

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 schools.

## Trust overview

Detail	Data
Trust name	Cornerstone Academy Trust
Schools	Broadclyst Community Primary School Monkerton Community Primary School Westclyst Community Primary School Yeo Valley Primary School
Number of pupils in schools	1211 (R-Y6)
Proportion (%) of pupil premium eligible pupils	220 (18%) (2022/23)
Academic year/years that our current pupil premium strategy plan	3 Years 2022/23, 2023/24, 2024/25
Date this statement was published	Jan 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	Jonathan Bishop
Pupil premium lead	Jonathan Bishop
Governor / Trustee lead	Ken Dyson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year  <i>Made up of:</i> Broadclyst Primary School £52,060 Monkerton Primary School £3,088 Westclyst Primary School £80,892 Yeo Valley Primary School £128,020	£264,060
Recovery premium funding allocation this academic year  <i>Made up of:</i> Broadclyst Primary School £4,785 Monkerton Primary School £2,000 Westclyst Primary School £5,075 Yeo Valley Primary School £12,615	£24,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£288,535</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide an inspirational teaching and learning environment with outstanding education and wider opportunities, to all children (disadvantaged or not). Our goal is that no child is left behind socially, or academically, because of disadvantage. We provide an exciting and motivating curriculum, matched to the needs of each pupil, whilst maintaining high expectations. We raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

We are a multi academy trust of 4 primary schools based in Devon. We pool budgets and resources and provide equal opportunities to all children within the Cornerstone trust. As such, we have created a trust-wide plan, to ensure our initiatives are deployed with equality and no prejudice.

This Pupil Premium Plan aims to address the main barriers our children face within each school whilst maintaining a Trust wide equity to quality education through shared practice. We deliver this through rigorous tracking, careful planning and targeted support and intervention that provides all children the access and opportunities to enjoy academic success.

The context of each school that shapes the main barriers the schools face is:

Broadclyst Community Primary School - set in the heart of a village on the outskirts of Exeter with a wide catchment area of predominantly high aspiration and working parents. Although this is a smaller PP group compared to the other schools in the trust, they are an important group that easily can be overlooked and so ensure equitable access to the wider curriculum and ensuring each child receives the personalised support is critical to ensuring no child is left behind. The school percentage of children in receipt of pupil premium is 8%.

Westclyst Community Primary School - a newly built free school in the centre of a new housing development on the edge of Exeter. The intake from the community reflects a good mix of working professionals who commute into Exeter and growing percentage of young families who are eligible for Pupil Premium funding and really benefit from the support the school offers in the heart of this new community. There is high inward mobility of children into the school and so it has seen a steady rise in children who are more vulnerable and a high number of children eligible for Pupil Premium. The school percentage of children in receipt of pupil premium is 19%.

Yeo Valley Primary School - in the centre of Barnstaple feeding from several surrounding estates. Many families are from vulnerable and disadvantaged backgrounds where there has been a sustained disillusionment with the education provided by the school which has resulted in a low aspiration and engagement with

school life. Pupils often enter reception with low communication and language levels and several the parents require support with their own literacy. This can result in challenges in home / school communication and a lack of support for children when working at home. The school has several pupils that join mid-year from the local Women's Refuge. Since the school has joined the Academy Trust, we have enabled the Children's Centre to relocate on site and this provides a valuable support to vulnerable families. We employ the Nursery+ team that works regionally and provides significant support to the children in our Nursery. We also employ a speech and language therapist to provide additional support. The school percentage of children in receipt of pupil premium is 50%.

Monkerton Community Primary School - a newly built primary free school and has only been open for two years. It serves a new housing development on the outskirts of Exeter. It presently has a low-level pupil premium with the catchment currently attracting families who are working professionals and choosing this new school. Often, they have relocated to the area for work. However, as the local housing state develops and new year groups open, we expect to see a growing number of children who will be eligible for Pupil Premium. The school percentage of children in receipt of pupil premium is 8%.

Throughout all the schools within Cornerstone, children are offered a wider and extended curriculum to include trips and residential which are essential to their learning and development.

