

## PUPIL PREMIUM STRATEGY 2019/20

### 1. Summary information

<b>School</b>	St Chrysostom's C of E Primary School				
	2019/20	<b>Total PP budget</b>	£183,480	<b>Date of most recent PP review</b>	September 2019
			£174,240		
<b>Total number of pupils</b>	469	<b>Number of pupils eligible for PP</b>	132 x (£1,320)	<b>Date for next internal review of this strategy</b>	January 2020
			EYFS 7 x £302.10 = £2114.70		

### 2. Current attainment

KS1	Pupils eligible for PP (St Chrysostom's)	Pupils not eligible for PP (St Chrysostom's)	National Average (all pupils)
<b>% achieving expected in reading, writing and maths (combined)</b>			
<b>% making attainment in reading</b>	50%	78%	75%
<b>% making attainment in writing</b>	50%	70%	69%
<b>% making attainment in maths</b>	61%	80%	76%
KS2	Pupils eligible for PP (St Chrysostom's)	Pupils not eligible for PP (St Chrysostom's)	National Average (all pupils)
<b>% achieving expected in reading, writing and maths (combined)</b>	71%	67%	65%
<b>% making attainment in reading</b>	71%	74%	73%
<b>% making attainment in writing</b>	95%	74%	78%
<b>% making attainment in maths</b>	91%	83%	79%

### 3. Barriers to future attainment

#### In-school barriers (issues to be addressed in school)

<b>A.</b>	Many children, particularly our disadvantaged, have limited experiences outside of home and school.
<b>B.</b>	Significant language barriers result from high numbers of EAL (66%) and a wide variety of pupil nationalities (94% Non-White British). Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a paucity of peer role models.

#### External barriers (issues which also require action outside school)

<b>D.</b>	We have had an increase in persistent absences from disadvantaged families, parents need to be held to account and children to be in school.
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### 4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	To ensure disadvantaged children make good or better progress in reading, writing and maths at the end of KS1 and KS2.	Attainment for PP children in reading, writing and maths is close to national expectation. PP children leave KS2 competent and confident writers. The gap between disadvantaged and non-disadvantaged for the phonics screening check in year 1 will narrow.

B.	To improve social and communication skills of disadvantaged children. To close the gap in persistent absences between disadvantaged and non-disadvantaged children.	PP children access trips, visits and activities to increase their confidence and communication skills. The increase in persistent absence from disadvantaged children and non-disadvantaged children will reduce.
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## 5. Planned expenditure

Academic year  
19/20

### i. Teaching

How we will use the pupil premium to improve classroom pedagogy and support whole school strategies.

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice? Research from the Education Endowment Foundation (EEF) Education Toolkit has been used throughout this document to inform best practice.	How will we ensure that it is implemented well?	Staff lead	When will you review implementation?
<p>To improve attainment of PP children in Reading, Writing and RWM combined at the end of KS2 is at or above national.</p> <p>To close gaps between the achievement of disadvantaged and non-disadvantaged children in Phonics Screening Check and end of key stage results.</p>	<p><u>Smaller Class Sizes and specialist staff</u> In Year 6, an extra teacher has been employed to ensure smaller class sizes.</p> <p>Additional teacher (NQT) in year 1 allows for smaller year 1 classes and targeted support, particularly with daily readers and phonics interventions.</p> <p>Specialist maths TA taking intervention groups in KS2 to ensure fluency, reasoning and word problems with smaller groups.</p> <p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged</p>	<p>At St Chrysostom's, disadvantaged children make less progress than non-disadvantaged in KS2 across a range of subjects.</p> <p>At St Chrysostom's, non-disadvantaged pupils currently outperform disadvantaged pupils in the phonics screening check by 10%.</p> <p>Reducing class sizes to 22 or less children allows teachers to give more attention to individual children to move their learning on quickly.</p> <p><b>EEF Reducing Class Sizes = +3 months attainment.</b></p>	<p>Summative and formative assessments and end of year data including NFER test analysis, SATs data drops and PSC mocks and checks. Actions based on data in place swiftly to allow maximum progress.</p> <p>Monitoring of quality of teaching and learning.</p>	JA	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p><b>Actions and impact</b></p> <ul style="list-style-type: none"> <li>• Due to Covid-19, there are no year 2 or year 6 SATs results, phonics screening check results or end of Reception data for academic year 2019-2020.</li> <li>• Additional staff used over Covid-19 to allow staff to reach vulnerable families through welfare calls and Zoom sessions. This had a positive impact on our families as they had a point of contact throughout lockdown and children were able to keep in touch with their teachers.</li> <li>• Science, Maths and Writing leads have undertaken a formal Ofsted style interview with Angela Westington (QA partner) over lockdown. Written feedback available to view which was positive thus</li> </ul>

