



# Pupil Premium Strategy Review Statement 2020/2021



## Brookland Junior School

1. Summary information					
<b>School</b>	Brookland Junior School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£98, 210 (April 2020 - March 2021)	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	360	<b>Number of pupils eligible: PP FSM</b>	65 50 (Due to year 3 and 4 all being FSM)	<b>Date for next internal review of this strategy</b>	July 2021
<b><u>End of KS2 data from 2021 internal data</u></b>			<b><i>Pupils eligible for PP ( Brookland)</i></b>	<b><i>Pupils not eligible for PP (Brookland)</i></b>	
<b>% achieving expected standard or above in reading</b>			<b>83.3%</b> <i>(with 33.3% at greater depth)</i>	<b>88.2%</b>	
<b>% achieving expected standard or above in writing</b>			<b>83.3%</b> <i>(with 33.3% at greater depth)</i>	<b>83.1%</b>	
<b>% achieving expected standard or above in maths</b>			<b>75%</b> <i>(with 58.3% at greater depth)</i>	<b>85.9%</b>	

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Missed learning due to pandemic and lack of individualised support in the home during lockdown.	
<b>B.</b>	The impact of EAL on PPG children	
<b>C.</b>	Language and communication skills are more limited. Exposure to a wider range of vocabulary will support verbal and written communication.	
<b>D.</b>	Growth mindset , academic self- belief and resilience.	
<b>E.</b>	Parental engagement with the school.	
<b>F.</b>	Impact of well-being issues on PPG pupils	
<b>G</b>	Mental well-being during lockdown. (ELSA, well-being)	
<b>H</b>	The impact of SEND on PPG children	
<b>I</b>	Diminishing the difference between PPG and non PPG children in core subjects.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A</b>	Lack of technology for blended online learning to take place.	
<b>B</b>	Wider cultural and social experiences are more limited.	
<b>C</b>	PPG children sometimes receive less support at home and there can be less parental engagement within the school.	
<b>D</b>	Attendance for some families impacts on learning.	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Missed learning due to home life and lack of support during lockdown.	Children will ‘catch-up’ on missed learning through quality first teaching, excellent AFL, an intelligently-designed recovery curriculum and effective interventions.
<b>B.</b>	PPG children with EAL to have improved vocabulary across different contexts.	Improved language acquisition and use of a wider range of vocabulary across the curriculum. Best possible progress for EAL learners Diminish the difference between PPG and non PPG EAL learners.
<b>C.</b>	PPG will be exposed to and use a wider range of vocabulary/ subject-specific vocabulary both orally and written.	Higher levels of vocabulary of PPG pupils seen in classrooms via observations, learning walks and feedback from teachers and pupils. Green pen comments will demonstrate this. Children will have key vocabulary in all books and this will be evident on display. PPG will be able to use subject specific vocabulary confidently and accurately both orally and in writing. Writing attainment will be raised for the vulnerable group.
<b>D.</b>	PPG children will be confident, independent and resilient with a positive growth –mindset.	Where appropriate, PPG pupils will have access to a school mentor. Parents will be encouraged to promote growth mindset at home. PPG will be given opportunities to take on extra responsibilities throughout the school. Children will use the learning skills consistently to enable them to be confident, resilient learners.