The Trust is a Microsoft Showcase Trust and a DfE Edtech Demonstrator School. We have provided every child from Reception to Year 6 with a tablet device that enabled them to access education throughout the pandemic and now post pandemic, when working from home. This has enhanced the provision for disadvantaged pupils and ensured a level playing field as their education provision was continuous during each lockdown and subsequent absences. Furthermore, we have provided training for parents in how to use and access the schoolwork from home and have maintained the offer of this provision of training and online resourcing as part of our home learning. This has created a blended learning environment and means children can continue to access lessons when at home and parents can help and support where necessary. Alongside parent training we are ensuring that all families, whatever their level of deprivation, can benefit from this extended strategy to get better outcomes.

The impact of COVID for vulnerable and disadvantaged pupils has still been high due to the levels of deprivation and abilities of some families. This has been particularly noticeable at Yeo Valley Primary where the levels of deprivation are higher. However, we have minimised this impact through the 1:1 device programme, the quality remote live teaching and now through the recovery premium grant. This grant is enabling us to provide small group targeted support that is combatting any child that has missed education. The one-to-one support, small group interventions that are being targeted to the need of the children and children having extended access to recorded lessons and

their OneNote. We are offering every child a Mentor, whom they meet with on a regular basis. This has become a way that we can target children accessing the National Tutoring Programme. In addition, the selected NTP children will also work in small groups to ensure gaps in knowledge are covered.

The 3 recommended areas of focus, taken from the Pupil Premium guidance, will be used as the basis for our strategy.

## **1. Teaching**

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

*How we have addressed this point:*

Weekly CPD:

The trust runs weekly CPD sessions after school on a Friday. We use this time to train/upskill staff on:

- pedagogical strategies and methodologies in supporting children,
- curriculum focus
- IT use and management

The weekly CPD runs in addition to the ECT programme and aims to continue to develop teachers.

Classroom Coaching:

Each member of the Leadership team is assigned as a mentor and coach to a Year group across the trust for a 4-week period. In which, they will act as a critical colleague, to review wider practices of a teacher, for example planning and resourcing, classroom management, displays, etc. They will also observe teaching in a variety of lessons, and will act as a coach to support teachers, giving instant feedback. Targets will be drawn out and set, for the next Leadership team member to focus on in a new 4-week cycle.

## **2. Targeted academic support**

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

*How we have addressed this point:*

Assessment and data:

We have access to a raft of standardised tests, these online assessment gives instant data, meaning the workload can be shifted from data to the curriculum. This maximises the impact on learning, supports school level decision making, individual children's target setting, and informs classroom teaching and high-quality interventions. We set aspirational targets shared with children in their 1:1 mentor meeting so they meet the expected standard.

This has been essential due to Covid where a wider gap has been apparent, particularly amongst disadvantaged children less likely to attend school, furthering the gap.

Mentoring:

Each member of staff has a small group of children that every week they meet virtually with to discuss any issues picked up by the teacher, or the child. The mentor can discuss reading progress, share work completed and support in the areas needed. It is also an opportunity to talk through how they are coping during this time and provide some pastoral support to ensure mental health and wellbeing is monitored for all the children.

### **3. Wider approaches**

Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits
- support to families with school uniform costs

*How we have addressed this point:*

The coherence between assessment has been adjusted during the pandemic to deliver the wider curriculum and the literacy, numeracy, and digital competencies through cross-curricular activities. This was key to avoid the restrictions on the expressive arts, health and wellbeing, languages, science, and technology.

We have supported all children and families by extending the school day. We open our classrooms at 8.30am and provide 'before school activities' for children to complete before registration. We have then offered a range of over 30 after school activities that run on Tuesdays, Wednesdays, and Thursdays. This includes sporting activities such

as football, netball and rounders, and class-based activities such as cooking, photography, film making and coding. These activities extend the school day to 5pm.

