC and PSHE curriculum</p> </td> </tr> </table>	<p><b>Key Objective 1:</b> In order to build on and promote our shared vision, goals, and high expectations:  Develop a clear culture and understanding of collective efficacy and ensure this leads to the achievement of aspirational outcomes</p>	<p><b>Key Objective 2:</b> In order to ensure that children in receipt of pupil premium reach ARE or GDS :  Refine and enhance the access to interventions and other opportunities, for small groups and individuals, who are in receipt of pupil premium</p>	<p><b>Key Objective 3:</b> In order to ensure all our children are successful, open-minded and tolerant members of our school and wider communities:  Review, enhance and embed our SMSC and PSHE curriculum</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupil premium pupils, to have the best possible opportunity of achieving 'Age Related Expectations' (ARE) and where appropriate 'Greater Depth' (GDS) through high quality teaching and learning, in all areas of our curriculum.	Evidence of a reduction of the attainment gap between Pupil Premium Pupils and all pupils – in school, locally and nationally. (Target Tracker data analysis)
All pupil premium pupils to develop a growth mind-set approach to learning and life, supports a successful recovery curriculum and develops the emotional and mental well-being of the individual.	Evidence of positive outcomes from SEMH and other interventions, including academic outcomes, for identified Pupil Premium pupils. (SEND tracking and analysis)
All pupil premium pupils to have opportunities, which are diverse and relevant to our learners and community, equip individuals for citizenship in the 21 <sup>st</sup> century.	Evidence of successful engagement, including academic outcomes in the full Trosnant curriculum and enrichment activities from Pupil premium Pupils. (Pupil Premium Spreadsheet and Curriculum Assessment Books ('Red Books'))
All pupil premium pupils receive well targeted child and family support, ensuring all stakeholders can achieve aspirational outcomes.	Evidence of positive impact, including academic outcomes, of child and family support, including outside agencies.  (CPOMS reports and Target Tracker data analysis)
All pupil premium pupils can demonstrate that respect underpins all interactions and relationships within our community, which enables members of the federation to contribute positively to a diverse and ever-changing society.	Evidence of increased positive behaviours, including behaviours for learning.  (CPOMS reports and classroom behaviour documentation)

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: Pupil Premium - £ 58,579 (Infant) / £94,150 (Junior)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Infant School</i>	HLTA to provide classroom teaching support	<p>Making Best Use of teaching Assistants, EEF, 2018  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Deployment of Teaching Assistants in schools Research Report Skipp and Hopwood, ASK Research, ,2019  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf</a></p>	1,3
<i>Junior School</i>	<p>HLTA to provide classroom teaching support</p> <p>LSA support for interventions</p>	<p>Research into the deployment and impact of support staff who have achieved HLTA status Final Report, Wilson et al, 2007  <a href="https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf">https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf</a></p>	<p>1,3</p> <p>1,3</p>

## Targeted academic support

Budgeted cost:

Pupil Premium - £29,253 (Infant) / £47,075 (Junior)

Recovery Grant - £12,615 (Infant) / £21102 (Junior)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Infant School</i>	Thrive / Nurture / ELSA support	Impact of Thrive, thriveapproach.com, 2021 <a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/</a>	2,5 1,3
	LSA support	Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network, (May 2015) <a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</a>	1,3
	School Led Tutoring		
<i>Junior School</i>	ELSA support		2,5
	Additional LSAs		1,3
	'Reading' support	Exploring the impact of Nurture Groups on children's social skills: a mixed-methods approach, Cunningham, Hartwell and Kreppner, 2019 <a href="https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1615868?journalCode=cepp20">https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1615868?journalCode=cepp20</a>	1
	School Led Tutoring	Better Reading Support Partners, Edgehill University, 2021 <a href="https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/">https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/</a>  School-Led Tutoring guidance The National Tutoring Programme September 2021 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</a>	1,3

## Wider strategies

Budgeted cost: Pupil Premium £ £29,253 (Infant) / £47,075 (Junior)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Infant School	Enrichment - Trip subsidy & Apple of My Eye food technology and healthy eating	The Importance of Nutrition Education in Schools, Purcell, 2016 <a href="https://www.schoolreportonline.com/independent-school-news/the-importance-of-nutrition-education-in-schools/">https://www.schoolreportonline.com/independent-school-news/the-importance-of-nutrition-education-in-schools/</a>	3,4,5
	Attendance – Breakfast Club subsidy & minibus collections	Thousands more children to benefit from free breakfast clubs, DFE, 2021 <a href="https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs">https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs</a>	5
	Parent Support – Home School Liaison Officer (including NVR and Family Links)	Working with Parents to Support Children's Learning, EEF, 2018 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	5
Junior School	Enrichment – trip subsidy Apple of My Eye food technology and healthy eating	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	3,4,5
	Attendance – Breakfast Club subsidy & minibus collections		5
	Parent Support – Home School Liaison Officer (including NVR and Family Links)		5