<b>E.</b>	Parents of PPG children will be more involved in their children's learning and will work with the school to maximise attendance and progress.	The school will hold workshops (online) for parents to support their children with learning. Attendance will be monitored for PPG children and those with poor attendance will be supported and challenged. PP lead will continue to support and liaise with specific parents of PPG children.
<b>F.</b>	Vulnerable PPG children will be supported to ensure that they are happy and feel safe in school. Their well-being will be of utmost priority.	The well-being and PP lead will liaise regularly with vulnerable , disadvantaged families. Such children will receive internal and external support. Mentors/ counselling will be used and monitored for their effectiveness throughout the year.
<b>G.</b>	PPG children will be supported with their well-being to ensure that they are happy, confident learners as a result of missed school due to lockdown.	The well-being/ PP lead will support disadvantaged children who are showing signs of concern in school. PPG children who are finding it challenging to regulate their behaviour will receive a mentor and regular support from SLT. The school will use ELSA to promote well-being across the school.
<b>H.</b>	PPG children with SEND make very good progress from their starting point.	Best progress for SEND learners Diminish the difference between PPG and non PPG SEND learners through targeted provision and well-designed support plans.
<b>I.</b>	Disadvantaged pupils make expected or better than expected levels of progress in reading, writing and maths.	Outstanding progress for PPG learners from individual starting points Diminish the difference between PPG learners and whole school groups
<b>J.</b>	Disadvantaged pupils identified as potential higher attainers are given opportunities to excel and achieve greater depth across the curriculum.	Stretch more PPG pupils to enable them to be assessed as + on Target Tracker. Greater opportunities for PPG pupils. More PPG children selected for G+T enrichment activities both in and outside the classroom.
<b>K.</b>	Disadvantages pupils will receive consistently high- quality teaching.	Teachers will deliver high-quality lessons thus enabling PPG children to make outstanding progress.  Teachers will be supported and will receive high-quality CPD throughout the year. This will have an impact on PPG children.
<b>L.</b>	PPG children are given more opportunities for curriculum enrichment so that they have a contextual understanding of content taught in classes and can apply knowledge.	Children will have opportunities for visits and trips to contextualise their learning (where it is safe to do so during this pandemic). Online opportunities will be explored for engagement with wider cultural content.

3. Planned expenditure			
Academic year		2020/2021	
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. Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact of Chosen Approach – with adjustments due to Covid.	Lessons Learned
Disadvantaged pupils make expected or better than expected levels of progress in reading, writing and maths.	<ul style="list-style-type: none"> <li>• <b>Quality First Teaching</b> ensures provision for PPG children made explicit in planning and in lessons through high quality CPD and monitoring for teachers and TA's.</li> <li>• Whole School focus on feedback as a strategy for improving pupil progress.</li> <li>• Individual needs of staff identified through appraisals and mentoring of staff.</li> <li>• Target Tracker: teachers use the data to analyse groups of children's attainment and progress</li> <li>• Progress of PPG children discussed in Pupil Progress meetings and actions put in place.</li> </ul>	<p>Teachers effectively use Target Tracker to track and monitor the progress and attainment of disadvantaged pupils. As there have been no statutory tests thus year, we have used PIRA and PUMA testing to track progress as well as moderated teacher assessments. Where slow progress has been identified, actions are put into place to target the specific learning needs of individuals. End of year teacher assessment data shows that for reading and writing, the gap between pupil premium and not pupil premium pupils is narrowing.</p> <p>A focus on speaking and listening opportunities across the curriculum has improved PP pupils participation and confidence, creating a stronger learning environment.</p> <p>Strategies such as marking our PP pupils' books first to ensure the best quality feedback is given has improved the quality of learning in the classroom. Other strategies such as including disadvantaged pupils in extension groups and enrichment projects has had a positive impact on confidence and participation of disadvantaged pupils.</p> <p>A focus on the needs of PP pupils during lockdown by each class teacher and support staff was exceptional. Teachers were able to continue to run online interventions and able to focus on core learning areas, especially reading. Interventions within school (many taught by the class teachers themselves) focus on specific targets generated by teachers and based firmly within the key skills identified in the national curriculum.</p> <p>Termly pupil progress meetings focus on the progress, attainment and individual needs of PP students. This has ensured that timely interventions and actions have been taken to support pupils and their families' best.</p> <p>Teachers have evaluated provision throughout the year for all PP pupils. PP lead will continue to review provision.</p>	<p>Pupil progress meetings are a vital aspect of ensuring the needs of PP pupils are met and enable interventions and other supports to be specific and timely.</p> <p>Identifying the specific learning needs of each disadvantaged child through data tracking, exploring gaps in key skills and parent contact continues to make a significant impact on progress.</p>