Throughout the pandemic, we maintained a high level of attendance, by offering a robust online learning experience. Although we already had an embedded and defined Microsoft learning platform in place across all four schools, the need for reliable remote access became essential for all students, teachers, and staff due to the pandemic. It was crucial that the Trust could continue 'business as usual' through our digital platform. We utilised all the features of Microsoft 365, Teams, and the OneNote tools we already used for lesson planning, developing a system that removes any friction between virtual, face-to-face, and blended learning. The use of our online media notebook allows teachers to place text, images, video, interactive tasks and simulations within a single resource, which learners can access in a linear or self-directed way, as the teacher defines. This creates easily accessible, highly engaging, and motivating lesson content. Teachers teach and record all live lessons. In the situation where some children are at home, and some in school, the platform allows them the option of being involved live or of accessing the content of the lesson at a later time that suited their family life and access to technology. This way of working has now continued in everyday class practice, so the access to lessons and resources outside of the classroom, is always an option.

## Challenges

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

Challenge number	Detail of challenge
1	Impact on progress due to COVID pandemic
2	Speech and Language needs on entry to school that impact on literacy progress
3	Newly qualified and recently qualified teachers who have trained during the pandemic
4	Impact on progress of reading
5	Impact of lack of opportunities in socialisation for children (especially 2–6-year-olds)
6	Impact of less opportunities in the wider curriculum

7	Low attendance due to low aspiration and covid anxiety
8	Safeguarding issues due to parental needs and capacity
9	Lack of engagement and focus on learning due to parenting needs

## 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
Children to be able to self-regulate with positive engagement in learning	Use of PASS assessment to identify and track positive engagement in school
Early identification and implementation of target intervention programmes to support speech development, language and understanding and phonics / reading progress	Use of Speech & Language Assessments, phonics screening assessments and reading test data to ensure good progress
All teachers including ECTs to have high quality teaching and learning strategies	High quality, consistent provision in all classrooms. All children make good progress in line with national average.
Parental engagement with school support services and increased engagement by children in their learning.	Attendance by parents in parenting courses / meetings with evidence of increased aspiration and engagement by parent and child with use of PASS assessments to monitor attitudes.
Increased attendance by targeted children.	Good attendance
All children have access to trips, residential and extended curriculum opportunities.	All children partake in trips, residential and extra-curricular activities.



## 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: £181,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support and intervention</p> <ul style="list-style-type: none"> <li>• use of digital platforms for bespoke learning</li> <li>• increased one to one mentoring</li> <li>• Triangulation of assessment, mentoring, practice</li> <li>• Teacher collaboration between class teacher and mentor</li> <li>• Catch up teaching sessions in small groups and one to one.</li> </ul>	<ul style="list-style-type: none"> <li>• Children make good progress that is better or in line with national expectations.</li> <li>• Tutoring plugs gaps where learning has been lost and accelerates progress.</li> <li>• Mentoring to support children with their attitude to learning.</li> </ul>	1,4,6,9
<p>Access to digital resources to support teaching &amp; learning:</p> <ul style="list-style-type: none"> <li>• Use of Teams and One-Note resources to access the curriculum</li> <li>• 1:1 Access to digital devices to support learning</li> <li>• Use of video as tool to support communication and access to wider curriculum</li> <li>• Access to learning support tools and software</li> <li>• Use of Home Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased independence and self-directed learning</li> <li>• Pre-learning and Home learning</li> <li>• Personalisation of learning through assignments set for individual needs</li> </ul>	1,4,9
<p>Recruitment &amp; retention</p> <ul style="list-style-type: none"> <li>• Focus on wide recruitment strategies to draw best talent into the Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Quality first teaching ensures better outcomes for all children</li> <li>• Good CPD enables teachers to reflect and develop their practice.</li> </ul>	1,3,4,6