	<p><b>Funded through Additional Teacher budget: £50,151 NQT £18,708</b></p>				demonstrating our intent and implementation of an ambitious curriculum for all learners.
	<p><u>Effective Use of TAs</u> The majority of classes have an allocated TA and high-quality CPD enables them to teach in split-provision alongside the teacher as well as targeted phonics provision.</p> <p><b>Funded through Pupil Premium TA budget: £23,559 TA3</b></p> <p><b>Full TA budget: £395,452</b></p>	<p>When used effectively to enhance what the teacher does, rather than replace them, TAs have a positive impact on pupil outcome. Offering well-structured small group or one-one support/intervention also increases attainment.</p> <p><b>EEF Small group work = +4 months attainment.</b></p> <p><b>EEF 1:1 Tuition = +5 months attainment.</b></p>	<p>Provide high-quality, regular and structured CPD for TAs to ensure high quality provision for all groups of learners.</p> <p>Regularly rag-rate effective use of TAs to drive improvement. Collect TA voice to ensure maximum progress from groups of learners.</p> <p>Monitoring quality of teaching and learning.</p>	JA	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p><b>Evaluation and impact</b></p> <ul style="list-style-type: none"> <li>Regular CPD has been provided by GE and members of the senior leadership team for the TA team. This has increased confidence of the support team.</li> <li>TA's are being used for split provision in the classroom to ensure high-quality teaching and learning following EEF guidance.</li> <li>PP children are identified early if they are at risk of not passing the phonics screening test. Daily interventions are put in place as necessary by trained TAs. Teachers and TAs receive tuition during RWI development days.</li> </ul>
<p>To engage parents with developing our cultural capital.</p>	<p><u>Parent Workshops</u> Hold regular parent workshops to provide curriculum information/expectations in R,W and M.</p> <p><u>Share the Learning</u> Invite parents into school frequently to share children's learning</p>	<p>Subject leaders/ AHT/ PP lead will run workshops for parents to share national curriculum expectations for reading, writing and maths. We will also advise them on how to support their children at home. LL to guide teams with reading workshops including KS1 RWI leads.</p> <p>Create a newsletter with events for the term in the local area and upcoming events, especially in the</p>	<p>Record the number of parents visiting the school website.</p> <p>Regular evaluation and feedback forms.</p> <p>Evaluation and feedback forms.</p>	LL, JA, RWI leads	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p><b>Actions and impact</b></p> <ul style="list-style-type: none"> <li>Maths workshops provided for year 3, 4 and 5 in addition to RWI workshops in KS1. Feedback from parents was positive. Parents were able to</li> </ul>

	<p>and provide bespoke support.</p> <p><u>Cultural Capital Modelling</u> Model to parents how through excursions and discussions cultural capitalism can be increased in their homes through discussion</p> <p><b>No Cost</b></p>	<p>holidays. The newsletter will be translated on the website.</p>	<p>Record the number of parents attending the provided workshops</p>		<p>ask questions about methods and use concrete resources used in school.</p> <ul style="list-style-type: none"> <li>• Weekly stay and play sessions in reception which have been well-attended. Parental voice is positive and more dads, as well as mums, have attended these sessions. Reception have received more parent volunteers on the back of these stay and play sessions.</li> <li>• PP newsletter to resume and be put onto the website.</li> <li>• Cultural capital shared with parents and they were given the opportunity to choose from a range of 'pledges' which will be fulfilled by school. This was received positively by parents at a record attendance parent forum meeting due to timing of the meeting (just after drop off). PP parents encouraged to attend.</li> </ul>
<p>To ensure all children master key objectives in the curriculum that enable them to successfully access the next stage of their learning.</p>	<p><u>Mastery Learning</u> Embed the use of White Rose Mastery methods for maths with split provision with TAs. Use agreed federation planning format across the federation.</p> <p>All teachers to ensure all children are able to follow new St Chrysostom's curriculum in writing – supported by The Literacy Company planning.</p> <p><b>No Cost</b></p>	<p>Mastery was introduced in writing and maths last year and had a positive initial impact. This year they will be embedded as best practice. Training sessions will be held by AHTs.</p> <p><b>EEF Mastery Learning = +5 months attainment</b></p>	<p>Attainment and progress tracking data, progress of disadvantaged children closely monitored.</p> <p>Monitoring quality of teaching and learning.</p>	<p>Subject leader teams and curriculum teams.</p>	<p>October 2019</p> <p>March 2020</p> <p>June 2020</p> <p><b>Actions and impact</b></p> <ul style="list-style-type: none"> <li>• White Rose approach to maths is embedded and all classrooms have learning walls with concrete, pictorial and abstract resources. Fluency and reasoning is promoted through teaching and a range of labelled concrete resources are available in every classroom across school.</li> <li>• A number of maths training sessions have been delivered to</li> </ul>

