

Pupil Premium Strategy Statement – Bowmandale Primary School

Summary information					
School	Bowmandale Primary School			REVIEW July 2020	
Academic Year	2019/20	Total PP budget (based on 78 from last census)	£103,100	Date of last formal PP Expenditure Review	July 2019
Total number of pupils	342	Number of pupils eligible for PP Number of CLA pupils Number of post CLA pupils Number of Service families	82 5 7 5	Date for next formal review of this strategy	July 2021

1. KS1 & KS2 Attainment 2018/19 – ASP Official Data								
	KS1				KS2			
	ARE - DIS (school)	ARE – non DIS (National)	GD – DIS (school)	GD – non DIS (National)	ARE - DIS (school)	ARE – non DIS (National)	GD – DIS (school)	GD – non DIS (National)
Reading	67%	78%	0%	28%	45%	78%	27%	31%
Writing	56%	73%	0%	17%	45%	83%	9%	24%
Maths	67%	79%	11%	24%	45%	84%	18%	32%
EGPS	-	-	-	-	55%	83%	18%	41%
Science	67%	85%	-	-	36%	87%	-	-

2. KS1 & KS2 Attainment 2018/19 – ASP Official Data								
	KS1				KS2			
	ARE - DIS (school)	ARE – non DIS (National)	GD – DIS (school)	GD – non DIS (National)	ARE - DIS	ARE – non DIS (National)	GD – DIS	GD – non DIS (National)
Combined	-	-	-	-	36%	71%	9%	13%

Barriers to future attainment	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	15% of all disadvantaged children also have documented pastoral/ safeguarding concerns which prevent them from achieving their potential; this is particularly evident in current Year 5.
B.	Attainment gaps between disadvantaged children and non-disadvantaged children remain inconsistent across the school.
C.	11% of disadvantaged children also have SEND, which impacts on their ability to learn and make progress in line with their peers.
D.	End of KS2 data for 2018/19 shows that the following % of disadvantaged children have not made progress in line with their starting points overall: 55.5% in reading, 55.5% in writing, 55.5% in maths.
E.	A significant number of our disadvantaged children have low aspirations for learning in comparison with their peers across the school.
F.	In EYFS, Easter data shows that 40% of all children are on track to achieve GLD at the end of the year; 2 of the 7 children within the disadvantaged group are on track to achieve GLD from this data.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<p>From 2018/19 data, the attendance of disadvantaged children was 95.2%, compared with 97.2% overall. However, 8 disadvantaged children's attendance recorded below 90% (5 children significantly below 90%), which is skewing this data significantly. We are working closely with these families and the local authority to support improved attendance for these children.</p> <p>15% of all disadvantaged children have also been identified as having wider pastoral concerns.</p> <p>In the Summer Term of 2019, 47% of our disadvantaged children attended clubs, compared to 62% of all children. In the Autumn term of 2019/20, 22% of our disadvantaged children attended clubs, although a larger number of our disadvantaged children are signing up to take on broader school responsibilities such as sports leaders, ambassadors or house captains. We aim to ensure that all of our children are provided with a wide range of opportunities to enrich their school life, so are constantly looking for ways to broaden the range of opportunities on offer for our children. Due to the current situation due to COVID-19, clubs and usual school representative positions have all been suspended for the time being. However, we have encouraged all children to pursue their own hobbies and interests via our APP and home learning website.</p>

Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>
A.	<p>Quality of Education</p> <p>To ensure that all children including disadvantaged children, receive a broad, balanced and rich curriculum.</p> <p>To narrow the attainment gap between disadvantaged children and non-disadvantaged, with disadvantaged children making progress in line with their non-disadvantaged peers.</p>	<p>All children, including those who are disadvantaged, will access all aspects of the curriculum.</p> <p>Disadvantaged children will be inspired to engage with learning as much as non-disadvantaged children (pupil voice/ shadowing).</p> <p>In reading, writing and maths, the attainment gap will be narrowed for disadvantaged children compared with non-disadvantaged children.</p> <p>In reading, writing and maths, the progress gap will be narrowed between disadvantaged children and non-disadvantaged children.</p> <p>In reading, writing and maths, the number of disadvantaged children achieving GD will be in line with non-disadvantaged children.</p>	<p>Taken from our data collection point in March 2020: All children, except those children with profound special educational needs, are taught the curriculum within the chronological year group and as such, are assessed within their own year group.</p> <p>Spring term data headlines (see appendix 1, 2 & 3)</p> <ul style="list-style-type: none"> • Increasing trend for % ARE for disadvantaged over 4 years in Y1, Y2 all subjects, Y3 M, Y4 R & W, Y5 W & M & Y6 in all subjects • Increasing trend for % GD or disadvantaged over 4 years in Y4 R & M, Y5 R & W • Cohort specific data shows that %ARE has increased for Y2 W & M, Y5 all subjects , Y6 M • Cohort specific data shows that %expected progress have increased year on year in Y5 all subjects & Y6 M • Cohort specific attainment gaps have narrowed between dis/ non dis in Y2 & Y3, Y5, Y6 M all subjects • Cohort specific progress gaps between dis/non dis have narrowed in Y2 & Y3 all subjects, Y5 all subjects (PP outperforming non PP), Y6 M • In EYFS, the average progress points made by disadvantaged children are as follows: 2.9 progress points in reading; 2.9 progress points in writing and 3.9 progress points in maths (see appendix 7). <p>Our home learning website has supported home learning for all children; where families have informed us of difficulties in accessing learning, teachers have individually contacted families to support them by adapting learning or providing a wider range of resources to support them. From the outset of the pandemic, we invited our most vulnerable children back into school to enable us to oversee learning for these children, including those children with a social worker, those with an EHCP and those vulnerable children in receipt of PP funding.</p>

<p>B.</p>	<p>Behaviour & Attitudes</p> <p>Children's attitudes to learning is positive for all groups of learners.</p> <p>All children have high attendance and punctuality.</p>	<p>Attendance of disadvantaged children will increase, narrowing the gap between the attendance of disadvantaged children and all children.</p> <p>Behaviour will improve for vulnerable children, compared to 2018/19 in terms of the number of times on the behaviour tracking sheet and the number of minutes lost per child.</p>	<p>Taken from our behaviour tracking data and pupil questionnaires in March 2020:</p> <p>Pupil voice demonstrates that children have positive attitudes towards a wider variety of subjects (subjects they like), they have healthy attitudes towards challenge and when stuck, and the vast majority of children feel there is nothing they wish to change about school.</p> <p>Behaviour tracking shows there is a generally improving trend in terms of number of children on the tracking sheet, although stage 5 incidents have increased slightly this academic year. Individual children are being monitored by SLT. Our behaviour policy is currently under review to reflect the changes we have had to make due to COVID-19.</p> <p>Attendance data is not applicable at this time but attendance data stood 97.17% for all children and 94.69% for disadvantaged children in March 2020.</p>
<p>C.</p>	<p>Personal Development</p> <p>Children will be encouraged to develop their wider talents and interests.</p> <p>Pastoral interventions will develop children's confidence, resilience and independence.</p>	<p>Scaled scores will demonstrate an improvement in soft data outcomes such as eye contact, self-esteem, listening and attention, learning behaviour for all children receiving pastoral interventions.</p> <p>The uptake of clubs by disadvantaged children will increase to be in line with uptake by non-disadvantaged children, and compared to 2018/19, which was 47%.</p> <p>Disadvantaged and CLA children will access wider school opportunities including buddies, sports leaders and digital ambassadors.</p>	<p>Scaled scores for individual children working 1:1 with the Learning Mentor and as a group in forest schools from the spring term, show an increasing trend for most learning behaviours, with individual fluctuation depending on the difficulties each child has.</p> <p>Pupil Voice shows that pupils are accessing a broader range of clubs and disadvantaged children are accessing wider school opportunities such as leaders and ambassadors.</p>

