**Boskenwyn School Pupil Premium Strategy 2020-2021 and Impact 2019-2020**

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| 1. **Summary information** | | | | | |
| **School** | Boskenwyn C P School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £31,935 | **Date of most recent PP Review** | July 20 |
| **Total number of pupils** | 91 | **Number of pupils eligible for PP** | 21 | **Date for next internal review of this strategy** | Apr 21 |

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| 1. **Current attainment** | | | | | |
| *Due to Covid-19 pandemic and subsequent school closure, assessment data is based on one term only pre-lockdown (Autumn term 2019). The Data is therefore from SATS July 2019.*  *Children have been learning at home with varying levels of support and access to on-line, remote learning. Children and families have been supported for learning and well-being during this time.* | | | | *Pupils eligible for PP (your school)*  *18 FSM*  *3 PP+* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | |  | *65* |
| **% making expected progress in reading (as measured in the school)** | | | | **40** | 73 |
| **% making expected progress in writing (as measured in the school)** | | | | **50** | 78 |
| **% making expected progress in mathematics (as measured in the school)** | | | | **50** | 79 |
| 1. **Barriers to future attainment (for pupils eligible for PP)**  |  | | --- | | During lockdown, the educational and emotional experiences of these pupils were very varied. School made significant efforts in engaging all pupils and offered support to those families who found engagement difficult. We offered emotional, technical and educational support both online and via telephone. On their return to school in September 2020, the major focus was on the emotional health and wellbeing of pupils and ensuring they were in the best frame of mind for learning and progression. Staff carefully observed children and carefully monitored them in order to establish the location of gaps in learning and achievement. Provision mapping for precision teaching and intervention followed to ensure barriers to learning were being addressed and a recovery programme to target high priority areas was established. Priority areas are addressed in this strategy. | | | | | | |
| **Academic barriers in 2020-2021** | | | | | |
|  | | Cognition and Learning – The achievement gap in reading, writing and maths exacerbated by the period of lockdown. | | | |
|  | | Communication and Interaction – The impact of lockdown on emotional health and well being; lack of social interaction with peers | | | |
| **C.** | | Poor attitudes to learning – low self esteem, low aspirations | | | |
| **Additional barriers** | | | | | |
| **D.** | | Poor attendance and disengagement with blended/remote learning | | | |
| **E.** | | Trauma – related to lockdown, possible bereavement and heightened trauma and anxiety | | | |
| 1. **Intended outcomes for 2020-2021** | | | **Success criteria** | | |
|  | Ensure the curriculum facilitates and supports the return of pupils and precision teaching/ targeted support and intervention enables achievement gaps to be narrowed and expected standards met | | All children are happy to return to school and are thriving (pupil conferencing, assessment data) | | |
|  | Provide the opportunity for children to engage with peers remotely and face to face, to communicate with staff remotely and face to face for support and intervention | | The emotional health and wellbeing is good and children show a readiness for learning. (peer conferencing, teacher assessment, intervention monitoring). | | |
|  | Provide the opportunity to participate in a range of experiences for personal growth, resilience and self-esteem/confidence building for future learning and employment | | Pupils have raised aspirations, engage in independent learning tasks and enjoy learning (pupil conferencing, Seesaw reports, teacher assessment, pupil workbooks). | | |
|  | Promote good attendance both face to face and remote to parents and pupils by providing extra support for disengaged families. All pupils are able to access blended learning opportunities. | | Attendance both face to face and remote is equal to that of peers. All pupils are able to access blended learning opportunities and upload on learning platform (Seesaw, attendance data, questionnaires). | | |
|  | Ensure pupils feel well supported and safe in school and staff are sufficiently trained to deal with any trauma and anxiety issues | | Emotional needs and well-being are supported well by competent staff, children feel safe in and out of school (staff training logs, pupil conferencing). | | |

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| 1. **Review of expenditure in 2019-2020** | | | | | | | | | |
| **Previous Academic Year** | | | | **2019/20 Total expenditure £32,320 (21 pupils, 12 FSM, 2 Ever 6, 1 SG)** | | | | | |
| 1. **Quality of teaching and learning for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost**  **18335** |
| Child/teacher conferencing | Children feel safe online and face to face. Parents are engaged with support. | | | Lots of positive teacher/child/parent comments on work with regard to on-line learning.  Teachers made phone calls to vulnerable families and supported children, leading to increased engagement | | Continuance with blended learning at school/home in 2020/21  Growth mindset and Building Learning Power strategies will be used to re-embed learning across school | | | 1400 |
