



LEE BRIGG INFANT & NURSERY SCHOOL PUPIL PREMIUM STRATEGY 2019-20 REVIEWED

This review is of the impact of the Pupil Premium Strategy, is taken up to March 2020. This is due to the closure of school on 20.3.20, as a result of Covid-19. It is therefore not a full review and many actions will continue to be in place in order to support our disadvantage children in 2020-21.

As the number of children in the pupil premium group is low, further detailed analysis for each child's attainment and progress can be found in their individual case studies.

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<p>A. To set aspirational end of KS1 targets for the pupil premium children (3 children – 2xSEN), based upon their individual starting points, so that 3/3 achieve ARE in one or more areas (reading, writing, maths). 1/3 of children will achieve GDS in one or more areas.</p> <p>2/3 children (SEN / medical) will be targeted to meet expectations of WTS at the end of Year 2, (moving from PKS), in all areas.</p> <p>C. To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>D. To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national. To continue / maintain the percentage of pupil premium children exceeding the ELGs in reading, writing and mathematics so that it continues to be in line/above national.</p> <p><i>Links to - School Improvement Priorities 1 and 2</i></p>	<p>To continue a whole school approach of maintaining and improving High Quality First Teaching across subject areas.</p>	<p>Where High Quality First teaching is outstanding in school, children, including disadvantaged children attain age related expectations and above.</p> <p>As an approach this needs to be consistent and maintained throughout every class in school.</p> <p>Historically when pupil premium children have been in classes taught by consistently good or better teachers, outcomes for these children have been good and accelerated progress has been made.</p> <p>This is supported by the EEF document, ‘The Attainment Gap’ (2017), which states that, the ‘<i>Quality of teaching is the biggest driver of pupil attainment, particularly for those from a disadvantaged background</i>’ and goes on to discuss research to support this.</p> <p>EEF Guide to the Pupil Premium’ (June 2019). ‘<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i>’</p> <p>Research cited by The Teacher Development Trust from Kraft & Papay, 2014 suggests that in schools where teachers improve, the following aspects of the professional environment seem to relate to whether teachers are improving: Peer Collaboration: the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school; and Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teaching.</p>	<p>Release time of phase leaders / class teachers to ensure a consistent approach across school to teaching and learning and effective use of agreed strategies for pupil premium children. This will include additional release time for the NQT and a further teacher who is new to school.</p> <p>This will be conducted through monitoring activities and moderation of outcomes for pupil premium children. Staff training needs will be identified and team planning continued to ensure consistency in approaches to teaching across school. Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary.</p> <p>Professional development for new and existing staff will be focussed and the impact of this reviewed.</p> <p>Further staff development will include refresher training on approaches to reading and phonics.</p> <p>Teaching staff and support staff to continue to observe outstanding practice in our school and across other schools.</p> <p>Staff to be supported by MAT English/Maths leads only when needed.</p>	<p>NO COST ALLOCATED.</p> <p>£Cover costs</p>	<p>Teaching and learning is monitored as part of the half termly monitoring calendar and includes observations and work scrutiny. Monitoring by phase leaders is QA by the headteacher.</p> <p>Monitoring the quality of teaching is carried out half termly by the HT and external SIP as part of the monitoring calendar.</p> <p>This includes close monitoring of progress and attainment of disadvantaged children. Outcomes for this group are discussed half termly at pupil progress meeting with both individual teachers and as a school staff.</p> <p>Work samples from pupil premium children across school are taken to all external moderation events for further quality assurance and comparisons.</p> <p>Case studies for each child will continue to be used to evidence progress from starting points.</p>	<p>March 2020 - Numbers of PP children Y2 = 3 (2 X Additional needs – medical and SEN)</p> <p>Y1 = 8</p> <p>YR = 4</p> <p>April 2020</p> <p>At the end of term summative assessment point in Y2, pupil outcomes were-</p> <p>All children were working at ARE in reading, including 2/3 children with SEN. This was significant progress for these two children, who were targeted for specific interventions, as well as remaining with HQF teaching at all times. These two children were taught by the NQT, supported, coached and mentored by SLT to ensure continued QFT. The specific interventions that they received were delivered by specialist, trained support staff and focused on reading, vocabulary and phonics, (as well as daily one to one reading with a member of SLT. The remaining 1/3 was on track for GDS in reading. He had received HQF teaching from his class teacher who is an SLE in reading.</p> <p>This child was meeting ARE in writing and on track to achieve GDS in Maths at the end of the spring term.</p> <p>2/3 children (with SEN) were on track to be WTS in writing and maths by the end of Y2. (Moving from PKS). Both of these children were due to resit the phonics screening check having scored 28 and 26 in their Y1 check. By February 2020, they had scored 40 and 37 respectively in the practise phonics checks. These improvements were tracked through the year up until that point.</p>