					<p>teachers. Team teaching has been led by the maths team.</p> <ul style="list-style-type: none"> <li>• The writing process has been embedded within KS1 and KS2.</li> <li>• Teachers across school use standardised tests for maths (NFER and SATs) to ensure accurate assessment and gap analysis to identify next steps for vulnerable children.</li> <li>• Maths progression documents have been shared with all teachers across school where staff are able to track their children to identify appropriate objectives for all learners.</li> </ul>
<p>To ensure all children in Key Stage 2 develop 3 tier language skills that improve their reading comprehension and writing composition.</p>	<p><u>Language Teaching/ Reading Comprehension</u> A federation AHT has is employed to lead on language acquisition projects and CPD for teachers.</p> <p><b>Funded through Reading AHT &amp; Resources budget: £29,272</b></p>	<p>Lack of higher-level language skills and vocabulary limit the attainment children make in reading, writing and the wider curriculum.</p> <p>Train staff to using a range of strategies when reading with children and how to encourage reading for pleasure, regular CPD with staff.</p> <p>Reading comprehension and challenge level is an area of focus for the school.</p> <p>Organise visits from inspirational authors to inspire children.</p> <p>Reading workshops for parents to attend throughout the year.</p> <p>Better Reading Partnership for children who are below expected ARE.</p> <p><b>EEF Oral Language Intervention = +5 months attainment.</b></p> <p><b>EEF Reading Comprehension Strategies = +6 months attainment.</b></p>	<p>Regular reading tracking data NFER, SATs and PSC mocks.</p> <p>Monitoring quality of teaching and learning.</p> <p>End of phase attainment data at expected and greater depth.</p> <p>All children will be tested on the Salford Reading Test in the first two weeks of September.</p> <p>Children will be identified for BRP from their summative assessments.</p> <p>Create interventions for groups of children who are underperforming. An adult will need to be specifically deployed for this purpose.</p> <p>End of phase attainment data at expected and greater depth.</p>	<p>Reading Lead</p>	<p>September 2019</p> <p>November 2019</p> <p>March 2020</p> <p>May 2020</p> <p>July 2020</p> <p><b>Actions and impact</b></p> <ul style="list-style-type: none"> <li>• Reading AHT has led training to implement and further embed reading teaching across school.</li> <li>• Year 3, 4 and 5 staff have taken part in a reading for pleasure course with LL to promote RfP in their classes through reading events such as reading cafes. This has encouraged positive reading relationships with parents and children.</li> <li>• Classrooms are language rich through the use of new texts and SLS texts which are on display in every classroom.</li> </ul>

	<p><u>WellComm assessments</u> All Early Years children and Primary PP children will be assessed for their language acquisition</p> <p><b>Funded through Reading AHT &amp; Resources budget: £449.00</b></p>	<p>Delayed language skills set the scene for under-performance later in life, yet many children still arrive in primary school undiagnosed. WellComm can help you to turn this around.</p> <p>WellComm Early Years and the new WellComm Primary toolkits enable you to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment.</p>		SJ, BH	<ul style="list-style-type: none"> <li>• Whole school celebrated world book day by dressing up and having book themed activities.</li> <li>• Visit from Karl Nova and Onjali Rauf promoted diverse authors to our vulnerable children. Ch had a presentation and an opportunity to take part in a workshop with Karl Nova.</li> <li>• Vulnerable children identified and took part in BRP reading intervention using brand new specific resources.</li> <li>• PP GD readers offered the opportunity to take part in 'Reading Gladiators' after school in year 4 and year 6.</li> <li>• All children tested on Salford Reading Test in September and then appropriate interventions put in place.</li> <li>• All children assessed using WellComm and appropriate group and individual interventions carried out.</li> </ul>
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**Total budgeted cost    £202,524**

**ii. Targeted support**

How we will use the pupil premium to directly improve academic outcomes and provide targeted support for those children eligible for the grant.

