

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	Sandy Hill Academy
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	23% (90/394 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bridget Rundle
Pupil premium lead	Jack Walker
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,460
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,480

Part A: Pupil premium strategy plan

Statement of intent

At Sandy Hill Academy our aim is for all pupils to have equal opportunities to succeed. Our intent is for the teaching and learning at Sandy Hill is to support all children to reach their full potential, regardless of socio-economic background. Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn more and remember more, aspiring to achieve, determined to succeed. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community, enriching cultural capital experiences and developing career aspirations, making learning real.

As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum. We will endeavour to provide enriched learning opportunities across a broad and balanced curriculum. As a result of high-quality teaching, we aim for our children to know more and remember more. We intend all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved, with excellent progress.

Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential. To ensure they are effective we will:

- Ensure all children are experiencing high-quality teaching across the curriculum.

- Ensure all pupils, including pupil premium, are challenged and supported holistically within the school.
- All children are given rich opportunities to develop early language and communication skills through the use of a systematic phonics programme, identified by the DfE, alongside high quality teaching.
- Metacognition and self-regulation strategies are embedded to enable children to become well-rounded and reflective learners.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Communication and Language Development</p> <p>Based on data children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.</p>
2.	<p>Reading development</p> <p>Across the school reading is a current area for further development, this has been highlighted on the School Development Plan. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>We aim to continually develop our phonics teaching to ensure we are at least in line or better than national averages for the year one Phonics Screening Check.</p>
3.	<p>Writing development, including stamina for writing.</p> <p>Supporting recovery as a result of school closures, including writing, and stamina for writing.</p> <p>Pupils have been absent from school for long periods due the school closures linked to COVID19. Children's progress and attainment has been affected as a result of the pandemic.</p> <p>We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum, particularly with writing. To support recovery vocabulary and feedback strategies will be used to support high-quality wave one teaching and to close the gap.</p>

	<p>These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p>
4.	<p>Mathematical development, in particular mental arithmetic and recall.</p> <p>Supporting recovery as a result of school closures, including Maths, and in particular mental arithmetic.</p> <p>Pupils have been absent from school for long periods due the school closures linked to COVID19. Children's progress and attainment has been affected as a result of the pandemic.</p> <p>We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum, including with mental arithmetic and recall. To support recovery mental arithmetic will be a greater focal point of all Maths lessons and strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p>
5.	<p>Attendance</p> <p>Our attendance data historically has been positive for all pupils, including disadvantaged, however, we recognise in recent Covid times, mirroring the national picture, attendance has been inconsistent.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
To sustain high levels of wellbeing for all pupils in our school, particularly in the current climate.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant engagement in participation in enrichment activities, from all pupils, including pupil premium. • Use of TIS approach to support children across school

<p>Improved oral language skills and vocabulary.</p> <p>Children will be able to communicate verbally and non-verbally confidently.</p> <p>Children will be able to express their wants and needs in an appropriate way.</p> <p>Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion.</p>	<p>Sustained attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • children leaving EYFS will meet age-related expectations for Communication and Language. Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills. • at the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average. • We have an increased focus on vocabulary interest and engagement across the curriculum, including 'Never heard the word'. We aim for this strategy to support children to achieve in line with national averages for writing. • Assessments and observations across the whole school will indicate significantly improved oral language. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Frequent reading of all children working below the expected level will help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</p> <p>Pupils will be able to apply their reading learning and strategies within and across lessons.</p>	<p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for reading. • the percentage of children passing the phonics screening test will be in line with national average. • Little Wandle Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics program. • data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
<p>Improved writing stamina and attainment for pupils at the end of KS2.</p>	<p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing.

	<ul style="list-style-type: none"> • data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
Improved maths attainment, with a particular focus on mental arithmetic, for pupils at the end of KS2.	<p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for maths. • the percentage of children passing the Year 4 multiplication check will be in line with, or exceed, national average. • KS2 mental arithmetic data will show that children are meeting their target group at the planned time to ensure that they are progressing and attaining well with mental arithmetic. • data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
To achieve and sustain improved attendance for all pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than national averages. • the percentage of all pupils who are persistently absent being below national averages. • attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£48,435**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Training and purchase of vocabulary resources.</p> <p>Reviewing curriculum to ensure that it is vocabulary rich.</p> <p>Using the EEF's oral language interventions to support the school's curriculum.</p>	<p><i>"By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families."</i> (The National Association for the Education of Young Children, NAEYC, 2014)</p> <p>Waldfoegel and Washford identified in 2010, a 27% word gap between disadvantaged and non-disadvantaged.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit +6months</p>	1, 2, 3
Embedding dialogic activities across the school curriculum, particularly from the foundations in EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

We will purchase resources and fund ongoing teacher training and release time.		
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p> <p>We will purchase phonics decodable reading books, linked to new phonics scheme, resources and fund ongoing teacher training and release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’ (Education, Endowment Fund, EEF, 2018)</i></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, in particular mental arithmetic strategies, and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

