



Targeted academic support

Measure	Activity
Priority 1	1:1 tuition with Reading, Maths & Spellings
Spend	£9,000
Evaluation	<p>School leaders satisfied that this was a good use of spend. Disrupted during the Spring term due to the national lockdown. Targeted 12 pupils, in total (Years 3,4 &amp;5). Took place Aut 2, Su1&amp;2. Delivered by a teacher children knew. Positive feedback from pupils, parents &amp; class teachers. Helped children to engage with online learning, prepared them for weekly spelling tests, supported with consolidation or pre-learning in maths, guided reading &amp; home reading. We were able to provide 2-3 1 hour sessions a week &amp; made sure it was rotated so children did miss out on the same lessons. each pupil was issued with a laptop and in partnership with the pupil's parents, they were expected to complete set work at home on Mathletics, Numbots, TTRS and Bugclub. These online tasks were set and monitored by the 1:1 teacher who also provided regular feedback to the parents on Class Dojo.</p>
Impact	<p>In Maths, 100% of the pupils made the expected progress and 58% made better than expected progress. In Reading, 58% of the pupils made the expected progress and 42% made better than expected progress. In Spelling, 92% of the pupils made the expected progress and 33% made better than expected progress. Communication improved between the tutor and parents with positive feedback sent on class dojo.</p> <p>Children reported feeling more confident in these subject areas.</p> <p>Parents reported that their child enjoyed the 1:1 support &amp; increased their confidence.</p>
Next steps for 2021-22	<p>Continue with targeted groups in KS2 from the provision mapping done in July 2021. Target Years 4 &amp; 5.</p> <p>Use Academic Mentors in the afternoon sessions.</p> <p>Continue with Reading, Maths &amp; Spelling. Quick bursts of teaching followed up with online learning platforms for practice. Continue to work in partnership with parents to improve learning at home &amp; taking responsibility for own learning.</p>

## Wider strategies for current academic year

Measure	Activity
Priority 2	Provide laptops/i-pads to support remote learning
Spend	£5,000
Evaluation	<p>School leaders had a list of pupils who we deemed 'vulnerable' due to lack of engagement in the first lockdown Summer 2020. Conversations and work started with parents and pupils in the Autumn term to identify who would either need laptops/i-pads issued or would be invited to attend school in the event of another lockdown.</p> <p>During the school closure of Spring 1, the number of pupils actually attending school gradually increased to 66%. The numbers attending school increased due to a number of factors but was mainly due to leaders' rigorous weekly monitoring of engagement by pupils with online learning. The weekly monitoring was shared with all staff so that follow up telephone conversations could be made by teachers/teaching assistants with pupils and parents in an attempt to break down barriers to learning remotely. If a pupil's level of engagement with online learning was deemed to be poor for two consecutive weeks, then they were either invited to attend school or they were issued with a device.</p> <p>Although the DFE issued laptops did not arrive in school until school reopened again in March, leaders identified 14 pupils who could not access the remote learning due to lack of access to a suitable device. These pupils were issued with either a school laptop or I-pad in order for them to access the provision for the online learning as well as other learning platforms. Leaders consider this to be a good use of spend.</p>
Impact	13/14 (93%) pupils accessed online learning through school issued laptops. Children and parents reported that this had a very positive impact with their learning during lockdown.
Next steps for 2021-22	<p>Vulnerable &amp; SEND pupils will be prioritised to ensure that all of these pupils have either a DFE or school issued laptop/i-pad, whichever they prefer to learn with.</p> <p>Pupils receiving 1:1 tuition will also be issued with a school device to help them access online learning platforms to practice what they have taught during their tuition sessions. School will continue to monitor with parents &amp; via administration that pupils are accessing the learning.</p> <p>School will continue to ensure all e-safety measures are in place. School will collect devices in at the end of each full term to update software, any security measure &amp; check the device is working properly.</p>

## Wider strategies for current academic year

Measure	Activity
Priority 3	Pastoral support for families to improve engagement, attendance, safeguarding, emotional well-being
Spend	£2,000
Evaluation	<p>School leaders recognised that there was a higher need to support certain vulnerable families following the Summer 2020 lockdown &amp; in particular for pupils who we identified as needing additional 1:1 support with their emotional well-being.</p> <p>DSL, SENDCo &amp; TAs have attended continued professional development this year to support identified pupils for 1:1, some small group work &amp; also whole class workshops for Y4-6 on mental health &amp; well-being.</p> <p>SENDCo has continued to work with Educational Psychologists &amp; other case workers to support vulnerable children. If a child was healthy to do so, they attended school during the Spring 2021 lockdown.</p> <p>DSL led school based Early Help for 3 vulnerable families &amp; continued to undertake Attendance panel meetings for those families who need additional support around attendance.</p> <p>School got involved with a pilot project to become a Nurture School – CPD for staff &amp; introduced the 6 nurture principles to pupils.</p> <p>1:1 sessions for 1 child who really struggled during lockdown 1 &amp; 2.</p>
Impact	<p>1 child who was struggling significantly throughout lockdown 1 &amp; 2 has really benefited from 1:1 support &amp; can now recognise &amp; manage their own anxieties. Increased resilience, improved attendance &amp; engagement. Parent is very happy with progress made.</p> <p>Impact of Early Help has been significant for these 3 families. Early identification of what support is needed. Parents have appreciated open and honest conversations with staff &amp; external support. Further impact is less risk of accelerating to intervention from children's social care.</p> <p>Staff who have received training feel confident in delivering small group sessions with identified groups of children.</p> <p>Teachers and pupils have all appreciated the mental health &amp; well-being workshops, particularly the link between sports/physical activity and mental well-being.</p>
Next steps for 2021-22	<p>Continue to identify any pupils who will benefit from 1:1 support with counselling &amp; provide this.</p> <p>Continue to identify families who need additional support via Early Help &amp; provide this.</p>

	<p>Continue to analyse weekly attendance and provide support to those families who have been PA in 2020-21.</p> <p>Continue to provide small group sessions with TA support if identified by class teacher/DSL or SENDCo.</p> <p>Undertake the mental health &amp; well-being workshops with Y4-6 in the summer term.</p> <p>Set up a nurture team, staff and pupils.</p> <p>Set up a nurture room to provide resources and a safe space for children.</p>
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IMPACT