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure that it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure children reach or achieve national standard at the end of key stage and phonics screening check.	<p><u>Reading Scheme</u> Greater depth readers in year 4 and year 6 to take part in 'Reading Gladiators' for one hour per week with teaching staff to maintain numbers of disadvantaged children achieving greater depth at end of KS2.</p> <p><b>No Cost</b></p>	<p>Gap between achievement of disadvantaged and non-disadvantaged pupils will continue to narrow and number of disadvantaged children achieving greater depth will remain the same or increase.</p> <p>Disadvantaged children will access Reading Gladiators.</p>	<p>Reading tracking data from NFER, SATs and PSC checks.</p> <p>Monitoring quality of teaching and learning.</p> <p>End of phase attainment data at expected and greater depth.</p>	LL/Curriculum teams	<p>November 2019</p> <p>March 2020</p> <p>May 2020</p> <p>July 2020</p> <p><b><u>Actions and impact</u></b></p> <ul style="list-style-type: none"> <li>• All children assessed using Salford Reading Test in September.</li> </ul>

	<p><u>A whole school reading scheme-</u></p> <p>We will invest in a whole school explicit reading scheme for the children to work through.</p> <p><b>Funded £6,000</b></p>	<p>The school is determined that every pupil will learn to read, regardless of their background, needs or abilities.</p> <p>Children who are reading below age related expectations (the lowest 20%) will be supported to become confident, fluent readers through carefully delivered reading routines.</p> <p>All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations</p> <p>Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction</p>			<ul style="list-style-type: none"> <li>• Lowest 20% of readers in year 6 accessed BRP interventions and daily pre-teaching to support them in becoming more confident readers.</li> <li>• Year 6 reading SATs data unavailable due to Covid 19.</li> <li>• Disadvantaged greater depth readers in year 4 and year 6 are given the opportunity to attend Reading Gladiators.</li> </ul>
<p>Identify barriers to learning for PP families and provide effectively.</p> <p>Identify families entitled to PP grant.</p> <p>Track PP data and provide further intervention and support where children are falling behind their peers.</p>	<p><u>Pupil Premium Champion</u></p> <p>Employ a TLR post-holder to lead on provision for PP children and provide bespoke CPD to enable them to carry out role effectively.</p> <p><b>Costs included in extra teacher above</b></p>	<p>The TLR post holder will organise 1-1 tuition, meet with families/home visits of PP children to assess their family background, in order to tailor the learning for the child or offer more support.</p> <p>Share best practice in the provision for PP children across the federation and beyond – find out what works well for similar schools.</p> <p>Ensure all those families eligible for PP Grant are identified, including those who join in KS2. A letter will be translated and put onto our website. Identify individual barriers for all PP children, track their learning journey across the school and provide bespoke provision. Create a provision map.</p> <p>Make closing the gap a priority in pupil progress meetings.</p>	<p>Meet with parents to ensure they are able to support their child's learning. Parent Voice</p> <p>Regular TA CPD to ensure successful 1-1 tuition sessions. CPD records.</p> <p>Data tracking for individuals and groups.</p>	<p>JA</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p><b>Actions and impact</b></p> <ul style="list-style-type: none"> <li>• TLR post holder aware of the PP children across school and the percentages within each year group. This is made clear to all staff.</li> <li>• PP data tracked using O Track.</li> <li>• End of year data unavailable due to Covid-19.</li> <li>• Interventions by TAs carried out successfully.</li> </ul>