## Total budgeted cost (Pupil Premium):

### Infant School

#### 50% Teaching - £58,507:

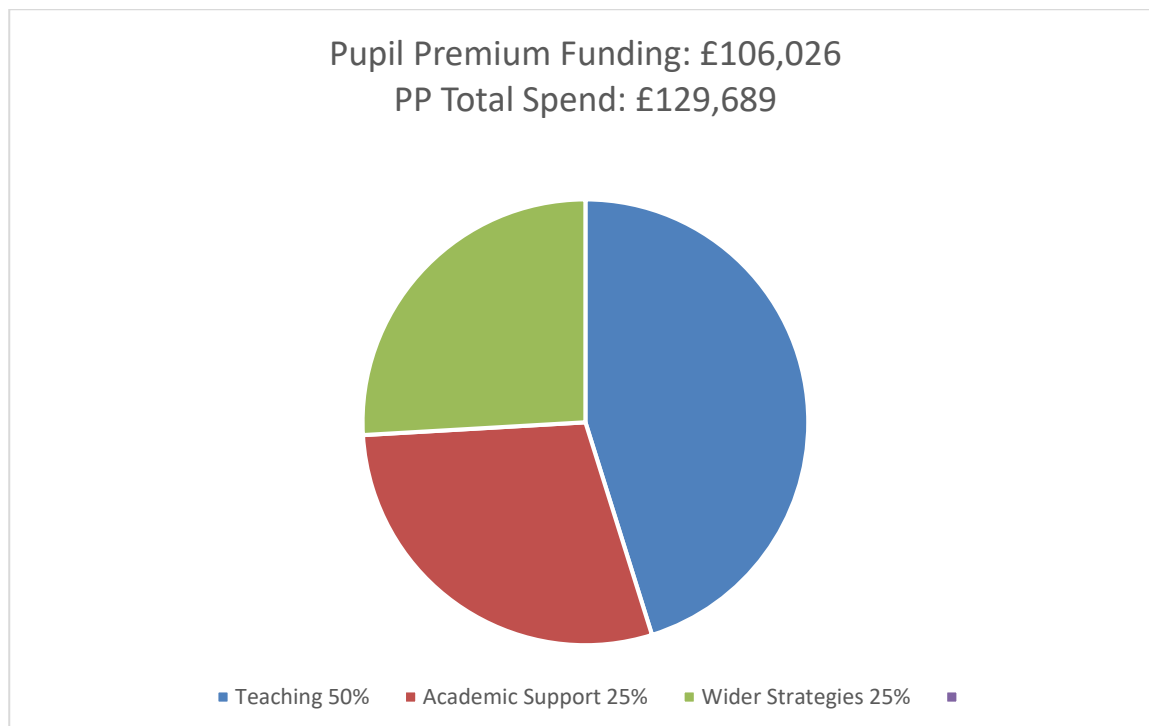
- HLTA to provide classroom teaching support 58,579

#### 25% Academic Support - £29,253:

- Thrive / Nurture / ELSA support 22,700
- LSA support (x1) 14,800

#### 25% Wider Strategies - £29,253:

- Enrichment – trip subsidy & AoME 5,500
- Attendance – breakfast club subsidy & minibus 14,300
- Parent Support – HSLO 13,810



## Junior School

### 50% Teaching - £94,150:

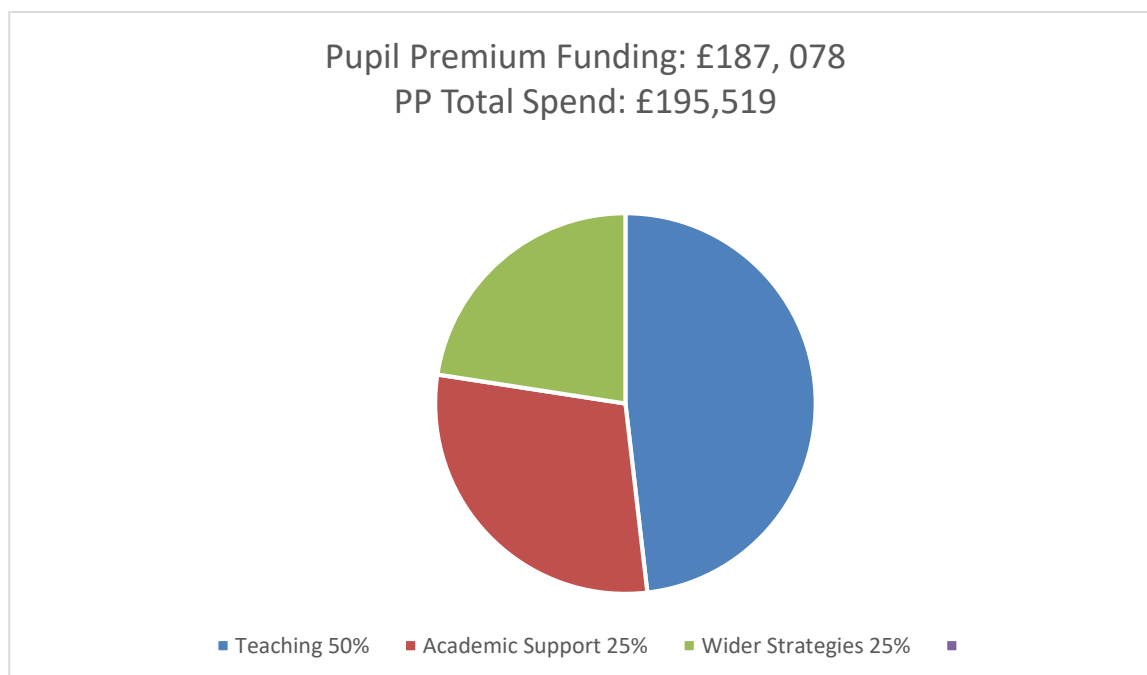
- HLTA to provide classroom teaching support 79,361
- LSA support for interventions 14,800