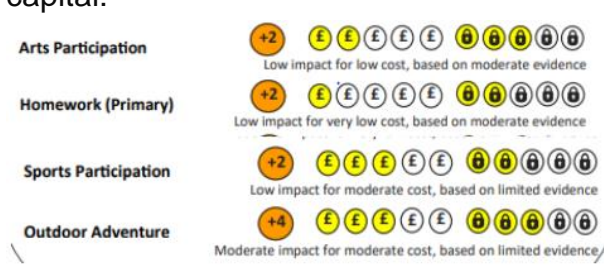
Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where appropriate, 1:1, 1:2 and small focus groups to discuss their next steps in learning, make links to previous learning and promote independence. Focused teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up</p>	<p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>See EEF COVID-19 Documents.</p> <p>EEF Feedback guidance report 2021</p> <p>EEF toolkit: feedback +8 months</p>	<p>All</p>
<p>Teaching of phonics through a systematic phonics program: Little Wandle (LW)</p> <p>Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.</p> <p>The program is overseen by a Phonics Lead who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required.</p> <p>In addition, regular CPD is delivered with updates to the teaching and delivery of the program.</p>	<p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’ (EEF 2018)</i></p> <p>LW is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the LW program.</p> <p>In addition, continual monitoring also enables pupils to be identified immediately, LW teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, LW trained class TAs’ can deliver ‘keep up’ intervention in class as necessary.</p>	<p>2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as</p>	<p>2</p>

delivered in collaboration with our local English hub.	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Use of Numbersense and KS2 mental arithmetic strategies focus teaching to improve rapid recall facts and accelerate progress	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed															
<p>Cultural Capital</p> <p>Whole staff training on cultural capital with the aim of creating opportunities for all children to experience a wide range of activities.</p> <p>To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more.</p> <p>A broad and balanced curriculum has been mapped and will be delivered to ensure that children's learning enables for them to revisit and build upon previously taught knowledge skills in a progressive manner.</p> <p>All children will be provided with equal opportunities to</p>	<p><i>"The essential knowledge that children need to be educated citizens."</i> (p31 Ofsted EY Inspection Handbook).</p> <p><i>"Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education."</i> (DfE, Early Years Inspection Handbook)</p> <p>The EEF evaluates the effectiveness of different approaches linked to cultural capital:</p>  <table border="1"> <thead> <tr> <th>Activity</th> <th>Score</th> <th>Impact/Cost Description</th> </tr> </thead> <tbody> <tr> <td>Arts Participation</td> <td>+2</td> <td>Low impact for low cost, based on moderate evidence</td> </tr> <tr> <td>Homework (Primary)</td> <td>+2</td> <td>Low impact for very low cost, based on moderate evidence</td> </tr> <tr> <td>Sports Participation</td> <td>+2</td> <td>Low impact for moderate cost, based on limited evidence</td> </tr> <tr> <td>Outdoor Adventure</td> <td>+4</td> <td>Moderate impact for moderate cost, based on limited evidence</td> </tr> </tbody> </table>	Activity	Score	Impact/Cost Description	Arts Participation	+2	Low impact for low cost, based on moderate evidence	Homework (Primary)	+2	Low impact for very low cost, based on moderate evidence	Sports Participation	+2	Low impact for moderate cost, based on limited evidence	Outdoor Adventure	+4	Moderate impact for moderate cost, based on limited evidence	5
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engage in new experiences and enriching activities to support teaching. This will include visits, visiting experts and enrichments to teaching.		
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Social and Emotional Support Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). Pupils will have individual plans in place to support their learning. Whole class provision maps will be in place to outline support for all children's social and emotional development. Designated trained TIS practitioners will help support pupils and staff individually, as required, to enable that individual pupil need is met. Pupils will have access to resources and specialised activities to enable them to access quality wave one teaching.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. (EEF 2020) TIS is recognised as an effective approach supporting emotional resilience. Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 months	2, 3, 4

<p>Parent support advisor provide/facilitate a range of services to support families.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, book creator newsletters, social media and information videos to inform parents about what is happening in school.</p>	<p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school.</p> <p>There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months</p> <p>Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p>	5
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Total budgeted cost: £109,565

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.

1. Summary information			
School	Sandy Hill Academy		
Academic Year	2020-21	Total PP budget	£95,735

Desired Outcomes from 2020/2021:

- A. To close the in-school gap between PP and non-PP attainment in all areas of the curriculum, including both EXS and GDS attainment.
- School data suggests a trend that those pupils lower down in the school (and who therefore have missed a higher % of their schooling) have been impacted the most.
 - Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first part of the year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.
 - Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to ensure school places were available where needed and maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources, including those provided by Oak National Academy.
 - During the next academic year, all staff have pupil premium as a focus with clear provision matrices identifying individual barriers, actions and impact for 2021-2022. Staff will be actively enriching curriculum opportunities for all children, to increase both progress and attainment across the curriculum, aiming to diminish the gap that has developed between PP and non-PP attainment since 2018-2019, and return to the previous years where this was not the case, as detailed in this plan.