Improved attainment in reading, writing and maths and combined at the expected and greater depth standard.	<u>Y6 Boosters</u> All teachers will lead year 6 small group booster sessions to improve R, W and M attainment levels.  <b>No Cost</b>	Children will work in streamed groups after school to catch up and decrease the gap between the advantaged and disadvantaged.  <b>EEF Small group work = +4 months attainment.</b>	End of year SATS results.	JA, Y6 teachers, all staff	July 2020  <b>Actions and impact</b> <ul style="list-style-type: none"> <li>All year 6 children were offered a place at booster sessions for maths and English weekly. All PP children were offered a streamed group with one teacher to 6 children.</li> <li>Year 6 SATs data unavailable due to Covid-19.</li> </ul>
All pupils enter KS2 able to decode and read fluently.	<u>Read, Write, Inc. Phonics</u> Continue to embed a bespoke and structured approach to phonics teaching. Children assessed every 6 weeks and placed in streamed groups. 'Stuck children' identified for one to one intervention. Assess newcomers.	Phonics approaches have consistently been found to be effective in supporting younger children to master the basics of reading. At St Chrysostom's, RWI is now well embedded and having a continued impact on phonics results at the end of Year 1. Non-disadvantaged children currently outperform disadvantaged children in PSC by 10%.	End of Y1 Phonics screening and Y2 retake.  Benchmarking using RWI assessments and Salford Reading Test.  Reading attainment at end of Y2 to meet at least national standard.  Monitoring of quality of teaching and learning in RWI.  RWI Development Days will provide a detailed analysis of where we are currently and next steps of how to improve. RWI consultant (Ash) will work with teachers and TA's during development days.	RWI Leads	Half-termly  <b>Actions and impact</b> <ul style="list-style-type: none"> <li>Read Write Inc phonics scheme embedded.</li> <li>All children use Salford Reading Test to find reading age in September.</li> <li>RWI development day unable to go ahead due to Covid-19.</li> <li>PSC data unavailable due to Covid-19.</li> </ul>
<b>Total budgeted cost</b>					<b>£6,000</b>
<b>iii. Other approaches</b>					
How we will use the pupil premium to improve 'soft' outcomes for Pupil Premium children.					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure that it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To expose children to creative learning opportunities in the wider community.,	<u>Specialist Provision</u> <ul style="list-style-type: none"> <li>Gardening Therapy</li> <li>Music Tutoring</li> </ul>	Wider opportunities provided for disadvantaged children at no cost to families. These experiences will lead learning in core subjects. SB aware of	Implemented by specialist teachers across the term.	SB, JA, KM	December 2019  <b>Actions and impact</b>

<p>providing experiences to give purpose to writing and reading tasks and broaden experience and horizons.</p>	<p><b>Funded through Gardening Therapy budget: £5,200</b></p> <p><b>Funded through Music Tutor budget: £11,628</b></p>	<p>children's particular needs and provides a detailed half termly report which reflects progress of children.</p>			<ul style="list-style-type: none"> <li>All PP children offered the opportunity to take part in weekly gardening therapy sessions with SB.</li> <li>Half-termly reports prior to Covid-19 showed increased confidence and pupil voice is positive.</li> <li>PP children offered opportunity to take part in music lessons within school as well as additional after school clubs.</li> </ul>
<p>To expose children to creative learning opportunities in the school community.</p>	<p><u>Free Trips &amp; Enrichment</u> Children and families will be offered free trips and enrichment opportunities across the year.</p> <p><b>Funded through Enrichment budget: £20,000</b></p>	<p>Wider Opportunities to learn through outdoor education (e.g. MOSI). The school will cover the cost of some these trips. Year 6 will attend a residential trip to Conway, for 3 days- for many children this will be the first time they have stayed away from home. Each year group will have such s trip.</p> <p>Children can also attend after school sports and music clubs free of charge.</p> <p>All children in year 3-5 to attend Museum of Science and industry science trip.</p> <p>KS2 children to have a paid trip to pantomime.</p> <p>Year 3-5 to attend circus skills workshop at school.</p>	<p>Trips will be organised in advance and funding will be allocated accordingly. Arrange with the office to allow PP children to attend clubs free of charge.</p>	<p>JA</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p> <p><b>Actions and impact</b></p> <ul style="list-style-type: none"> <li>All children in year 2 to year 6 experienced a trip to the theatre to see Snow White to enhance their cultural capital.</li> <li>All KS2 children visited the Museum of Science and Industry paid for by school to take part in a workshop linked to their science workshop.</li> <li>Year 3-5 took part in a circus skills workshop at school where they were able to access a 'circus tent' which they may not have been able to otherwise.</li> <li>PP children are given priority to attend free after school clubs and sports clubs.</li> <li>Year 6 attended a 3-day residential to Conway, the cost of which was subsidised by school. 55 out of 66 children attended. This allowed staff to build positive relationships with children.</li> </ul>