<p>Disadvantaged pupils identified as potential higher attainers are given opportunities to excel and achieve greater depth across the curriculum.</p>	<p>Provide more opportunities in class for disadvantaged pupils to engage with more challenging activities in order to increase the number of PPG pupils identified as + on Target Tracker (old #2 to #3).</p>	<p>From the 19-20 academic year to this year there has been an increase in pupil premium pupils being assessed as + on our Target Tracker system. This is particularly evident in maths, particularly in year 5 and 6 and in reading attainment in years 3 and 4.</p> <p>Of note:</p> <ul style="list-style-type: none"> <li>In year 3 and year 4 reading, 26% and 44% respectively, of those eligible for pupil premium funding were assessed as + at the end of the academic year.</li> <li>In year 5 and year 6 maths, 32% and 58% respectively, of those eligible for pupil premium funding were assessed as + at the end of the academic year.</li> </ul> <p>Strategies that have impacted positively on pupil's attainment are:</p> <ul style="list-style-type: none"> <li>A focus on varied assessment methods across the range of subjects.</li> <li>Positive discrimination in ensuring PP pupils are given opportunities to work with able pupils and engage in challenging tasks.</li> <li>Targeted enrichment interventions for specific pupils who have demonstrated aptitude and skills in particular subjects.</li> <li>Focused staff time in how to plan and engage with pupils who show greater potential.</li> </ul> <p>No end of year SATS data due to Covid.</p>	<p>There are more PP pupils assessed as + in year 5 and year 6. It is important for us to consider the enrichment and extension of pupil in LKS2.</p> <p>Continuing our writing focus next year (without home learning due to Covid) would be beneficial in improving greater depth writing results.</p>
<p>Disadvantaged pupils will receive consistently high-quality teaching.</p>	<p>Teachers will receive CPD and will be supported to ensure they deliver high-quality lessons, rigorously assess and intervene when needed for the greatest impact.</p>	<ul style="list-style-type: none"> <li>Inset time devoted to quality first teaching and AFL strategies helps move learning forward for PPG children.</li> <li>Teachers have received coaching in core subjects</li> <li>Teaching assistants have also received support on the ways to help PP children 'remember more' thus enabling these children to make best possible progress.</li> <li>During Covid restrictions, teachers focused on the learning outcomes of PP pupils and provided additional resources at home to support learning, home visits and online interventions.</li> </ul>	<p>Continue to use Inset time and coaching/mentoring to promote high quality teaching.</p> <p>Support Early Careers Teachers and less experienced members of staff through effective coaching.</p> <p>Classes with the greatest need to have the most targeted support.</p>