<p>D.</p>	<p>Leadership & Management</p> <p>Leaders will focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p>	<p>The PP coordinator and Designated Teacher for CLA will ensure that staff have a secure knowledge of all disadvantaged children, including those who are Looked After, to ensure effective QFT is at the heart of all learning.</p> <p>Teaching and support staff will have access to appropriate resources, training and knowledge to enable the gap between disadvantaged children and non-disadvantaged children to narrow.</p> <p>The PP coordinator and Designated Teacher for CLA will monitor provision for disadvantaged children to ensure a consistent, inclusive and holistic approach to supporting these children.</p>	<p>Staff meeting for teaching staff (autumn term) and non-teaching staff (autumn and spring term) to ensure staff knowledge is up to date and they have resources to support narrowing the gap.</p> <p>Continuous monitoring as part of whole school observations and work scrutiny to ensure an inclusive approach.</p>
<p>E.</p>	<p>EYFS</p> <p>To ensure that all children including disadvantaged children, receive a broad, balanced and rich curriculum.</p> <p>To narrow the attainment gap between disadvantaged children and non-disadvantaged, with disadvantaged children making progress in line with their non-disadvantaged peers.</p>	<p>Disadvantaged children will make progress in line with their non-disadvantaged peers.</p>	<p>EYFS data shows that although there is a significant gap between disadvantaged and non-disadvantaged children in terms of the percentage of children being on track to achieve GLD, all disadvantaged children have made positive progress from their own personal starting points. Disadvantaged children made an average of 2.86 points progress in reading, 2.86 points in writing and 3.86 points in maths, with 1 child making 8 points progress in this subject. The average expected progress for each term would be 2-3 points between baseline and the end of the spring term; however this does fluctuate greatly due to the individual developmental milestones that children are at. Normally, following spring term data, children are selected for intervention based upon the progress they have made but this has not been possible due to COVID-19. A range of strategies will be outlined in the 2020-21 document to support identified children to catch up with their peers.</p>

Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. All children					
Desired outcome	Chosen approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Frequency of review, Impact
To raise attainment in reading with a view to increasing the % GD across reading and writing.	Continued delivery of RWI to all EYFS and KS1 children. Due to COVID-19, daily phonics activities have been made accessible to families via the home learning website.	RWI has been implemented and used successfully in other schools in the local area, resulting in improvements in outcomes for all children. RWI is used in a quarter of UK primary schools and case studies from a large number of UK schools have demonstrated huge positive impact on reading and phonics (Oxford University Press).	All staff will be observed regularly and staff are well supported to deliver RWI. Resources have been purchased to support RWI.	ED	<i>Every 8 weeks</i> In the spring term, 75.8% of Year 1 children were on track to pass the phonics screening, compared to 16.66% in the autumn term. This gives an increase of 59.14%.
To narrow the attainment gap between disadvantaged and non-disadvantaged children in KS2.	Additional TA deployed across Y3 and Y4 to offer booster support for all children. Our home learning website has supported home learning for all children; where families have informed us of difficulties in accessing learning, teachers have individually contacted families to support them by adapting learning or providing a wider range of resources to support them. From the outset of the pandemic, we invited our most vulnerable children back into school to enable us to oversee learning for these children, including those children with a social worker, those with an EHCP and those vulnerable children in receipt of PP funding.	This strategy was employed last year and raised the attainment of Y6 pupils from 43%, 22% and 33% in reading/ writing/ maths respectively to 80%, 78% and 80% in the summer term; the TA also frees the class teacher to work with small groups in reading to address different areas of need. Although the EEF reports only moderate improvements in performance, our school targets children according to specific gaps at any one time, as opposed to targeting the same children repeatedly; this enables pre-teaching and any gaps to be addressed.	Performance management of teaching staff, classroom observations and work scrutiny, PPMs each term.	ED/ SLT	<i>Termly</i> See attainment and progress data from the spring term.