					<ul style="list-style-type: none"> <li>Parental and pupil voice shows the positive impact of free trips.</li> <li>Opportunity for year 6 to meet and work with poet Karl Nova worked with our diversity and aspirations cornerstones which was provided by school. Pupil voice was positive.</li> <li>KS2 children were able to listen to and meet Onjali Rauf strengthening their work on refugees in their text-led units.</li> </ul>
Allow children from a low income families to feel proud of being part of a community and develop aspirations.	<u>Aspirations/Expectation</u> Free school uniform will be provided to children that require it.  Visits from aspiring people.  <b>Workshop Budget £4,000</b>	Inclusion & Equality is important in our school and all children will be made to feel part of our school community.  The children will take part in a police visit from Manchester with a police dog and information about their local area.	Pupil Voice.  Uniform adherence.	Whole school JA	December 2019  April 2020  July 2020  <b>Actions and impact</b> <ul style="list-style-type: none"> <li>Opportunity for year 6 to meet and work with poet Karl Nova worked with our diversity and aspirations cornerstones which was provided by school. Pupil voice was positive.</li> <li>KS2 children were able to listen to and meet Onjali Rauf strengthening their work on refugees in their text-led units.</li> <li>School uniform and PE kits have been provided to those families who required it throughout the year.</li> </ul>
To increase the children's love of reading thus increasing the vocabulary gap between the advantaged and disadvantaged.	<u>Library</u> Additional Reading Material will be provided–quality texts. Reading AHT to audit reading resources and continue to add to resources accordingly. Create an appropriate stage library for children to access.	Educational disadvantage starts early – certainly before a child enters formal education. Children born into families who read books, newspapers and magazines, visit museums, art galleries, zoos, and stately homes and gardens, take regular holidays, watch the nightly news and documentaries, and talk – around the dinner table, on dog walks, in the car – about current affairs and about	Regularly monitor reading records  Salford Reading tests to be completed within the first 2 weeks back in September. Teachers to use this data to identify daily readers, 3 times a week readers and 5 times a week readers.	LL, JA, EA	Termly  <b>Actions and impact</b> <ul style="list-style-type: none"> <li>Strong reading routines have been embedded within all classes and this is regularly monitored by LL (reading AHT).</li> <li>Children's reading for pleasure books are changed regularly and they have access to rich reading areas. Genres and styles of books are recorded in</li> </ul>

	<p>Salford Library Service – to increase the breadth of reading materials in classes and for home reading. These books will link to topics and be changed half-termly.</p> <p><b>SLA and transport costs £2,950</b></p>	<p>what they're reading or doing or watching, develop cultural capital.</p> <p>These children acquire, unknowingly perhaps, an awareness of the world around them, an understanding of how life works, and – crucially – a language with which to explain it all. And this cultural capital provides a solid foundation on which they can build further knowledge, skills and understanding.</p>	<p>Ensure children change their books regularly. Monitor this in class reading file and ensure a range of texts and genres are covered.</p>		<p>reading folders in every classroom.</p> <ul style="list-style-type: none"> <li>• Salford Reading Tests are completed by all children in September and this data was used to identify daily readers, 3 times a week readers and 5 times a week readers. TAs have dedicated time in the afternoons to listening to readers. This has increased the number of times children are being heard read in a week, this time has been promoted through CPD as 'teaching reading time' rather than just 'listening to readers'.</li> </ul>
<b>Total budgeted cost</b>					<b>£43,778</b>
<b>GRAND TOTAL</b>					<b>TOTAL: £252,302</b>

# Covid 19-The impact of school closure on disadvantaged pupils

## Distance learning through the lens of disadvantaged pupils

Disadvantaged pupils may be disproportionately impacted by school closures. We may see the attainment gap widen in the short term. Whilst it is important to remember much is subject, age and context specific, here are 15 things that may be useful to consider when planning distance learning, through the lens of your disadvantaged pupils.

### Strategy

1. Developing routines and securing wellbeing and pastoral care may be the greatest priorities initially. One of the great strengths of teachers, their commitment to pupils, may be their Achilles heel in the difficult circumstances we currently face. It is important not to rush to try to do too much.
2. In line with the EEF's implementation guidance, the most sustainable, effective approaches will be developed over time.
3. Encourage self-regulated learning, build and sustain motivation, don't overload with tasks from multiple online platforms.  
An obvious, but important point: So many families may not have gardens / quiet spaces / desks / good wi-fi. How does distance learning work for these pupils?
4. Use evidence about parental involvement. More than ever, we need to work together and maintain strong relationships, especially with those families that have found engagement with school life more difficult.
5. Many parents may find it more difficult to support learning because of financial or health anxieties. Short term problems supersede long term ambitions. Keep distance learning achievable and 'low-stress'.
6. Regular, frequent check-ins with disadvantaged pupils will be more important than ever. Our disadvantaged pupils need to feel they belong, and that school is theirs. Belonging is vital; maintaining a strong connection with school.