| Children’s self-management of their learning | Children to make decisions and be proactive in meeting their own needs | | | Inquiry in school evidences this  During Covid-19, electronic learning demonstrated proactive learning and where children were supported to be independent, learning was rich. | | Autumn term 2020 – choice and flexibility will be important in getting back to school | | | 500 |
| Staff development and training (TIS, Hjalli in Iceland, STEAM in Croatia, drama in Romania) | TIS trained staff  Hjalli method – Iceland, visits – addressing gender inequality | | | Staff competent in dealing with ACE, new strategies implemented.  Staff more aware of gender inequality and ensure equality is embedded in curriculum | | Small groups working on physical strength, emotional health, dance in 20/21 | | | 3420 |
| Deployment of staff – SENDCo to lead therapeutic groups and monitor EHWB provision throughout school.TA’s deployed to 1:1 and small groups to support learning, provoke learning, precision teach  . | Children make good academic progress and are happy, confident learners. | | | Children have immediate access to support if de-regulated or experiencing a difficult time to get them back into the right frame of mind to continue their learning. | | Continue good practice in 20/21. TA’s to continue to support online learning | | | 9015 |
| Curriculum development – Engagement in Erasmus KA101 (staff development) and KA229 (pupil mobilities) | Pupils and staff experience of variety of approaches and activities to enhance teaching and learning | | | Inquiry based learning continued into lockdown, children accessing learning independently with confidence.Remote/blended learning implemented successfully | | Continue into 20/21 – possible virtual mobilities | | | 1000 |
| Support for educational visits and residentials (visits to Romania, Skiing in Italy) | Wider opportunity for pupils to visit places otherwise out of reach – Romania, Italy.  Lease of minibus | | | Confident learners, speaking in different languages, experiencing different cultures, making lifelong friends from around Europe with have continued via instant messaging.  Mini bus lease ensures visits to local areas are easily accessible and regular. | | Pupils enjoyed participating in Erasmus and Ski trip, continue into 20/21 | | | 3000 |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost**  **4500** |
| Curricular support, boosters and interventions | To close academic gaps in learning  To increase self-esteem and confidence | | | Many children enjoyed time at home and with family which increased confidence in different areas eg life skills, cooking, gardening, animal care and building – hands on, lifelong learning | | To resume, focusing on re-learning, re-embedding and applying.Using child’s experiences during lockdown to focus on skills acquired and how school learning relates to home life | | | 1000 |
| To develop SEMH provisions | To embed nurturing approach to support all children, with focus on the most vulnerable | | | Staff training enabled deeper engagement with trauma, bereavement etc  Information and support packs for parents and staff  Email and phone support for SEMH | | To continue  Early identification of those children who need a little extra support | | | 1000 |
| To build strategies for pupils with ASD | To develop social skills groups  To implement CBT/psycho-education based learning for 1:1 and small grp | | | Some interventions started in Autumn:‘You’re a social detective’ and ‘Starving the Anxiety Gremlin’  1:1 and small group sessions. Parents signposted to helpful sites via website/email relating to ASD during lock-down | | To resume in 20/21 | | | 500 |
| Ed Psych  Speech and language  Music therapy | Early identification of particular needs and therapeutic intervention to enable access to learning and achievement | | | Good progress in SEMH, developed assessment strategies | | Many of these strategies were on hold during lockdown but resumed for 20/21 | | | 2000 |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost**  **9485** |
| Alternative provision for SEMH | To help children learn to regulate emotionally & develop socially | | | Equiss Horse therapy tried for one little boy, but provision wasn’t as hoped  Music therapy has had a positive impact on EHWB | | Animal therapy is favoured.  Pets in class have helped – more teachers considering animals for well-being in their classes | | | 1000 |
| To embed therapeutic approaches in interventions | To support children working through trauma | | | Starving the Anxiety Gremlin  You’re a social detective  A super hero called self-control. All above have lessened anxiety | | Worked well during the Autumn and early Spring terms – will continue | | | 1000 |
| To further develop pastoral support | Support for parents and working together after break up to decrease negative impact on children | | | Family Group Conference  Face to face and email support  Accessing and sign posting  Parents feel well supported by school. | | Arranged family worker drop-in/workshops – to be continued in 20/21.Maintained contact with vulnerable families throughout lockdown – lifeline for many | | | 1000 |
| ICT support for families | Families have equal access to online and remote learning | | | Children took home chrome books to engage in remote learning during lockdown. This aided engagement of disadvantaged pupils | | Questionnaire shows extra support required, parent workshops in 20/21. Hardware required. | | | 6485 |
| 1. **Planned expenditure for 2020-2021** | | | | | | | | | |