<ul style="list-style-type: none"> <li>• Enhanced interview processes to ensure quality and capability of teachers and support staff</li> <li>• Quality CPD and enhanced career pathways to retain high quality teaching capability</li> </ul>		
<p>ECT support</p> <ul style="list-style-type: none"> <li>• Dedicated ECT time and additional time with their mentor</li> </ul>	<ul style="list-style-type: none"> <li>• ECTs have a support system to use for advice and direction</li> <li>• Increased retention – consistency of teachers and teaching across the Trust</li> </ul>	3
<p>Staff training days, and weekly CPD opportunities for all teaching staff to develop quality teaching:</p> <ul style="list-style-type: none"> <li>• Staff professional development programme to develop strategies to support those with additional needs.</li> <li>• Develop teachers in delivering the wider curriculum</li> <li>• All CPD sessions accessible from home</li> <li>• CPD for online resources delivered to staff, annually</li> <li>• Develop teachers through the Enhancing Teaching Programme (ETP) and Lead Practitioner (LP)</li> <li>• Improving teacher performance through Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• More confident and skilled teachers to raise expectations for all children</li> <li>• Maximises use of resources to target individual needs</li> <li>• High quality provision for all children in all classrooms.</li> <li>• Teachers able to mentor and support each other at different stages of their career.</li> </ul>	1, 3, 4,

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual tutoring to support phonics and reading in	<ul style="list-style-type: none"> <li>• Increased engagement and rapid progress in core subjects</li> <li>• Greater depth challenge</li> </ul>	1, 2, 4, 9

<p>younger years and mentoring in older years:</p> <ul style="list-style-type: none"> <li>• Weekly individual mentor session for KS2</li> <li>• Weekly group mentoring for EYFS and KS1</li> <li>• Identify target children that need individual tutoring in KS1</li> <li>• Mentor meetings to be delivered as Teams calls</li> <li>• Track progress through regular phonics screening</li> <li>• Employ a phonic/reading specialist 0.4</li> <li>• Excellent teaching of phonics by in-house Literacy Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid improvement and impact of progress in phonics</li> <li>• Supporting pupils' emotional wellbeing</li> <li>• 98% pass on Phonics Screener</li> </ul> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Small group interventions Excellent small group or 1 to 1 spelling focus in KS2</p>	<ul style="list-style-type: none"> <li>• Rapid improvement in spelling</li> </ul> <p>Increased engaged with writing by removing spelling as a barrier to outstanding vocabulary</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>1,2, 4</p>
<p>One to one tuition that is targeted at the gaps in learning.</p> <ul style="list-style-type: none"> <li>• Reading, writing, and maths focused</li> <li>• Driven by assessment pieces</li> <li>• Monitored for impact through in class performance and half termly assessments</li> <li>• Experienced teachers supporting inexperienced ECT delivering</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in assessment</li> <li>• Accelerated progress against national expectations</li> </ul> <p>Short term tuition and long-term impact</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1,2, 4, 7, 9</p>
<p>1:1 Targeted support for children with anxiety and mental health issues:</p> <ul style="list-style-type: none"> <li>• Use of school nurse / therapist to support identified children</li> <li>• Regular meetings with children identified</li> <li>• Weekly mentor meetings</li> <li>• Weekly calls to vulnerable families including</li> </ul>	<p>Removal of anxiety increases academic engagement and focus on learning</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 5, 7, 8</p>

some virtual 1:1 support sessions		
<p>Speech and Language support</p> <ul style="list-style-type: none"> <li>• Dedicated S and L therapist</li> <li>• Whole school training</li> <li>• Small group training sessions with TAs</li> <li>• Adapting the curriculum access resources</li> </ul>	<p>Children have accelerated communication progress.</p> <p>Children can access the wider curriculum as they have greater understanding</p> <p>Children can communicate their emotions and feelings accurately and feel understood in their learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5,

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of poor attitude and barriers to learning:</p> <p>Use of standardised assessments to identify attitudes to self as a learner and to school.</p> <p>Use of Educational Psychologist to train and support staff in meeting individual pupil needs.</p> <p>On entry CAT assessments for children in Year3 and above</p>	<p>To ensure all children have positive engagement in their learning and are positive about themselves as a learner</p> <p>Increased levels of stress and anxiety are common barriers with current pressures on children</p>	1, 2, 4
<p>Class based Communication and Language support:</p> <p>Use of teaching strategies to develop oracy and language</p>	<p>Development of language enables good communication and problem solvers.</p> <p>Overcome barriers to learning</p> <p>Support for phonics and reading progress</p>	2, 3