### Learning

7. Use rigorous assessment to ensure that any distance learning addresses historical gaps. When schools reopen, high quality diagnostic assessment will become more important than ever. It is reasonable to expect that some pupils will have learnt more than others during school closures, for lots of complex reasons. Communication and record-keeping are even more important with pupils out of school.
8. Consolidation of knowledge should be prioritised over learning new content. It's not possible to work independently on things you don't know about. Because of external pressures, families may not be able to support the learning of new content.
9. Scaffolding, modelling and worked examples become more important than ever.
10. It is important that pupils focus on achieving their personal best in work, rather than comparing themselves to others, especially if communicating online. Strategies such as cumulative quizzing can be really effective.

11. Encourage pupils (of all ages) to read aloud regularly and frequently. Provide access to reading material and free audio books where possible. Reading is an opportunity for broadening horizons and cheating confinement. But provide structure and guidance, themes and sequencing where possible.
12. Conversations and discussions are more important than word exposure for language development. Interactions with words are critical: <https://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-development/>

### **Families**

13. Light touch communication approaches with families, e.g. text messaging, may be a helpful way of keeping in touch. Encouraging daily routines, with dedicated time without distraction to converse with an adult and regulated screen time may be helpful.
14. Use evidence about parental involvement. More than ever, we need to work together and maintain strong relationships, especially with those families that have found engagement with school life more difficult.  
<https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>

### **Evaluation**

15. Monitoring and evaluating the effectiveness of distance learning from the perspective of disadvantaged pupils. The best measure of success will be the sense of belonging, the sense of connection with school that our disadvantaged pupils and families feel when we return... When we return to the privileged days of lessons, of singing, of packed classroom chatter, of assemblies, of sports teams, of mischief, of 'fish and chip Friday' and all those magical interactions that take place day in, day out, but are rarely seen.

<https://www.evidenceforlearning.net/recoverycurriculum/>

### **Actions the school has implemented since lockdown and their impact:**

- Setting up SeeSaw. Children from reception to year 6 have had access to Seesaw and/or paper packs. This has allowed vulnerable children to maintain regular contact with their class teacher with guided support from families.
- Each class has its own dedicated Twitter page for parents and families to access. Family friendly activities are uploaded daily by TA's to encourage families to work together and support children with guidance from staff.
- Laptops have been provided to families where we have prioritised disadvantaged families. This has allowed vulnerable children to access online learning platforms which they may not have been able to otherwise.
- Some children have struggled with online learning so paper based activated have been provided, office staff have been in touch with these families to arrange drop off or collection of these resources.
- Disadvantaged children have been invited into school provision as appropriate and this has been well-received by families.
- Some staff hold Zoom conferencing with pupils more than once a week with a TA, one child at a time. A protocol has been created- attached it to CPOMs library.

- There is now a new CPOMs button: Remote Home Learning. This button will be used to record anything of significance with regards to the current situation - Zoom conferences, attendance in school, welfare telephone conversations with families, support to access SeeSaw etc.
- Weekly welfare calls have been made by teachers to our children and their families and class zoom sessions have taken place. Priority has been given to vulnerable children and their families and this has been received positively by parents.

Upon our return we feel more pastoral support needs to be implemented for disadvantaged children. This will be shared with staff as appropriate by PP leads and SENDCO.

- Whole-school focus on well-being after Covid 19. Increase the children's self-esteem and empathy by working with the pastoral team. Children will be taking part in an 8-day cycle with a focus on 'rainbow'. This involves discussion and pastoral opportunities to look after the wellbeing of our most vulnerable children.
- First half- term will follow a dedicated scheme for PSHE to allow children, particularly vulnerable, to readjust to school life.
- Teams to work in collaboration with newly appointed speech and language TA to train others to implement high quality interventions
- Continue high-quality academic interventions following initial assessments set out in the assessment calendar.
- Continue to strengthen links with Father Ian and work in collaboration with the church.