<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children in KS2</p>	<p>An additional class has been maintained (therefore an additional teacher) to reduce class sizes, with streamed teaching across English and maths in Year 6.</p>	<p>This strategy was employed last year and raised the attainment of Y6 pupils from 43%, 22% and 33% in reading/ writing/ maths respectively to 80%, 78% and 80% in the summer term. Although the EEF reports only moderate improvements in performance, our teachers teach to their areas of expertise which supports our most vulnerable children to make huge increments of progress.</p>	<p>Performance management of teaching staff, classroom observations and work scrutiny, PPMs each term.</p>	<p>ED/ SLT</p>	<p><i>Termly</i></p> <p>See attainment and progress data from the spring term.</p>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children in KS1 and KS2</p>	<p>PiXL assessment system maintained to support accelerated progress of underachieving children throughout the year.</p> <p>NFER tests introduced to increase accuracy of reading assessments.</p>	<p>PiXL is a system that has been bought into by the school and has been successful in KS2. They have recently released further materials to support progress in KS1.</p> <p>PiXL targets specific gaps in learning and enables these to be addressed in a precise and timely manner.</p> <p>Standardised tests allow comparative scoring to monitor progress in more precise detail.</p>	<p>Performance management of teaching staff, classroom observations and work scrutiny, PPMs each term.</p>	<p>ED/ SLT</p>	<p><i>Termly</i></p> <p>See attainment and progress data from the spring term.</p>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children in KS1 and KS2</p>	<p>Quality First Teaching is provided for all children, which incorporates effective feedback and mastery learning.</p> <p>Project based learning which includes an over-arching question to inspire, motivate and empower children in their learning.</p>	<p>Feedback studies carried out by the Education Endowment Fund have demonstrated that effective feedback (assessment for Learning) can enable children to make up to 8 months' additional progress as a result. Mastery learning can improve performance by up to 5 additional months. This is deemed to be particularly effective when pupils support each other through peer teaching.</p> <p>Innovative pedagogies observed at a number of outstanding schools have been proven to have a positive impact on children's motivation and attitudes to learning.</p>	<p>Lesson observations, drop ins, work scrutinies.</p>	<p>SLT</p>	<p><i>Half termly</i></p> <p>See attainment and progress data from the spring term.</p>

<p>To foster a love of reading for all children, especially those who are in receipt of PP funding.</p> <p>To achieve consistency in reading outcomes across KS2.</p>	<p>Reading buddies will continue to support Year 2 children with reading and adult volunteers will visit school to read with children and promote reading for pleasure.</p> <p>A new model of shared reading will ensure that children have opportunities to practice a wide range of reading objectives each term.</p> <p>Facilitate use of school library to extend home and school reading.</p>	<p>Research around the performance of Pupil Premium children by the literacy trust has shown that children from disadvantaged backgrounds are less likely to read frequently outside school than their peers. They are also less likely to have books of their own and to read a broad range of materials, including books, magazines and emails.</p>	<p>End of term data, pupil voice around reading, club uptake</p>	<p>SLT</p>	<p><i>Termly</i></p> <p>See attainment and progress data from the spring term.</p>
<p>To foster a love of reading for all children, especially those who are in receipt of PP funding.</p>	<p>Disadvantaged children will be given opportunities to read with adults, including volunteers who come specifically to read with children in receipt of PP funding.</p> <p>Reading for Pleasure strategies introduced to promote a culture of reading.</p>	<p>Research around the performance of Pupil Premium children by the literacy trust has shown that children from disadvantaged backgrounds are less likely to read frequently outside school than their peers. They are also less likely to have books of their own and to read a broad range of materials, including books, magazines and emails.</p>	<p>End of term data, pupil voice around reading, club uptake</p>	<p>SLT</p>	<p><i>Termly</i></p> <p>Disadvantaged children working with volunteer readers gave extremely positive feedback around their reading experiences in the autumn term.</p>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children in KS1 and KS2</p>	<p>Termly Inspire afternoons run by staff which focuses on an area of interest for staff and children.</p>	<p>This strategy was implemented in the autumn term to raise children's aspirations and to increase levels of engagement by teaching children about a broad range of interests from which they can choose.</p>	<p>End of term data, pupil voice, uptake of individual sessions</p>	<p>SLT</p>	<p><i>Termly</i></p> <p>See attainment and progress data from the spring term.</p>