| **A Academic year** | | **2020/21 – 18 FSM, 2 Ever 6, 1 Special Guardianship = 31,935** | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Create social groupings for support including support bubbles for families | Staff and pupils feel well supported | | Supports areas of SEMH & well-being, previous isolation | | Flexibility , adaptability, monitoring | | All | November 2020 | |
| Provide Blended/remote learning support | Children have equal access to wifi and digital devices | | Some children do not access blended learning or remote learning during isolation periods | | Regular monitoring and parental questionnaire, teacher feedback | | All | December 2020 | |
| Review Curriculum Intent, Implementation and Impact | Ensure curriculum meets needs of all learners | | Shift from school to home learning, to blended learning | | Questionnaires, feedback, staff and SLT meetings | | All | December 2020 | |
| Provide staff training in bereavement, inquiry, learning platform Seesaw, Toddle | Staff are upskilled to meet curricular needs and 21st century challenges | | Adapted teaching and learning approaches, extra support required | | Training records, parental feedback | | All | December 2020 | |
| Phonics. Maths, Computing INSET for all staff led by English. Maths and Computing Subject Leader | Staff are up to date with new approaches to teaching and learning and able to support learning well | | Precision teaching requirement and phonics intervention | | CPD logs | | All | Autumn term 2020 | |
| Inquiry topic for Autumn term “Communities adapt to change” | Changes in school community are addressed within curriculum and children feel less anxious | | Precautionary measures in place due to COVID Lockdown so school looks and feels different | | Workbooks, learning platform, pupil conferencing | | All | January 2021 | |
| **Total budgeted cost** | | | | | | | | 8450 | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Assess individual learning needs and identify next steps.  Create provision map for class/whole school needs.  Precision teaching to develop skills and enable catch up. | Disadvantaged learners make accelerated progress in relevant areas, closing gaps more swiftly and maintaining learning confidence. Pre-teaching allows children to feel more prepared to learn new concepts and subject specific language. | | Addressing the achievement gap and catch up programme | | Usual classroom practise  Small groups, adult led  Peer teaching  1:1 adult led, blended learning, parental engagement | | AL | Termly | |
| Assess emotional needs of children.  Provide emotional/mental health support through therapy groups (Lego, music, dance, yoga).  Engage in Trauma Informed Schools approach (staff training and dissemination) | Children’s social, emotional and mental health needs are being met.  Immediate access to support. | | Research on impact of trauma  Understanding of Bereavement  Research on impact on children with ASD and those with anxiety. | | Liaison with parents/carers  Small group  1:1 interventions  Especially relating to Covid experience, Bereavement and anxiety, issues with resuming school and daily routines | | AL | Whole of Autumn term  and continuing as necessary | |
| Engagement in Forest School and Beach School. | Children’s social, emotional and mental health needs are met | | Increased anxieties. | | Small group intervention.  Whole class approach | | PB/KK/AL | Termly | |
| Resources and staffing:  Digital devices to support online learning.  Resources to aid learning.  Social stories. | Engagement of all pupils, in particular reluctant learners.  Upskilled staff deployed to therapy, SEMH lead, Pupil Premium Champion. | | Increased metal Health issues due to COVID | | Deployment of staff (timetabling).  ICT4 SLA.  Network refurbishment | | PB/AL  JN/ZS | December 2020 | |
| **Total budgeted cost** | | | | | | | | 14000 | |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Social Skills group | Rebuild skills in small supported group | | Parents have commented on children having lost some of their social interaction skills, particularly those with children with ASD and Attachment difficulties.  Hjalli method | | Carefully targeted groupings | | AL | 2nd half Autumn term 20 and onward | |
| Parents workshops and presentation | Parents are upskilled and more able to support children with blended learning tasks | | Some parents have difficulty accessing our learning platform Seesaw | | Regular monitoring and questionnaires to parents | | PB/KK | December 2020 | |
| Provide subsidies for educational visits and residentials – Ski trip and Bulgaria trip | Children have access to activities they wouldn’t otherwise have access to and therefore wider opportunities | | Financial struggles, restricted opportunities | | Parental communication, regular monitoring | | PB | Ongoing | |
| Engage in Education Welfare to support families with poor attendance | Improved attendance and therefore improved outcomes | | Attendance of some families is poor | | Monitoring half termly | | PB | Ongoing | |
| Introduction of live animals in classes; guinea pigs, stick insects, dog | Improved emotional wellbeing | | Pets in class having a positive effect on children’s emotional well being | | Assessment of EHWB | | AL | March 2021 | |
| **Total budgeted cost** | | | | | | | | **9485** | |
| 1. **Additional detail** | | | | | | | | | |
| Research into animal assisted therapy  Erasmus + engagement – mobilities to be extended, possible virtual mobilities due to COVID | | | | | | | | | |