<p>Use of language assessments to identify need</p> <p>Small group communication/social skills</p> <p>All children to use the TV Studio, and produce an outcome</p>	<p>Increased confidence when presenting and speaking to adults</p>	
<p>Trips and residentials</p> <p>Uniform support</p>	<p>To enable children access to the wider curriculum, in real life context.</p> <p>Increased self-confidence through overcoming fears in challenging situations</p> <p><a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Increased sense of community</p>	
<p>Parenting support through Early Help Assessment through the leadership and SEND team.</p> <ul style="list-style-type: none"> <li>Engage in support services to support families in budgeting, diet, health, and sleep.</li> </ul> <p>Identify families in need of SEMH support and SLT/ SEND team to give support.</p>	<p>Increased parental capacity and therefore increased engagement in child development and school life,</p>	
<p>Delivery of parenting courses 'Timid to Tiger' and PEEP. Parent sessions to provide support for mental health and wellbeing:</p> <p>Use of Head of Children's Services and School Nurse to deliver parent courses for identified families in need of support</p> <p>Use of trained Early Year's staff to deliver support through parent course</p>	<p>To enable parents to support children at home better both emotionally, behaviourally, and academically</p>	<p>2, 3</p>

**Total budgeted cost: £292,000**

## 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 2021 to 2022 academic year.

Desired outcome	Impact:	Lessons learned
<p>Access to the breadth of the curriculum and enrichment opportunities</p> <ul style="list-style-type: none"> <li>• Use of Forest school &amp; Outdoors</li> <li>• Range of school trips to enrich the wider curriculum</li> <li>• Access to music opportunities</li> <li>• Use of the art specialist and art studio</li> </ul>	<p>Good impact. High engagement by children in learning and excellent progress on reading and literacy skills across the wider curriculum.</p>	<p>Approach will be continued and extended.</p> <p>Outdoor education continued throughout lockdown and partial opening by:</p> <ul style="list-style-type: none"> <li>• Teachers filming lessons off site</li> <li>• Competitions within class to encourage children to work outside, e.g., Active Devon sports challenges</li> </ul> <p>Due to the success of continuing to deliver these activities during a lockdown, we have decided to still provide these opportunities through a blended approach, when the children return to school fully.</p> <p>School trips have been delayed for much of the year, due to COVID. At the time of completing the review, restrictions are being relaxed and we intend to hold trips/host visitors during the summer term. However, we continued to have virtual school trips/visitors during the periods of lockdown.</p> <p>Whole class music opportunities provided through a progressive programme through the school. The teachers were able to continue with the virtual approach</p>

		<p>throughout partial opening and will continue to teach trust wide when the school is fully open.</p> <p>Art studio put in use every day, ensuring every child in the school has an art lesson, delivered by art specialist. Will continue this next year. Virtual art lessons were delivered by art specialist during school closure. Very well received and very popular amongst children, and parents helping their children.</p>
<p>Access to digital resources to support teaching &amp; learning</p> <ul style="list-style-type: none"> <li>• Use of Teams and One-Note resources to access the curriculum</li> <li>• 1:1 Access to digital devices to support learning</li> <li>• Use of video as tool to support communication and access to wider curriculum</li> <li>• Access to learning support tools and software</li> <li>• Use of Home Learning Opportunities</li> </ul>	<p>Excellent impact on providing learning tools to support individual needs, personalisation of activities to support individual needs, assignment of targets and providing feedback to children. Allows extension of work before and after school for pre-teach and catch up. Extension of more able child.</p>	<p>Approach will be continued and developed to maximise use of digital tools.</p> <p>Following the success of last year, the school's 1:1 access provided the opportunity to send devices home with children, during lockdown. This enabled children who would usually not have access, to be able to work from home, using the resources teachers had created.</p> <p>Even when the school partially opened, teachers were able to still deliver remote teaching to children in class and at home.</p> <ul style="list-style-type: none"> <li>• Use of video was integral to the success of virtual schooling. Teachers were able to see children daily supporting them in work, but also enabling monitoring attendance, wellbeing, and safeguarding. Children were also able to see their teachers throughout the lockdown, which was reassuring and retained some normality for children.</li> </ul>