<p>PPG will be exposed to and use a wider range of vocabulary, including subject-specific vocabulary both orally and written.</p>	<p>Quality First Teaching. Raise profile of subject specific vocabulary across the school.</p> <p>Utilise vocabulary books and embed in lessons.</p> <p>Use working walls in class to display subject-specific vocabulary and display new vocabulary around the classroom.</p> <p>P4C in classes.</p>	<p>The use of working walls to show key skills across key subjects has positively impacted on children's learning as they are an aid to refer and cement their learning.</p> <p>A focus on vocabulary taught and used in lessons was evident in pupil feedback sessions and book monitoring.</p> <p>EAL/ PP children have continued to be supported with subject specific vocabulary through targeted intervention, pre-teaching and glossaries.</p> <p>Our whole school speaking and listening focus has started to show improvements in oracy and participation of our disadvantaged pupils. This was identified as an area of concern due to Covid lockdown experiences. This will be a continued focus in the next academic year.</p>	<p>Pre-teaching topics has been very effective.</p> <p>Embed glossaries throughout the whole school.</p> <p>Working walls are effective if embedded within lessons and referred to so this will continue next year.</p>
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<p>PPG children with EAL to have improved access to learning</p>	<p>To support development of speaking and listening which is essential for development of reading, writing and maths:</p> <ul style="list-style-type: none"> <li>• Interventions with PP lead teacher to have a vocabulary focus.</li> <li>• Pre-teaching sessions to include vocabulary focus.</li> <li>• EAL children to have prepared resources.</li> </ul>	<p>Our whole school focus on increasing the speaking and listening opportunities for disadvantaged pupils, especially those with English as an additional language has been very effective.</p> <p>Specific Philosophy for Children sessions are timetabled in each class and discussions are recorded in class thinking books, allowing children to share opinions and engage in thoughtful discussions in a safe environment.</p> <p>Many of our interventions now pre-teach key skills and vocabulary in order to ensure that these pupils can access the curriculum and participate fully in learning. Staff and pupil feedback with this approach has been very positive.</p> <p>Whole school meeting notes with pupil voice show that for each subject in the curriculum, pupils are accessing and using more key vocabulary within lessons. Lesson observations identified varied opportunities for speaking and listening in lessons, especially for those targeted pupils.</p> <p>Pupil feedback and book monitoring show that subject-specific vocabulary is more prevalent across the school.</p>	<p>Pre-teaching key concepts using subject-specific vocabulary to be used in class has been the most effective strategy.</p>
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<p>To enable pupils to be independent and resilient learners by embedding the school Learning Skills and Values across the whole school.</p>	<p>Learning skills and values to become part of day to day teaching practices. This will give children a common frame for evaluating and reflecting on their learning.</p>	<p>Our learning skills of Teamwork, Listening, Quality, Determination and Evaluation are now embedded within our lesson structure and are incorporated into success criteria for each lesson. Pupils are now more able to talk about the learning skills and ways that they have improved in key areas.</p> <p>Children reflect on their learning and progress using our green pen comment system. Book monitoring showed that children were being effectively challenged in lessons and were able to articulate and evaluate their progress in the different subject areas.</p> <p>It is evident that our values have been well incorporated into our school ethos as pupils are able to discuss how the values can be modelled at school and at home. Green pen comments written by pupils for their end of year report included many comments about how the values have positively impacted upon learning and social skills within the school.</p>	<p>Embedding the learning skills and values into the curriculum and into lessons has helped to build their profile and to give children a common language to discuss learning both within and outside the classroom. Continuing to develop these tools further would be beneficial.</p> <p>Highlighting our values in newsletters and in communication with parents has helped to embed them.</p>
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<p>Continue to diminish the difference for progress and attainment across all key areas – especially reading.</p>	<p>Additional CPD with all staff on implementing a whole school approach to reading.</p> <p>To embed a consistent approach to guided reading in classrooms and to develop ways to increase reading for pleasure across the school with a focus on PP pupils.</p> <p>Peer mentors will be used for shared reading and developing positive relationships with classmates.</p>	<p>As a school we have focused on reading progress and attainment, particularly for disadvantaged pupils. Some of our successful strategies have been:</p> <ul style="list-style-type: none"> <li>• Project X reading and Phonics catch up sessions for year 3.</li> <li>• Focused teacher-led reading interventions across the school.</li> <li>• Tracking reading progress through PIRA testing at key points in the year.</li> </ul> <p>Covid restrictions have meant that peer reading and inviting our parents and our local secondary school in to support reading has not happened this year.</p> <p>During home learning due to Covid, each pupil premium child was offered the chance to purchase new reading books, which the school supplied. The majority of our pupil premium were then sent new books to continue their reading journey. This meant that whilst they could not access libraries or shops, they still had access to age appropriate reading materials. In addition to this, class teachers delivered books from the classrooms to pupil's home as needed.</p> <p>During home learning, each class continued to have timetabled guided reading sessions and online reading interventions continued where possible, ensuring that reading maintained a high profile across the school.</p>	<p>A specific focus on inference as a reading skill in small group sessions has had a good impact and continuing this to the home would be a good next step.</p> <p>To reintroducing peer readers and parent readers next year.</p>
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<p>PPG children will reflect on their learning journey and know what they need to do to fulfil their potential.</p>	<ul style="list-style-type: none"> <li>• Children will regularly use self/ peer evaluation within lessons.</li> <li>• They will continually evaluate their use the learning skills</li> <li>• Children will continuously assess their learning against well-developed success criteria.</li> <li>• To use AFL to move PPG children's learning forward and consolidate their learning.</li> <li>• PPG will be encouraged to write detailed green pen comments.</li> <li>• Children will be encouraged to write reflective and thoughtful parent's evening letters.</li> </ul>	<p>Book monitoring, observations and whole school meetings indicate that children use self and peer assessment within lessons.</p> <p>Success criteria continues to be used effectively across the school enabling children to continually assess their learning.</p> <p>Inset time devoted to quality first teaching and AFL strategies helps move learning forward for PPG children.</p> <p>Children are able to discuss the school's learning skills and how they apply to their own learning; they evaluate next steps.</p> <p>Green pen comments from pupils in end of year reports are a detailed reflection of each child's learning journey and an evaluation of how well they have done against the learning skills and school values.</p>	<p>To continue to promote meta-cognition through whole-school approaches.</p> <p>To continue to promote through the learning skills</p> <p>To support PPG children meta cognition through targeted interventions.</p>
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<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact of Chosen Approach – with adjustments due to Covid.</b>	<b>Lessons Learned</b>
PPG children to 'catch up' on missed learning due to Lockdown.	<p>Rapid intervention focusing on key skills.</p> <p>National Tutoring Program (to be determined when rolled out nationally)</p> <p>Recovery Curriculum Blended learning</p> <p>Focused small group interventions.</p>	<p>Since this strategy was written there have been further restrictions and lockdowns so this outcome continues to be relevant.</p> <p>We have had a whole school focus on strategies for catch up. These have been particularly effective and have focused on the needs and access for pupil premium pupils.</p> <ul style="list-style-type: none"> <li>• A tighter focus and training on key skills across our subjects, including subject-specific vocabulary and how to use AfL strategies for recall of key facts. This has helped pupils to learn more in lessons and embed their learning.</li> <li>• Year 5 and Year 6 have benefited from the National Tutoring Program through Third Space Learning which has meant that maths progress and attainment is good for those pupils.</li> <li>• Pupil progress meetings have focused on the progress and wellbeing of disadvantaged pupils which have meant that interventions and teacher strategies are targeted and effective and meet identified needs.</li> <li>• Teachers are key in setting up cohort and group-specific interventions so that individual needs can be met. Children have made better progress working with staff they are familiar with and with content that links directly to lessons.</li> </ul>	Continue to embed approaches for 'catch up' in key subjects.

