

PP - Review: last year's aims and outcomes (2019 – 2020)

Veryan C of E School

Aim / Priority	Outcome
Strategy aims for disadvantaged pupils – Barriers addressed; Addressing language / knowledge / emotional resilience gap evident for our PP children.	
Ensure all relevant staff (including new staff) have received training in 'Let's think in English' and Oracy based approach to literacy.	This training was started and had begun to be used in the classes where appropriate, but COVID 19 and school closures put this on hold. We are still waiting to see if there will be further training in Oracy. Once the full Curriculum is back in place, LTIE developments will be resumed.
Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups.	This involvement had made some very positive impact upon teaching and learning in maths. Teachers had introduced all aspects of mastery successfully into their teaching by March 2020. This has been resumed since September and has fitted in with the recovery curriculum. Involvement with the Maths Hub is ongoing.
Ensure a consistent whole school TIS approach with all staff trained and confident in using techniques.	This is fully in place and was so well before March 2020. 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 lockdown, communication with families was vital and many methods were used.
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.	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 March 2020 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 and dance workshops, motivational input across the curriculum (eg – authors) made available to PP pupils.

<p>Purchasing and embedding the use of ICT resources in and out of school.</p>	<p>ICT resources have been invested in and new currently on order (Ipads and Chromebooks in particular). During the lockdown, Chromebooks were lent out to those families who could not access home learning without one.</p>
<p>Wider strategies for current academic year – Barriers addressed; Improving attendance and readiness to learn for the most disadvantaged pupils</p>	
<p>Providing wrap around care for children to include nutritious breakfast. Emotional and group support with ICT facilities available.</p>	<p>This was fully in place by March 2020 with many PP children making use of the wraparound care provided. The emotional and group support offered was having a positive impact upon PP children’s confidence. This support continues now. PP children continue to be offered assisted sessions each day.</p>
<p>Sharing a part-time parent support advisor with partner schools to support families / children.</p>	<p>Use of our PSA to support and help families identified. Improved attendance and emotional wellbeing of children.</p>
<p>Creating opportunities for children to grow emotionally through sessions such as Wild Tribe and Lego Therapy.</p>	<p>Wild tribe and other emotional support embedded fully before March 2020, since full reopening in September 2020, Wild Tribe has been a focus for all classes and an extra focus on ‘Arena’ outdoor learning added. Veryan School is also extending our outdoor learning to the beach in the new year. Being outside is healthier in terms of general wellbeing and also minimises viral cross infections.</p>