To foster positive relationships and attitudes to learning.	Lesson study/ peer coaching approach to observe attitudes to learning.	The peer coaching approach has been proven to be successful across a range of scenarios. Staff will engage with peer coaching at a teacher and support staff level to offer strategies to improve engagement and attitudes.	End of term data, pupil voice, termly monitoring by SLT	SLT	<i>Termly</i> Pupil voice demonstrates that children have positive attitudes towards a wider variety of subjects (subjects they like), they have healthy attitudes towards challenge and when stuck, and the vast majority of children feel there is nothing they wish to change about school.
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Frequency of review, Impact
To raise attainment in reading with a view to increasing the %ARE and %GD across reading and writing.	To deliver RWi intervention support for KS2 children identified as underachieving in reading and writing.	RWi has been implemented and used successfully in other schools in the local area, resulting in improvements in outcomes for all children. RWi progress has been extremely successful within the school and the phonics pass rate for 2018 was 88%.	All staff will be observed regularly and staff are well supported to deliver RWi. Staff have been observed as fully competent in the delivery of RWi.	ED	<i>Every 8 weeks</i> See attainment and progress data from the spring term.
To narrow the attainment gap between disadvantaged and non-disadvantaged children	To deliver PiXL therapies and same day interventions for children who are underachieving. Staff to be trained in PiXL therapies.	PiXL therapies have been proven to specifically address gaps in learning and is the chosen route for the school to assess and measure attainment and progress. TAs deployed to each class through the afternoons to deliver therapies.	All staff will be trained and observed regularly. Staff meet regularly with SLT termly to Discuss individual children. Training and performance management for TAs. PPMs with class teachers, data analysis	Class teachers, LT	<i>Termly</i> See attainment and progress data from the spring term.
To raise the attainment of boys, particularly in reading and writing.	To use boy focussed project learning to increase boys' engagement with learning.	Impact evidence from previous years, staff's knowledge of their children and training around boys' engagement have informed staff decisions around learning. A recent review of the curriculum took place to ensure maximum engagement for boys.	Lesson observations, regular staff meetings and pupil progress meetings. PPMs with class teachers, data analysis	SLT, all staff	<i>Termly</i> See attainment and progress data from the spring term.

<p>To develop children's talents and interests.</p>	<p>Specific children will be encouraged to attend inspire afternoons which are of interest to them.</p> <p>A wider range of clubs will be offered to capture children's interests.</p> <p>Disadvantaged children will be actively encouraged to engage with broader school responsibilities.</p>	<p>The inspire afternoons proved successful last year and PEP meetings demonstrated specific areas of interest for CLA children.</p> <p>The annual pupil questionnaire indicated that children would like a broader range of sporting and art/ craft clubs, run at lunch times to enable a wider target audience for clubs uptake.</p>	<p>Pupil questionnaire, clubs uptake, inspire afternoon uptake</p>	<p><i>Termly</i></p>	<p>Our clubs data for the spring term shows that children are accessing a wide range of clubs and additional responsibilities across the school. Children also voiced an extremely positive response to the inspire afternoons, run on a termly basis. Clearly the COVID-19 situation has suspended these opportunities temporarily but once it is safe to do so and guidance allows, these will be resumed.</p>
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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Frequency of review, Impact
To reduce social, emotional and behavioural barriers to learning through pastoral interventions.	To make use of trained in-school counsellor to work with individual children and address pastoral needs.	Some of our extremely vulnerable children require additional support to support mental health difficulties.	Regular communication with counsellor and families, use of CPOMS	SLT	<i>Ongoing through CPOMS</i> Scaled scores for individual children working 1:1 with the Learning Mentor and as a group in forest schools from the spring term, show an increasing trend for most learning behaviours, with individual fluctuation depending on the difficulties each child has.
To reduce social, emotional and behavioural barriers to learning through pastoral interventions.	Learning Mentor to provide nurture support to develop play and team working skills. Additional TA employed to support nurture group in order to increase the capacity for this group.	Some of our extremely vulnerable children do not have the social and play skills required to enable them to play independently and they have been shown to respond extremely well to sporting opportunities.	Observation of sessions, requirement for sports coach to regularly feedback, behaviour monitoring, pupil voice	LT/ ED	<i>Termly</i> Scaled scores for individual children working 1:1 with the Learning Mentor and as a group in forest schools from the spring term, show an increasing trend for most learning behaviours, with individual fluctuation depending on the difficulties each child has.
To reduce social, emotional and behavioural barriers to learning through pastoral interventions.	All children will have termly access to Forest Schools, in addition to smaller intervention groups on a rolling programme. Support for children with social, emotional or behavioural barriers will be monitored through the school's graduated approach to need.	Some of our extremely vulnerable children do not have the social and play skills required to enable them to play independently and this enables them to develop leadership skills and other skills which will enable them to develop confidence, team work and life skills. Research by the EEF has shown that behavioural and social/ emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours.	Observation of sessions, requirement for forest schools leader to regularly feedback, behaviour monitoring, pupil voice	LT	<i>Termly, pre and post intervention assessments</i> Scaled scores for individual children working 1:1 with the Learning Mentor and as a group in forest schools from the spring term, show an increasing trend for most learning behaviours, with individual fluctuation depending on the difficulties each child has.