<p>All PPG children, especially vulnerable pupils, to be supported with well-being issues as a result of lockdown. (ELSA, well-being)</p>	<p>Targeted strategies include:</p> <ul style="list-style-type: none"> <li>• Access to a learning mentor</li> <li>• Zones of Regulation program</li> <li>• Wellbeing lead to support families</li> <li>• ELSA input.</li> </ul>	<p>This strategy has had a very positive effect on the mental wellbeing and preparedness of our pupils especially with SEN, PP children and those with emotional needs.</p> <p>Across the school we have continued to embed the Zones of Regulation as a useful tool for recognising signs of emotional dysregulation and identifying personal strategies to achieve emotional regulation once more. For our vulnerable pupils, this has been a good strategy to engage in meaningful discussions and identify strategies for anxiety, frustration and low self-esteem, among others.</p> <p>Our most vulnerable PP pupils have had access to mentoring and family support through our wellbeing and PP leads. During lockdown, home visits and additional phone calls to families helped to identify each family's needs and provide support.</p> <p>Teaching staff have maintained wellbeing lists to monitor how safe, secure and supported each child appears in school. Children who are identified as experiencing anxiety, friendship issues, a change in behaviour or any other wellbeing concern are provided with support. This has ensured that our vulnerable pupils are supported and actions taken by experienced members of staff and/or external agencies.</p>	<p>The wellbeing checklists have proved very useful in supporting vulnerable pupils and we will continue to use these with all classes.</p>
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<p>PPG children with SEND to have improved access to learning</p>	<p>Interventions in Maths and English led by PPG lead teachers and trained TAs:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class@Number</li> <li>• Y3 Phonics Support</li> <li>• Specialist dyslexia writing and spelling groups</li> <li>• Fluency groups</li> <li>• Autism friendly school</li> </ul>	<p>Outcomes for these specific, targeted small group interventions show that they have been successful and show that these groups are improving outcomes for disadvantaged pupils.</p> <p>Teachers have commented that children who attended First Class@Number intervention have improved fluency and more confidence in maths.</p> <p>Y3 targeted phonics support for those coming from the Infant School who had not met their phonics targets was very successful in supporting early readers.</p> <p>Specific wellbeing groups supported pupils with emotional and social needs and both children and parents gave positive feedback about the groups and how well children were supported.</p> <p>We have implemented strategies for an Autism Friendly School and children have benefitted from adapting classroom environments and participating in social skills and sensory circuits, which enable pupils to have greater focus during lessons and participate fully.</p>	<p>To continue improving outcomes and progress for this group of pupils through these interventions.</p>
<p>Continue to diminish the difference for progress and attainment across all key areas – especially maths</p>	<p>Continue to use mastery approach across the whole school.</p> <p>Coach new members of staff on the most effective elements of the mastery approach.</p> <p>Maths SL to deliver INSETs on effective maths teaching.</p>	<p>Maths mastery continues to be embedded into the school over this year and book monitoring has shown more challenging work for all pupils. Disadvantaged pupils are being stretched and challenged in lessons and this can be seen in work completed but also in feedback and marking. More evidence of independent work was seen and peer support.</p> <p>Year 5 and year 6 both changed the traditional streaming in maths to accommodate one extension class and 2 parallel sets. Moreover, observations, book monitoring and internal data have shown that our disadvantaged pupils are more confident and more independent in maths lessons as a result of being in a mixed classroom.</p> <p>Internal teacher assessment data shows that in each year group, over 90% of pupil premium children have made expected or above expected progress in maths from their different starting points.</p> <p>No end of year SATs results available due to Covid.</p>	