- B. Increase pupils' enthusiasm and engagement in learning, particularly following Covid disruption to routines, through implementation of Oracy Curriculum and adapted NELI programme.
- Language and Communication intervention was delivered in the Autumn term in Nursery and Reception Classes. We have used this previously with progress evident for children. We will continue to monitor the impact of the program ensuring start and end data. Next year data assessments will need to be completed at the start and end of the program to be able to provide measurable data.
 - The earlier starting age proves beneficial to all pupils but particularly, disadvantaged, it enables pupils who may not necessarily have the chance to access a quality learning provision, do so. In addition, it is also positive in creating early home school links to help create and build upon positive home school relations. We will need to continue to promote the Nursery provision to increase the numbers of pupils and disadvantaged pupils starting at the setting.
 - Staff in both Reception and Nursery have received the NELI training. Due to COVID19 and the effect that this has had on time, the program has not yet been delivered. During the next academic year, we will implement the program, measuring its effectiveness.
 - Vocabulary rich wider curriculum opportunities CPD has been delivered to all teaching staff to support successful implementation, however, this was just at the point of lockdown and so will be a focus in this plan. During the next academic year, monitoring will continue with further training for staff.
- C. Ensure all PP children's emotional needs have been supported through targeted interventions – work towards becoming a Trauma Informed School & apply TIS approach consistently.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.
 - For younger children the return to school after lockdown has been smooth. However, staff are conscious of the possible social and emotional impact that the pandemic has had on the children. Ongoing, emotional assessments have been used to support planning for children's social and emotional needs in class.

- Attendance gaps are larger than in previous years, which is why attendance is a focus of our current plan. That said, all pupils have returned to school and attendance is higher than at the end point in previous academic year. With effective individual / small group intervention as appropriate, alongside clear support for all, the return to school for pupils has been smooth.
- Parents' evening take-up with phone consultations was positive with engagement either in line, or better than, last academic year which has supported home – school links and further strengthened parental engagement and relations. As a result of COVID19 school closures this has deepened further. Communication between home and school targeted all parents. Additionally, disadvantaged families were supported through regular contact. This has helped school and families work together to support mentally healthy cultures both at home and school, using the TIS approach. Due to the disrupted times, we have not yet become an accredited Trauma Informed School and will look to develop this, however, will continue to use TIS practices to support children and families with trained staff in school and build upon this.
- In last year's (Nov. 2020) parent questionnaire 98% of parents felt that the school had supported them effectively with home learning. Parent feedback:

"I can honestly say that without the help from school we would be in a very different position than we find ourselves in today. We are hugely thankful for them not only supporting the children, but us as a family."

"We also had resources tailored to the children's needs sent home by both teacher and SENDCO."

"We were ably supported by the school staff with care and compassion."

"A key thing for us was to maintain xxxx's mental wellbeing. The school certainly did this during lockdown and continues to support this."

"The remote learning was made individual and suitable for our child's needs and wellbeing. It was made available both online and in paper copies which we needed. Without a doubt, this has greatly supported the transition back into school."

- Additional support was provided to vulnerable pupils during school closures through the following methods:
 - *The most vulnerable pupils were invited to attend school as part of our key worker/ vulnerable provision.
 - *Laptops/ ICT were given to those in need to enable access to home learning.
 - *SIM cards were given to those in need of data / additional data.
 - *Regular phone call check ins were conducted by class teachers.

*Paper copies of work were prepared and delivered to those families who were unable to access learning electronically.

*Home visits were made to deliver food parcels and necessary supplies.

- During the next academic year the aim is to sustain positive relations with parents and support our most vulnerable families. This will be achieved by ensuring open communication with parents and through the support of Parent Support Advisor, Safeguarding and Welfare Team and Pastoral Lead.
- Meetings with parents take place if their child's attendance is below the level deemed acceptable, which is broadly: 85% (Autumn term), 90% (Spring Term), 92% (Summer term). Expectations for future attendance has been shared during these meetings. Following Covid absences and restrictions, this procedure had to be interrupted, but during the next academic year this will resume and attendance will be a focus, as detailed in this plan.

D. Children have a greater ability to understand their learning and develop metacognition skills to become independent and successful in their learning.

- Whole staff metacognition CPD delivered (INSET September 2019). Improvements made but progress has been impacted by school closure.
- Staff training and professional discussion through staff meetings on promoting independence in the classroom (CPD 9.2.21)
- Coaching groups re-established with all teaching staff being coached with strategies developing metacognition across the school although this had to change with the introduction of 'bubbles' due to Covid.
- During the next academic year staff training and curriculum enrichment will include aspirations with career links to engage and encourage children to want to become independent and successful in their learning, with staff CPD supporting and developing this further to maximise pupil outcomes and opportunities.