<p>Weekly CPD opportunities for all teaching staff to develop quality teaching</p> <ul style="list-style-type: none"> <li>• Staff professional development programme to develop strategies to support those with additional needs.</li> <li>• Develop teachers in delivering the wider curriculum</li> </ul>	<p>Quality of teaching is consistently high with good outcomes above national averages for PP and non-PP children. Enabling breadth and depth of curriculum as teachers are confident in their knowledge of subjects and good pedagogy.</p>	<p>Continued investment in teachers and support staff to maintain high expectations.</p> <p>The annual plan for weekly CPD will be improved by delivering several simultaneous sessions, providing relevant CPD to specific staff. This will reduce repetition and encourage progression.</p>
<p>Individual tutoring to support phonics and reading in younger years and mentoring in older years.</p> <ul style="list-style-type: none"> <li>• Weekly individual mentor session for KS1 &amp; KS2</li> <li>• Weekly group mentor sessions for Reception Classes</li> <li>• Identify target children that need individual tutoring in KS1</li> <li>• Track progress through regular phonics screening</li> </ul>	<p>Significant impact on pupil progress through quality feedback that provides challenge and support and identifies need early.</p>	<p>Programme will be developed and refined to ensure maximum benefit.</p> <p>The mentoring process continued throughout lockdown, by virtual meetings. Staff were able to monitor progress, track reading, and continue to set targets. Staff were also able to monitor wellbeing offer pastoral support during school closure.</p>
<p>1:1 Targeted support for children with anxiety and mental health issues</p> <ul style="list-style-type: none"> <li>• Use of school nurse / therapist to support identified children</li> <li>• Regular meetings with children identified</li> </ul>	<p>For children with anxiety about school or home life, which is impacting on school knowing that they have the support to confidentially discuss their concerns with a trusted member of staff has ensured good attendance and engagement in learning by those children supported.</p>	<p>Support will continue for identified children</p> <p>During school closure, staff from the extended services team phoned identified children's families, as regularly as needed. This was used to monitor attendance to remote school and wellbeing of the child and family support unit. If there is another school closure, or if identified children are isolating or home ill, these checks will continue.</p>
<p>Early identification of poor attitude and barriers to learning</p> <ul style="list-style-type: none"> <li>• Use of standardised assessments to identify attitudes to self as a learner and to school.</li> </ul>	<p>Use of targeted data to track attitudes towards self and school has empowered teachers to make accurate and informed assessments</p>	<p>Proven method of success and progress. Initiative will continue</p> <p>Our GL testing for assessment proved difficult during school closure. This was due to the reliability</p>



<ul style="list-style-type: none"> <li>• Use of Educational Psychologist to train and support staff in meeting individual pupil needs.</li> </ul>		of the how the tests were taken, testing conditions and if any parental support would be provided. We will consider how we can ensure reliability of testing if we are faced with another school closure.
Class based Communication and Language support <ul style="list-style-type: none"> <li>• Use of teaching strategies to develop oracy and language</li> <li>• Use of language assessments to identify need</li> </ul>	Increase individual's attainment in phonics  Increased individual's attainment in Reading	Continued deployment of speech and language therapist
Delivery of parenting courses 'Timid to Tiger' and PEEP. <ul style="list-style-type: none"> <li>• Parent sessions to provide support for mental health and wellbeing</li> <li>• Use of Head of Children's Services and School Nurse to deliver parent courses for identified families in need of support</li> <li>• Use of trained Early Year's staff to deliver support through parent course</li> </ul>	Increased engagement with parents and carers  Increased attendance and engagement in learning	Support will continue for identified children  Timid to Tiger unfortunately could not continue due to the social distancing issues. It is not feasible to run via video calls, due to the sensitive and personal nature of the course.