



Nine Acres Community Primary School

Pupil Premium Strategy Statement 2020/21: EYFS

Whole school current Profile						
Academic Year	2020/2021	Number of Pupils eligible for PP	127	Breakdown of PP Pupils		
NoR	345	Total PP budget	£177,815	FSM/Ever 6	Service	LAC
Date of Statement	September 2020	Review Date(s)		120	0	7
			December 2020	124	0	5
			March 2021			
			July 2021			

EYFS current Profile									
Academic Year	2020/2021	Breakdown Pupils in EYFS							
		No. of Pupil	Non- PP	PP	PP/SEN	SEN	EAL	LAC	Summer Born
Date of Statement	September 2020	47	72%	28%	2%	9%	4%	2%	36%
Review Date(s)	December 2020	47	72%	28%	2%	9%	4%	2%	36%
	March 2021								
	July 2021								



School Improvement Plan 2020/21 priorities for disadvantaged pupils (Extracts from SIP that directly impact on PP)				
Objectives	Success criteria	Actions- relating to pupil premium statement actions	Monitoring	Evaluation / Impact
<p>The Effectiveness of Early Years:</p> <p>a) Continue to focus on ways to narrow the (cohort specific) attainment gap between boys and girls and the disadvantaged and non-disadvantaged especially through the development of communication and identification of high profile speech and language needs.</p> <p>b) Develop a further targeted phonics approach within direct phonics teaching time so as to extend the more able pupils and reinforce, practice and embed knowledge for the targeted pupils.</p>	<ul style="list-style-type: none"> • Baseline tests and analysis completed to identify specific cohort need • EYFS specific action plan targeting disadvantaged pupils • Evidence of intervention with progress outcomes for pupils identified with Speech and language delay • Phonics sessions and planning show targeted approach • Disadvantaged pupils achieve in line with or above the national with Early Learning Goals at end of year. 	<ul style="list-style-type: none"> – Attendance focus – ‘Excellence for All’ leader release time – EYFS/KS1 Booster Phonic/ reading sessions to embed skills – Children and Family support worker – focus on prevention and awareness as a targeted approach – ELSA and Play therapy – CPD-Teaching Staff – CPD- Middle Leadership – CPD- Support staff 	<p>a) Rosie McDonald Excellence For All Leader/ Aimee Shaw EYFS and KS1 leader/SLT</p> <p>b) Aimee Shaw EYFS and KS1 leader/Catrin Tingle English Leader SLT</p>	



School Vision

Nine Acres Primary School is a two form entry school which has one of the highest number of pupils eligible for of Pupil Premium funding on the Isle of Wight at 32%.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children in receipt of free school meals can be weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

The area in which our school is located is among the 20% most deprived areas in England;

- **The living environment of our pupils is described as within the 10% most deprived in England**
- **Many of our pupils live in households within the bottom 10% measure of employment deprivation in England**
- **Our pupils live in households where household income is amongst the lowest 20% in England – increase in our pupil premium is also evident as a result of job loss and economic crisis pandemic**
- **Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England**

Due to these factors our pupils face the following challenges:

- **Legacy of underachievement within the community leading to low aspirations**
- **Speech and Language development and delay on entry**
- **Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living**
- **Poor parental mental health evidenced by increased referrals to support services**
- **Low aspirations due to economic life of living on an island; lack of awareness of long term and sustained employment as a result of tourist economy and seasonal work**
- **Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children’s needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform.**
- **Due to school location – centre of a busy town where pupil have limited access to outside space where cost of journey to other areas using public transport is above average – pupils have limited opportunities to access life enriching experiences and build cultural capital.**
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Our pupil premium strategy is rooted in a quality first teaching whole school culture which the progress and attainment to ensure that all children are high attaining and ambassadors of our curriculum intent:

Our children will positively influence their world around them and their future success through becoming articulate, passionate and persuasive individuals. The importance of Reading, Writing, Number and Spoken Language (Oracy) skills runs through the core of the Nine Acres Curriculum.



We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We passionately believe that any one of us is capable of anything we set our mind to!

Key facts

- Our school motto '**Striving for excellence**' reflects our high expectations of the whole school community.
- We are engaged in and committed to partnerships, working with a wide range of organisations which strongly enhances our provision and supports our local community.