<p>Continue to diminish the difference for progress and attainment across all key areas – especially maths</p>	<p>Key/vulnerable children at risk of underachieving identified and appropriate in-class interventions and differentiation planned for.</p>	<p>Termly pupil progress meetings identify pupils whose progress and/or attainment is of concern and actions are implemented to target barriers to success. Interventions vary based on need and may be out of classroom based interventions, pre-teaching concepts and vocabulary, specialist teacher support or family based interventions. This rigorous system of identifying children who are at risk of underachieving has proven very effective.</p> <p>We now run rapid intervention sessions in every year group to ensure same-day interventions are provided for those who need support mastering concepts taught in the maths lesson. Staff have been trained and modelled in the delivery of rapid interventions and this has seen greater progress for our pupil premium pupils.</p>	<p>Continue to embed rapid catch-up interventions.</p>
<p>Continue to diminish the difference for progress and attainment across all key areas</p>	<p>Effective communication to take place between parents and school so that:</p> <ul style="list-style-type: none"> <li>• Clear goals are set each term.</li> <li>• Families are supported and informed.</li> </ul>	<p>Support and contact with families entitled to PP funding was highly effective over the year, particularly in light of the pandemic and home learning over the year.</p> <p>Home visits took place with many of our families in order to support online learning through: ensuring the right equipment was available; supporting the families wellbeing through referrals and 'check ins'; providing additional resources such as workbooks and writing equipment and setting targets and goals for individual pupils. As a result, an overwhelming majority of our pupil premium pupils attended the online learning sessions and took part in their class timetable online. Teachers prioritised the learning needs of those pupils and maintained positive contact with their families to set goals and feedback on achievements.</p>	<p>Continue to build on strong relationships built across the school.</p>