### 25% Academic Support - £47,075:

- ELSA support and additional LSAs 49,498
- Better Reading 7,750

### 25% Wider Strategies - £47,075:

- Enrichment – trip subsidy & AoME 14,500
- Attendance – breakfast club subsidy & minibus 15,800
- Parent Support – HSLO 13,810



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 July 2020 /21					
Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % of disadvantaged pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
EYFS	19 32%	8 13%			
Year 1	18 32%	17 30%			
Year 2	25 43%	11 19%	RWM 17 29%	RWM 60%	RWM 6 10%
Year 3	27 46%	11 19%			
Year 4	28 48%	6 10%	R 7 12% W 8 13% M 9 16%	R 27 47% W 30 52% M 27 47%	10 17% 5 9% 8 13%
Year 5	39 45%	14 16%	R 12 14% W 16 18% M 18 21%	R 45 47% W 49 52% M 48 55%	17 20% 6 7% 8 9%
Year 6	26 43%	8 13%	R 11 18% W 11 23% M 10 17%	R 30 50% W 31 52% M 36 60%	12 17% 8 13% 7 12%

Response to COVID-19 for Disadvantaged and Vulnerable Pupils, including pupils in receipt of Pupil Premium
<b>COVID-19 lockdown phase March 2020</b>
<ul style="list-style-type: none"> <li>• Attendance in school for vulnerable pupils and key workers' children; childcare provision</li> <li>• Home learning; year group and personalised tasks, reading fluency</li> <li>• Safeguarding; vulnerable returns to LA; external agency contact</li> <li>• Support to vulnerable families; free school meals, food parcels, home visits, keep in touch e mails and phone calls</li> </ul>

### **Reintegration June/July 2020**

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year R, 1, 5 & 6 in school: revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning for other year groups, fluency in reading and mathematics.
- Interventions for SEND and catch up pupils  
July - transition information: summative assessments, domain analysis and learning behaviours

### **Recovery curriculum planning – September 2020**

- Catch up planning for pupils that did not attend school in summer term: aligning the catch up coverage with the new year's curriculum so that it is sequential and progressive
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions for SEND and catch up pupils

### **Lockdown January 2021**

- Attendance in school for all keyworker children, vulnerable pupils (including school identified) and EHCP children
- Online learning mirrored in school learning using Google Classrooms, DFE laptops and routers
- Daily live lessons online and well-being catch ups, targeted small group work on line, individual reading and phonics sessions (including assessments), welfare meetings with pupils in need
- Safeguarding; vulnerable returns to LA; external agency contact
- Support to vulnerable families; free school meals, food parcels, home visits, keep in touch e mails and phone calls
- Half term sports club for vulnerable families

## Recovery curriculum planning – March 2021

- ELSA, counselling and PSHE curriculum at heart of what we do to help pupils adjust to being back in school and address anxieties.
- Review autumn curriculum to ensure best match to pupils needs and to close gaps.
- Infant focus on phonics with emphasis on rigorous teaching of single programme (RWI Phonics); monitor, review adjust groupings quickly as children catch up at different speeds.
- Emphasis on key fluency and number skills in maths.
- All learning continuing to be provided online via Google Classrooms to support home learning and isolation.
- Academic mentors employed to work with targeted pupils in Year 5 and 6.
- Vulnerable and shielding staff provided targeted and focused online learning in Y2-4.
- Easter sports club for vulnerable families.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Power Maths	Pearson
Read, Write Inc Phonics	Ruth Miskin
Scholastic Pro	Scholastic
Times Tables Rockstars	Maths Circle Ltd
Gramasaurus	Gramasaurus
Kapow	Kapow Primary
White Rose Maths	White Rose
Language Angels	Language Angels
Oddizzi	Oddizzi
Digi-Map	Edinburgh University
Charanga	Charanga Ltd