## PP - Review: last year’s aims and outcomes (2020 – 2021)

## Veryan C of E School

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| **Aim / Priority** | **Outcome** |
| **Strategy aims for disadvantaged pupils – Barriers addressed: reading / language / maths / knowledge / emotional resilience gap evident for our PP children.** |
| Reading for pleasure whole school approach. Purchase of Accelerated Reader to ensure breadth of genres covered and comprehension. Involvement in the NELI project for language development. | Whole school staff model a love of reading. Displays around school and on Website to support this. Staff favourite books etc. AR purchased and has increased reading across the school. NELI project involvement has enhanced the EYFS provision. |
| Work with the maths hub to embed and further develop our mastery approach. | This involvement continues to make some very positive impact upon teaching and learning in maths. Teachers have a stronger grasp of mastery as evident in the classes. Use of Number Blocks (early mastery approach) in EYFS ensures strong foundations, which are then built upon.  |
| Embed TIS approach with a development in extending creative learning outdoors / beach. | TIS and wellbeing has been a school focus for the whole school community since COVID 19 and the importance of mental wellbeing in school and at home has been key to our approach. During 2021 lockdown, communication with families was vital and many methods were used (Dojo, website, zoom etc). Our outdoor learning focus has been very successful as seen in our ‘motional’ assessments in helping children to feel calm and ready to learn.  |
| **Targeted academic support for current academic year –****Barriers addressed; Addressing skills, knowledge and language gaps as they become apparent. Narrowing the effects of these gaps.** |
| Providing a relevant and proactive intervention timetable to respond to needs of vulnerable children. Ensuring a breadth of provision through a range of appropriate and effective interventions. | Interventions of all kinds (academic, TIS, Lego etc as evidenced on Class trackers) were in place and were proactive as well as reactive in providing for the children’s needs. These were put on hold in January 2021 but many different forms of support were used in order to keep in touch and check on welfare / wellbeing during school closure. On returning, interventions and support are mainly around wellbeing / readiness for learning / working memory and resilience.Financial support for the enhanced curriculum: music lessons, sport lessons, Dance workshops, motivational input across the curriculum (eg – Kingfisher Trust, Sailing) made available to PP pupils.Issuing ICT equipment to all vulnerable children during closure meant that learning for all could continue effectively with specific support being made available. |
| Purchasing and embedding the use of ICT resources in and out of school. Ensuring that ICT equipment is available for remote learning use at home. | ICT resources have been invested in and new Chromebooks in particular. During the lockdown, Chrome books were lent out to all those families who could not access home learning without one. Remote learning was of a very high quality with all children accessing online sessions.  |
| **Wider strategies for current academic year –** **Barriers addressed; Improving attendance and readiness to learn for the most disadvantaged pupils** |
| Providing wrap around care for children to include nutritious breakfast. Homework and reading support with ICT facilities available. | This has been in place since Sept 2020 with PP children making use of the reduced wraparound care provided. The homework and reading support offered was having a positive impact upon PP children’s learning and confidence until the most recent closure in Jan 2021. This support continues now. PP children continue to be offered breakfast sessions at a reduced cost each day.  |
| Sharing a part-time parent support advisor with partner schools to support families / children. | Continued use of our PSA to support and help our vulnerable families identified. Improved attendance and emotional wellbeing of children. |
| Creating opportunities for children to grow emotionally through sessions such as TIS, Wild Tribe / Beach school enhanced activities and Lego Therapy. | Wild tribe and other emotional support embedded fully by September 2020, since full reopening in March 2021, Wild Tribe has continued to be a focus for all classes and an extra focus on ‘Arena’ outdoor learning added. Being outside is healthier in terms of general wellbeing and also minimises viral cross infections. |