<p>The uptake of clubs and trips by disadvantaged children will increase to be in line with uptake by non DIS children.</p>	<p>To provide funding for extra-curricular opportunities to enable all children to participate.</p>	<p>Some of our vulnerable families are unable to fund the cost of trips or clubs, so the school feels that it is important to provide this additional funding to enable full participation in all school and extra-curricular activities.</p>	<p>Monitoring of clubs uptake, pupil voice and questionnaires to establish popular clubs</p>	<p>LT</p>	<p><i>Termly</i></p> <p>Our clubs data for the spring term shows that children are accessing a wide range of clubs and additional responsibilities across the school. Children also voiced an extremely positive response to the inspire afternoons, run on a termly basis. Clearly the COVID-19 situation has suspended these opportunities temporarily but once it is safe to do so and guidance allows, these will be resumed.</p>
<p>To reduce social, emotional and behavioural barriers to learning through pastoral interventions.</p>	<p>EYFS children will have access to outdoor adventure learning with a trained Forest Schools Leader on a weekly basis.</p>	<p>Outdoor adventure learning has been proven by the EEF to have positive impact on attitudes, resilience and independence.</p>	<p>Observation of sessions, requirement for forest schools leader to regularly feedback.</p>	<p>SLT</p>	<p><i>Termly</i></p> <p>Scaled scores for individual children working 1:1 with the Learning Mentor and as a group in forest schools from the spring term, show an increasing trend for most learning behaviours, with individual fluctuation depending on the difficulties each child has.</p>

3. Additional detail

As a result of research carried out the EEF which demonstrate that Meta-Cognition can improve children's progress by up to 7 months', the school launched a Growth Mindset approach in September 2017. Pupil voice and performance data has proven that children's resilience and attitudes towards learning, and in particular, towards challenges, have improved. This has particularly been the case for our most able children, who now approach challenges much more confidently and as a result, our Greater Depth data is improving. This has been particularly the case in KSI, where our data demonstrates outstanding performance in terms of the percentage of pupils achieving the expected level and Greater Depth. The Growth Mindset approach is now embedded within our daily practice. Personal Development remains an area of priority within the revised Ofsted framework, hence Growth Mindset will remain at the forefront of Bowmandale Primary School's Pedagogy and ethos.

COVID-19 Update

Clearly, under the current circumstances imposed upon us by the COVID-19 pandemic, it has not been possible to measure impact for the summer term in the usual way so we have taken data from the spring term. Below is a summary of the support we have offered in order to try and minimise the negative impact on the cognitive development, education and emotional wellbeing of our most vulnerable children.

- Our home learning website has supported home learning for all children; where families have informed us of difficulties in accessing learning, teachers have individually contacted families to support them by adapting learning or providing a wider range of resources to support them.
- From the outset of the pandemic, we invited our most vulnerable children back into school to enable us to oversee learning for these children, including those children with a social worker, those with an EHCP and those vulnerable children in receipt of PP funding.
- As a school we opted to provide grocery bags as opposed to vouchers to ensure that we have had weekly contact with our vulnerable families throughout the pandemic.
- Any vulnerable children opting not to come into school, or not attending for medical reasons, have been contacted by an appropriate member of staff on a weekly basis to 'check in' with them and ensure they were accessing learning; this included the Headteacher, Deputy Headteacher, Learning Mentor and class teachers.
- During the pandemic, we were acutely aware of the emotional impact that this could potentially have on children and their families; in response to this we posted regular signposts and resources on the APP and we created an emotional wellbeing tab on our website which we signposted all families to. When we were made aware of any individual children who were struggling emotionally, we put in place a weekly phone call with either the class teacher or our Learning Mentor who ran a telephone counselling programme.