<p>Continue to diminish the difference for progress and attainment across all key areas – especially reading, writing and maths.</p>	<p>Interventions writing led by teachers.</p> <ul style="list-style-type: none"> <li>• Booster writing intervention in year 6</li> <li>• Pre-teach and writing strategies for year 5 and 6 pupils.</li> <li>• Additional support in English lessons for key target pupils.</li> <li>• 1:1 Tuition where needed.</li> <li>• Vocabulary focus</li> </ul>	<ul style="list-style-type: none"> <li>• Focused tutoring in 1:1 or small groups helped to support our PP children with their maths fluency, reasoning and reading key skills. Children's arithmetic scores improved as a result of these groups. This is evidenced in our in-school assessment.</li> <li>• During home learning due to Covid, interventions in year 5 and 6 continued online and were then seamlessly implemented when back in school.</li> <li>• Third Space learning provided targeted support for our PP children this year; all children who attended third space learning were able to do so during the Covid online learning period.</li> <li>• EAL interventions focus on subject-specific vocabulary which has enabled pupils to participate in lessons more fully and with a more secure understanding of content. Our pre-teaching style ensures that disadvantaged pupils are able to engage in the learning.</li> </ul>	<p>Continue approach and adjust for specific needs of individuals and pupil groups.</p>
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iii. Other approaches									
Desired outcome	Chosen action/approach	Impact of Chosen Approach – with adjustments due to Covid.	Lessons Learned						
To enable all PPG children to have access to technology for online learning	<p>Auditing pupils' access to technology and remote learning.</p> <p>PP lead to liaise with all members of staff to discuss the needs of vulnerable pupils.</p> <p>To provide extra resources where necessary and communicating with parents.</p>	<p>All PPG pupils were given technology to support online learning (where needed). Support with technology included providing devices; headsets; support to access and use devices; support to ensure wifi access and any other identified need. The impact of this is that all pupils were able to attend online sessions with their class and complete set work. Teacher feedback was very positive of PPG pupil involvement in lessons and where issues were identified, these were quickly addressed.</p> <p>PP Lead regularly communicated with families and did home visits to support online learning and the wellbeing of families.</p> <p>Outside of online learning, we have homework clubs for each year group so that pupils without reliable technology or support at home can access school resources. Many families have continued to use borrowed equipment to access homework at home.</p>	Use existing methods in case of another lockdown.						
To involve parents of PPG children in their children's learning and work with the school to maximise attendance and progress.	<p>First day calling to all families to enquire about absence. In the case of persistence absence PPG parents invited into school to meet with SLT to discuss barriers for attendance. Support plans to be put in place for individual children.</p> <p>To provide workshops for parents to support their children with learning online.</p>	<p>Pupil progress meetings and regular data analysis has been used well to communicate with families regarding absences and lateness. The reasons behind individual absences are discussed and plans put in place where they are needed.</p> <p>Our attendance data across the school is very good with our PP pupils attending over 93% (including during home learning). This is expected to be above national figures when they are released. The figures are from 2/9/19 until 6/3/20. This is to take into account absences due to Covid.</p> <p>Some of our vulnerable/PP children are encouraged to attend breakfast club in order to help with punctuality.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance over the year</th> </tr> </thead> <tbody> <tr> <td><b>PP</b></td> <td>93.32%</td> </tr> <tr> <td><b>Whole School</b></td> <td>94.89%</td> </tr> </tbody> </table> <p>Videos have been created for parents on maths key skills and games/activities to promote fluency. These have been shared with the school community to support home learning.</p>		Attendance over the year	<b>PP</b>	93.32%	<b>Whole School</b>	94.89%	Continue to rigorously monitor and implement strategies for good attendance.
	Attendance over the year								
<b>PP</b>	93.32%								
<b>Whole School</b>	94.89%								