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CONTINUED FROM ABOVE						<p>At the end of term summative assessment point in Y1, pupil outcomes were-</p> <p>Phonics -- 75% were on track to pass the phonics check(6/8). Their scores had risen consistently throughout the year. A new phonics programme was introduced in September 2019 which ensured consistently and HQF teaching across school. Staff were trained and supported with the development of this. All children were taught by the class teacher, with phonics 'keep up, catch up' intervention groups taking place outside the class phonics lesson.</p> <p>Of the 2/8 that were not on track by this point, 1/8 had increased their score from 9 to 21 between September 2019 and March 2020, and 1/8 had increased from 12 to 24. Both children were accessing additional interventions.</p> <p>At the end of term summative assessment point in YR, pupil outcomes were-</p> <p>YR – on track to achieve GLD - 75% (3/4)</p> <p>The percentage of disadvantaged children expected to achieve a GLD at the end of EYFS would therefore continue the increase from 0% (0/3) in 2017 to 50% (2/4) in 2018 to 78% (7/9) in 2019. This is above national outcomes in 2018 for both disadvantaged and non-disadvantaged groups.</p> <p>The child who was not on track to achieve a GLD, this was due to additional needs (GP assessment taking place. This use of funding will to support an additional adult in EYFS not only led to continued good outcomes for disadvantaged pupils, it was continuing to have a positive impact on outcomes for the rest of the cohort and as such funding will continue to be used to support this in 2020/21.</p>

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<p>A. To set aspirational end of KS1 targets for the pupil premium children (3 children – 2xSEN), based upon their individual starting points, so that 3/3 achieve ARE in one or more areas (reading, writing, maths). 1/3 of children will achieve GDS in one or more areas.</p> <p>2/3 children (SEN / medical) will be targeted to meet expectations of WTS at the end of Year 2, (moving from PKS), in all areas.</p> <p>C. To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national.</p> <p>D. To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national. To continue / maintain the percentage of pupil premium children exceeding the ELGs in reading, writing and mathematics so that it continues to be in line/above national.</p> <p>Links to - School Improvement Priorities 1 and 2</p>	<p>To effectively employ HLTA and TA's across school to support targeted interventions.</p> <p>Targeted Academic Support</p>	<p>The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home. The EEF toolkit suggests that 'Feedback' can improve outcomes by up to 8 months. This is obviously part of Quality first teaching as well as part of key interventions in place. Successful feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.</p> <p>The EEF toolkit suggests that 'mastery' learning – where individuals or groups work on clearly sequential structured concepts to deepen their understanding, (usually for periods of less than 12 weeks) it can improve pupil outcomes by up to 5 months. This will be carried out by SLT with specific groups of targeted children. The EEF toolkit suggests that collaborative working where children can work in mixed age groups and experience working together, competing with one another and opportunities to articulate (and have this modelled) their thoughts and ideas when working on projects, can improve outcomes by 5 months. This work will also address the barriers of language and communication, self-efficacy and the development of physical skills.</p>	<p>The use of high quality and well trained support staff to work alongside class teachers to <i>Pre teach concepts / learning to small groups / 1 to 1</i> <i>Give identified and targeted support during lessons</i> <i>Support class teachers in giving effective and instant feedback</i> <i>Provide additional support for those children who do not receive it at home.</i> <i>Conduct high quality / targeted daily interventions focussed on children's specific needs.</i></p> <p>The actions detailed above are carried out by highly trained/specialised support staff, teachers and senior leaders.</p> <p>Interventions will include (but may not be limited to) – A daily intensive speech and language programme.</p> <p>A daily phonics / reading comprehension intervention. Disadvantaged pupils to be invited to an additional reading group as part of an after school club.</p> <p>A daily intervention to support physical skills – this will include the 'Fit to Learn' or 'Balancibility' programme.</p> <p>Targeted group interventions by SLT. These will address gaps in learning as well as targeting ARE and GDS.</p> <p>HLTA timetable to include a weekly session for extra pastoral support for the most vulnerable/disadvantaged pupils. This will focus on collaborative projects which promote competition, peer tutoring and articulation. Release time for DHT to monitor interventions and work with support staff on progress and tracking.</p>	<p>£7, 428 Additional support staff required.</p> <p>Cover cost for SLT release – to be added retrospectively</p> <p>Additional training for support staff (to be added retrospectively)</p>	<p>HT/DHT (SENDCo) co-ordinate provision for pupil premium children to ensure that their needs are fully met. Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks).</p> <p>The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact.</p> <p>The pupil premium governor is also involved in monitoring the interventions in place.</p>	<p>See outcomes above</p> <p>This use of funding will continue to support high quality first teaching and specific interventions in 2020/21 due to the successful outcomes in 2019/20</p>