Recent Initiatives / Improvements:

- The School is determined to create a positive culture in which everyone can reach their full potential; staff model and promote key behaviours of being: passionate, dedicated, resourceful, ambitious and resilient.
- Cohesive leadership team at all levels including a designated Teaching and Learning Coach established across phases to continue to improve quality of teaching, ensure greater consistency in practice and increase the percentage of outstanding teaching across the school
- Families and pupils in early need of support identified and early intervention in place in years 1/2 and EYFS through: ELSA trained staff member within EYFS and KS1 team, home visits conducted prior to EYFS September start, strong developed links with pre-school to ensure effective transition into school
- Broader use of research to inform decision making and policy – EEF
- Improve writing outcomes, with a focus on boys who are disengaged with writing due to lack of experiences and opportunities to display creativity at home, through purchasing and using engaging texts with high level vocabulary exposure
- Embedding the teaching of spelling through daily targeted teaching and use of No Nonsense Spelling to increase writing outcomes as a result of legacy of speech and language barriers and exposure to poor vocabulary environments at home
- Development of Pupil Mentoring- one to one feedback sessions between teacher and pupil to facilitate rapid progress, increase pupil autonomy, develop pupils passion for and ability to articulate their learning
- Focus on the teaching of reading across the school and developing a culture of reading for pleasure as a result of lack of rich and engaging reading resources pupils have access to at home
- Poor communication and language skills means daily teaching of vocabulary to widen use of vocabulary and knowledge in order to improve pupils ability to communicate and articulate
- Weekly debate in order to broaden children's cultural awareness and improve their ability to persuade and give reasons for their articulation as a result of their lack of exposure to a mix of cultures and lack of opportunities to explore national and international current affairs due to living on an island with limited exposure
- Develop the use of 'Explosion club' and targeted activity sessions at recreational times to reduce social isolation and develop social skills due to social isolation leading to poor social skill
- Involvement with 'Teach First' teacher training programme in order to ensure most current, best practice is shared widely across the staffing team



As a school we are developing our provision to ensure that pupils make secure progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related or above expectations and as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the EEF publication documents to inform our decision making.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium

Pupil Premium Strategic Principles



Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop resilience towards learning
- Staff support children to develop their ‘Oracy’ skills in order to be articulate in their learning

Addressing behaviour and attendance

We will continue to implement rigorous strategies to tackle attendance and behaviour that is a barrier to learning with:

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and learning objectives/success criteria
- Share good practice within the school and draw on external expertise
- Provide high quality CPD including a dedicated in school Teaching and Learning Coach
- Improve assessment through in-school and external moderation

Meeting individual learning needs

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
- Conducting one to one mentoring sessions between class teachers and pupils
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)



- Recognising and building on children's strengths to further boost confidence
- Providing Emotional Literacy Support

Data-driven

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress reviews so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective
- Rigorous analysis of assessments by the class teachers are conducted and as a result actions are implemented to address gaps and next steps in pupils learning.

Clear, responsive leadership

A Strategy Group, which consists of a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
 - Assessment Data is collected every 6 weeks so that the impact of interventions can be monitored regularly
 - Assessments are closely moderated to ensure they are accurate
 - Teaching staff and support staff complete in depth class actions plans to identify pupil academic needs which leadership hold to account
 - Regular feedback about performance is given to children and parents
 - Interventions are adapted or changed if they are not working within a short time frame
 - Case studies are used to evaluate the impact of pastoral interventions, such as of attendance and therapy
 - A designated member of the SLT maintains an overview of pupil premium spending.
 - A governor is given responsibility for pupil premium
- We will use IDSR, KS2, KS1, EYFS, Phonics, as well as whole school data to evaluate impact in terms of attainment and progress.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.



Direct Impact on Standards in EYFS		
Barriers	So what are we doing?	Rational
<ul style="list-style-type: none"> – Legacy of underachievement within the community leading to low aspirations – Poor parental mental health evidenced by increased referrals to support services – Lack of valuing education due to parental experiences of education – Persistent absence – Persistent lateness – Absence due to Covid symptoms and awaiting test result – The living environment of our pupils is described as within the 10% most deprived in England – Many of our pupils live in households within the bottom 10% measure of employment deprivation in England – Our pupils live in households where household income is amongst the lowest 20% in England – increase in our pupil premium is also evident as a result of job loss and economic crisis pandemic – Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England – Speech and Language development and delay on entry – Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living – Low aspirations due to economic life of living on an island; lack of awareness of long term and sustained employment as a result of tourist economy and seasonal work 	<p>Early Intervention strategies:</p> <ol style="list-style-type: none"> 1) Cover for adults released to target possible disadvantaged children in new in take to focus on vocabulary and communication skills prior to starting the academic year in order to identify and target gaps in early intervention. 2) Cover teachers within summer term to release adults to meet with nurseries/ key workers - additional visits for disadvantaged children identified. 3) Baseline assessments on entry to target pupils through early intervention programmes: <ul style="list-style-type: none"> • Balance ability • Letters and Sounds • Funky fingers • Language links • Number intervention • Loud group • Early Phonics 	<p>Identification of disadvantaged children and individual learning needs prior to school year commencing allowing for early interventions.</p> <p>Early gaps identified for EYFS disadvantaged children and addressed to begin diminishing the difference between disadvantaged children starting points and non- disadvantaged starting points.</p> <p>Disadvantaged pupils achieving Early Learning Goal outcomes at the end of EYFS are in line or above national percentages.</p>