<p>Ensure that all children have access to the enrichment opportunities provided in our curriculum.</p>	<p>To subsidise the cost of our Y6 residential journey for PPG children and school trips for all year groups for PPG children.</p> <p>To cover the cost of breakfast club and after school clubs if and when needed for PPG children</p>	<p>With the support of the PPG and our school's PA our residential trip was subsidised for pupils who need financial assistance. Where needed, breakfast clubs and after school clubs costs are covered by the school.</p> <p>Due to covid, there were limited opportunities for trips and visits.</p>	
<p>Ensure that all children have access to the enrichment opportunities provided in our curriculum.</p>	<p>To offer wider curriculum opportunities for targeted pupils such as access to:</p> <ul style="list-style-type: none"> <li>• Music tuition</li> <li>• Sporting activities</li> <li>• Clubs and social events</li> </ul>	<p>The needs of individuals are assessed on an ongoing basis through pupil progress meetings and regular communication with families. We have subsidised music tuition in school, after school clubs, weekend and holiday programs and other extra-curricular pursuits where it is deemed that these activities will support pupils and families to achieve better in the school environment.</p>	<p>Continue to assess individual needs and provide additional opportunities for vulnerable pupils to engage in a wider curriculum.</p>
<p>To support families to access external community services and additional support from the school in order to maintain a positive home environment.</p>	<p>A Wellbeing Lead has been established to be a key contact point for families in need of additional support.</p> <p>A counsellor provides services in the school day to identified pupils.</p>	<p>Our counselling program has been very successful and several of our vulnerable pupils have been receiving regular, long term counselling.</p> <p>The commitment of our Wellbeing Lead to support vulnerable families has been critical in ensuring good outcomes for pupil's learning and participation in educations as well as creating an open and supportive dialogue with families.</p> <p>During lockdown, counselling continued online.</p> <p>In addition, we have counselling support for staff who are supporting vulnerable families so that they are better equipped to implement strategies that help children with their needs.</p>	<p>Continue to offer counselling services within the school and engage the Wellbeing Lead to support our disadvantaged pupils and their families.</p>

### **Actions taken place during Covid '21**

- PP lead provided workbooks for English and maths to identified pupils to support online learning.
- Our computing lead and technician worked with many families to ensure access to online learning platforms through lending equipment and providing training and support with the technology.
- PP lead has liaised with the Infant head and deputy to discuss siblings in both schools who are eligible for free school meals.
- All parents of children eligible for free school meals were issued vouchers for food. Many families were also supported by a local charity (organised by the school) who provided additional goods during the lockdown.
- Donations have been made by Brookland parents to contribute towards technology for disadvantaged families- this was published in the newsletter to raise a 'sense of community'. Some parents have kindly donated devices which will be distributed to the most disadvantaged.
- Support groups are regularly published in our weekly newsletter to help disadvantaged families.
- The PP lead regularly liaises with teaching staff to ensure that any concerns around disadvantaged children are dealt with and the PP lead regularly communicates with specific vulnerable, disadvantaged families by email and phone. We have a weekly safeguarding meeting where concerns are voiced and notes shared between the safeguarding team.
- All pupil premium children had the opportunity to choose reading books from Scholastics and these were delivered to PP children at home so that they had new books to read.
- The PP lead continues to communicate with other pp parents via phone and email.
- Teachers have ensured that PP children received intervention through TEAMS during the lockdown period.

### **Strategies to focus on next year based on this review:**

- The impact of well-being related to lockdown and school closures in the past year.
- A continued focus on school and community valuesm growth mindset, our Brookland learning skills, academic self- belief and resilience.
- Continuing to embed our emotional regulation strategies (Zones of Regulation) and wellbeing focus to support pupils.
- Catch up key skills and recovery curriculum through our bespoke curriculum, targeted teaching strategies and specific interventions.
- Ensure that quality first teaching practices for engaging, educating and prioritising vulnerable pupils are consistently embedded throughout the school. This includes effective feedback and marking to intervene at key points in a child's learning.
- Providing enrichment opportunities to ensure PPG pupils have wider cultural capital experiences.
- Extending W learners to W+ learners through enrichment opportunities and quality teaching practices.
- Ensure the learning needs of vulnerable pupils who also have SEN are rigorously met.
- A focus on writing attainment and progress for PP pupils.
- Incorporate more strategies for memory and retention in the classroom, including a greater emphasis on specific vocabulary, especially for PP pupils with EAL needs.
- Continue to form strong partnerships with vulnerable families to ensure individual needs are met.