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<p>D. To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national.</p> <p>To continue / maintain the percentage of pupil premium children exceeding the ELGs in reading, writing and mathematics so that it continues to be in line/above national.</p>	<p>To continue a high quality teaching approach, including all EYFS staff.</p> <p>To conduct daily interventions / setting of groups which will focus on children's specific needs. These are delivered by teachers and highly trained support.</p> <p>To train staff in a programme for teaching pre phonics skills</p>	<p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. The additional adult present would enable the teacher to be able to carry out this role as well as support with individualised reading and comprehension activities, targeted guided reading groups and setting of mathematics groups. This has had a significant impact on the EYFSP outcomes in 2017/18 and 2018/19 for all pupils as well as those eligible for pupil premium.</p> <p>The development of language as a precursor to writing is supported by a new report <i>'Talking About a Generation'</i>, from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of the prime areas of physical development and communication and language as a precursor to future successes in Literacy. An additional adult means further high quality interactions to develop language and vocabulary can take place.</p> <p>'Preparing for Literacy' (EEF), also suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high quality targeted support for children. This document goes on to state that <i>'High quality targeted support can ensure that children falling behind catch up as quickly as possible and that Small-group support is more likely to be effective when:</i></p> <ul style="list-style-type: none"> • <i>children with the greatest needs are supported by the most capable adults;</i> • <i>adults have been trained to deliver the activity being used'</i> 	<p>Release time of phase leaders / class teachers to ensure a consistent approach to teaching and learning and effective use of agreed non-negotiable strategies for pupil premium children in EYFS.</p> <p>Phase leader to monitor the quality of the provision and ensure that it matches the needs of the individuals, including challenging those HA pupil premium children. She will monitor and moderate judgements and outcomes. Modelling, sharing of best practice across school and team teaching approaches may be employed when necessary. EYFS leader to model, coach and then monitor interactions, which effectively promote language and challenge. (Assess any staff training needs from this).</p> <p>Staff training needs will be identified and team planning continued to ensure consistency in approaches to teaching across school. (Including training for phonics and guided reading for the newest member of EYFS staff).</p> <p>Interventions / timetabling will include - A daily intensive speech and language programme.</p> <p>A daily phonics / reading comprehension intervention.</p> <p>The cohort will be split into four groups for phonics and mathematics teaching. A weekly intervention to support physical skills – this will include the 'Fit to Learn' programme.</p> <p>A new programme of pre phonics teaching, designed by a speech therapist will be used both in nursery for all children and in Reception for those children who have been identified as having 'gaps' in their pre phonic skills.</p>	<p>Funding for an additional adult in EYFS – to ensure teachers can work with small groups and target specific children through interventions. £8,300</p> <p>CPD costs to be added</p> <p>Costs to be added as purchases made.</p>	<p>This will be measured by data tracking throughout the year and the final outcomes in 2020.</p> <p>Teaching and learning is monitored as part of the half termly monitoring calendar and includes observations and work scrutiny. Monitoring by phase leaders is QA by the headteacher. Work samples from pupil premium children across school are taken to all external moderation events for further quality assurance and comparisons.</p> <p>Outcomes for this group are discussed half termly at pupil progress meeting with both individual teachers and as a school staff.</p> <p>Case studies for each child will continue to be used to evidence progress from starting points.</p> <p>Any interventions undertaken are set with specific targets in mind for each child. These targets are assessed and reviewed following the intervention (usually six weeks).</p> <p>The HT and DHT (SENDCo) have responsibility for monitoring the quality and delivery of the interventions and their impact.</p> <p>The pupil premium governor is also involved in monitoring the interventions in place.</p>	<p>At the end of term summative assessment point in YR, pupil outcomes were-</p> <p>YR – on track to achieve GLD - 75% (3/4)</p> <p>The percentage of disadvantaged children expected to achieve a GLD at the end of EYFS would therefore continue the increase from 0% (0/3) in 2017 to 50% (2/4) in 2018 to 78% (7/9) in 2019. This is above national outcomes in 2018 for both disadvantaged and non-disadvantaged groups.</p> <p>The child who was not on track to achieve a GLD, this was due to additional needs (GP assessment taking place).</p> <p>In the nursery provision, the three intakes resulted in 7 children been identified as being in receipt of EYPP by March 2020</p> <p>On entry their combined Communication and Language was 3/7 meeting ARE. This had risen to 6/7 by the end of Spring 2020</p>

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<p>B. To maintain the percentage of pupil premium children whose attendance meets the school target of 96.5% and continue to reduce the percentage of PA in this group.</p>	<p>The headteacher to continue to work closely alongside the MAT EWO to monitor attendance and punctuality weekly, using the attendance software in place.</p> <p>To reward those disadvantaged children with attendance above 96.5% each half term.</p> <p>To subsidise trips/visit/additional curriculum opportunities to ensure that there are additional incentives for children to want to come to school / enjoy school.</p>	<p>Involvement of headteacher and MAT EWO has shown to improve attendance for individuals in 2016/17, 2017/18 and 2018/19</p> <p>There are a number of key children/families in the current pupil premium group in school who may fall into PA if not closely monitored.</p>	<p>Weekly monitoring of attendance and punctuality of disadvantaged children.</p> <p>Headteacher to follow up first response calls and work with parents to address any attendance issues.</p> <p>Regular meetings with / phone calls to parents to establish and build up effective and trusting relationships with school.</p> <p>Identify parents/families who may require additional support and source this through school, the MAT EWO and / or external agencies.</p> <p>Regular meetings/correspondence to all parents highlighting the need for good attendance and consequences of poor attendance on children's outcomes.</p>	<p>Cost of subsidising trips, visits, curriculum days etc. to be added retrospectively</p>	<p>Weekly attendance monitoring in place for key children / groups.</p> <p>Regular reporting to MAT on attendance of key groups.</p> <p>Half termly overview highlighting attendance / improvements of pupil premium children, included in their case studies.</p>	<p>Attendance for disadvantaged children has continuing to improve and by April 2020 - -- 87% (13/15) were meeting the targets meet of 96.5% +</p> <p>No disadvantaged children were classed as PA.</p> <p>Direct support was given to two families to fund breakfast club places to improve attendance and punctuality.</p>
<p>E. To maintain the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home.</p> <p>To ensure families of pupil premium children are well supported by school.</p>	<p>To continue to introduce further opportunities to engage parents and carers of pupils, particularly disadvantaged pupils in school life, therefore supporting them with working with their child at home.</p>	<p>The EEF toolkit suggests that increasing parental involvement can improve outcomes by up to 3 months.</p> <p>The actions in place will support with addressing the barriers to learning that some of our disadvantaged pupil's face – the accessing of appropriate support within the home environment, particularly related to the development of communication, language and literacy skills.</p> <p><i>'Working with Parents to Support Children's Learning' (EEF2019) reports that 'Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups'</i></p> <p>It goes on to suggest that working with parents on strategies to support them with their child's learning and development at home, as well as sustained targeted support for some families, and a culture of positive communications, are ways to promote positive learning outcomes for children.</p>	<p>To offer 'free' regular workshops for parents, some for information and support and others as a chance to work with their child in school.</p> <p>All pupil premium children and families access the same 'Level 1' support as those identified at Level 1 safeguarding.</p> <p>To target parents and carers of disadvantaged children to regularly attend 'learning journey' sharing sessions with their child and class teacher, (this will allow for feedback on next steps for the child), as well as information meetings and events in school.</p> <p>To encourage more children, particularly those in receipt of pupil premium funding, to read at home daily to increase their fluency by introducing the 'reading raffle.'</p>	<p>Free workshops</p> <p>No cost</p> <p>Costs for prizes - £50</p>	<p>This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school.</p> <p>The number of parents and carers of disadvantaged children accessing events/training in school should be above 75%.</p> <p>Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.</p>	<p>A review of reading journals in the spring term evidenced that 60% of disadvantaged children in school read at home at least three times a week. The rest of these children are heard 2-3 times a week in school. This had decreased slightly from 76% the previous year (although PP numbers have fluctuated)</p> <p>The number of parents and carers of disadvantaged children accessing events/training in school – 93%</p>

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<p>F. To increase the engagement and participation of disadvantaged children in wider opportunities on offer at school.</p> <p><i>Links to - School Improvement Priority 3</i></p>	<p>To encourage disadvantaged children at school, to take part in additional funded after school activities, as well as engage them in wider opportunities on offer to them and their peers.</p>	<p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and wellbeing have also consistently been reported. Participating in sports and physical activity is also likely to have wider health and social benefits.</p> <p>These actions will therefore support with addressing the barriers to learning that are linked to poor fine and gross motor skills, poor fitness and diet and children's low self-efficacy attributes.</p>	<p>To supplement/fund the costs of any 'paid for' after school clubs.</p> <p>To supplement/fund the costs of any 'paid for' visits / visitors.</p> <p>To target these children for involvement in wider sporting or creative opportunities.</p> <p>To provide all children, including those in receipt of pupil premium additional wider opportunities in PE, The Arts and pupil voice through the initiatives in place in school.</p>	<p>£400</p>	<p>This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS, (as well as the impact on the APS).</p> <p>At Key Stage 1 this will be measured by the outcomes in subject specific assessments at the end of each term.</p> <p>Pupil voice surveys, through the year, will measure the impact of events and participation in these.</p> <p>Attendance at after school clubs and cross school competitions will be measured.</p>	<p>Up to the review in March 2020 April 2020 – 2 x children were regularly funded to use breakfast club, which ensured that their attendance remained above 95%..</p> <p>The cost of the trips and outings that took place were supplemented so that 100% of disadvantaged children took part.</p> <p>87% of children up to March 2020 had attended an after school club / sporting event. (The remaining children had been targeted to attend / chosen for events during the summer term.</p> <p>KS1 – End of Spring Term subject assessments – 73% ARE (8/11)</p> <p>EYFS – End of Spring Term - 100% on track PD, 100% of track EAD</p>
<p>Regardless of cost, all pupils who are eligible for the pupil premium grant will have access to the appropriate equipment and resources.</p>	<p>To ensure that all disadvantaged children have access to all school resources to meet their individual needs includes free milk, access to breakfast club.</p>		<p>Provide those children in receipt of pupil premium with appropriate equipment and resources, uniform, including school milk, so that his is not detrimental to their involvement or participation in school life</p>	<p>£150</p>		<p>Free school milk, uniform and PE kits have been purchased and distributed.</p>

Current pupil premium spend to date – £16,528 costs to be added

Support given to disadvantaged pupils / families during the school closure period (March 2020)

- In the week prior to the school closure (20.3.20) Learning packs were produced and sent home to all pupils – nursery to Y2. A specific home learning page was set up and well populated with a variety of suggested activities and ideas for staff and children. This was updated throughout the school ‘closure’ period, not just with learning ideas, but with well-being information and links to key websites / information. Additional ‘paper packs’ were given to disadvantaged children.
- Food hampers were offered for all pupils on FSM. A total of 12 families took up this offer, with weekly collection at school (and some delivered to homes). This is continuing until the 10th July. Following this, vouchers were issued for the summer holiday period.
- A weekly SEN phone call (along with paperwork) with SEN services took place (for those disadvantaged pupils with additional SEN).
- The school phone number was diverted to a mobile phone for the period of the school closure so that parents could speak with Miss Gordon directly when required.
- Parent hub messages / Twitter were updated and sent out regularly to keep parents fully informed (Admin staff ensured that all parents of disadvantaged children had access and were ‘picking up’ messages. If they did not appear to be able to use the service a phone call was made to them.
- All families in school were telephoned once a fortnight during the school closure period. This has continued weekly for those that have not chosen / been able to return. Additional calls were made when it was felt a parent needed ‘checking in’ on.
- Families / children considered vulnerable were telephoned weekly, with some telephoned every other day to begin with.
- A safeguarding tracker (which included some disadvantaged children), was completed weekly and returned to the LA – this is continuing with phone calls in-between.
- On reopening (June 1st) - All parents were contacted by school staff to ascertain a clearer picture of numbers of children expected to return.
- Teachers continued to set weekly home learning for those children who did not return.
- Vulnerable children/families were contacted weekly.
- Additional ‘hard copies’ of learning packs were sent out.
- Meetings were held with AJS in regards to Y2 transitions and planning for these, (including the needs and barriers of the disadvantaged children).
- Children with additional needs were taken on further visits.

Numbers of Disadvantaged Children in school from June 1st 2020.

<i>Cohort</i>	<i>Number</i>	<i>Comments</i>
<i>Nursery</i>	<i>4/7</i>	<i>Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>
<i>Reception</i>	<i>2/4</i>	<i>2/4 (1 child shielding due to health needs) Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>
<i>Year 1</i>	<i>2/8</i>	<i>6/8 (1 child relocated home and attended new school from 1st June, 1 child had a ‘shielding’ family member). Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>
<i>Year 2</i>	<i>1/3</i>	<i>2/3 unable to attend due to ‘shielding’ parents. Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>