<ul style="list-style-type: none"> – Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform. Due to school location – centre of a busy town where pupil have limited access to outside space where cost of journey to other areas using public transport is above average – pupils have limited opportunities to access life enriching experiences and build cultural capital. – Pupils with lack of reading resources at home – Pupils with lack of exposure to language Pupils are from families where the lack of attainment and skills of adults is within 10% worst in England 	<p>Strategic planning meetings: EYFS LSA's are LSA's paid in addition to stay and attend weekly planning meetings led by EYFS leader and teaching staff.</p> <p>Nuffield Early Language Intervention programme training for EYFS staff through Department of Education:</p> <p>The Department for Education is working with the Education Endowment Foundation (EEF) and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI).</p>	<p>Disadvantaged/ Vulnerable children are a focus during session. Use of assessments and observations throughout the week are discussed within the EYFS team Leading to the following week's groups which all have starting points and next steps identified in order to ensure progress towards End of year Early Learning Goals expectations.</p> <p>Government lead training to implement programme in order to target and drive rapid progress for pupils with identified language needs.</p> <p>DFE Quote: NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. <u>A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group</u></p>
Teaching and Learning		
Barriers	So what are we doing?	Rationale
<ul style="list-style-type: none"> - The living environment of our pupils is described as within the 10% most deprived in England - Many of our pupils live in households within the bottom 10% measure of employment deprivation in England - Our pupils live in households where household income is amongst the lowest 20% in England – increase in our pupil premium is also evident as a result of job loss and economic crisis pandemic 	<p>Agreement trialling: EYFS</p>	<p>Opportunity to share an understanding of observation judgments within EYFS with other EYFS practitioners across the local authority. Development teaching assessments which will increase accuracy and speed on identifying individual needs and next steps for disadvantaged pupils in order for them to make rapid progress.</p>



<ul style="list-style-type: none"> - Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England - Speech and Language development and delay on entry - Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living - Low aspirations due to economic life of living on an island; lack of awareness of long term and sustained employment as a result of tourist economy and seasonal work - Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform. - Due to school location – centre of a busy town where pupil have limited access to outside space where cost of journey to other areas using public transport is above average – pupils have limited opportunities to access life enriching experiences and build cultural capital. 	<p>Excellence for All leader coaching: DP</p> <ol style="list-style-type: none"> 1) Questioning in the EYFS environment to support disadvantaged pupils 2) Use of environment to ensure progress of disadvantaged pupils 3) Developing further opportunities in the environment to develop disadvantaged pupils across the curriculum 	<p>Coaching DP to develop use if early intervention to identify and address barriers to learning for disadvantaged pupils in order to ensure rapid progress within EYFS</p>
	<p>Professional development for teachers focussed on QFT:</p> <ol style="list-style-type: none"> 1) Questioning to link learning to books, family and the wider world. 2) Focus on spelling; identifying gaps and developing phonics in a whole school wide approach 3) Feedback at point of learning 4) Use of data analysis to inform daily and weekly planning 	<p>Set high expectations Develop Teacher Practice Share good practice Improve on-going assessment Reshaping the learning Plan for interventions Delivery of interventions Good or better teaching in every lesson every day.</p>
	<p>Professional development for middle leaders focused on:</p> <ol style="list-style-type: none"> 1) Progression of knowledge and skills within subjects 2) Use of modelling for good outcomes for both staff and pupils 3) Leadership within a subject so that all pupils achieve 	<p>Set high expectations Develop Teacher Practice Share good practice Improve assessment Good or better teaching in every lesson every day.</p>
	<p>Professional development for support staff:</p> <ol style="list-style-type: none"> 1) Data analysis to plug gaps and plan targeted interventions 2) Feedback at the point of learning 	<p>Set high expectations Develop LSA Practice Improve on-going assessment Reshaping the learning</p>



	3) Questioning to link learning across subjects 4) Subject knowledge development of specific subject area	Delivery of interventions Good or better teaching in every lesson every day.
Emotional, social and behavioural support		
Barriers	SO what are we doing?	Rational
<ul style="list-style-type: none"> – The living environment of our pupils is described as within the 10% most deprived in England – Many of our pupils live in households within the bottom 10% measure of employment deprivation in England – Our pupils live in households where household income is amongst the lowest 20% in England – increase in our pupil premium is also evident as a result of job loss and economic crisis pandemic – Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England – Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living – Speech and Language development and delay on entry – Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform. – As a result of attendance issues including persistent absence or lateness pupils have gaps in their learning 	Development of Social interaction: Disadvantaged pupils identified and given opportunity to develop social skills, through LSA intervention and led activities during lunchtime.	Pupils targeted to develop in the following areas in order to be in line of above expected at end of year Early Learning Goal assessments- <ul style="list-style-type: none"> • Self confidence • Making relationships • Managing feelings and behaviour • Being imaginative • Moving and handling
	ELSA Provision: Disadvantaged pupils identified and given individual based ELSA support in order to support personal development. ELSA (LW) working within the EYFS team - release covered 1x half term to meet for training.	ELSA led provision for identified pupils – to develop the following areas in order the be in line or above expected at the end of year Early Learning Goals assessment – <ul style="list-style-type: none"> • Self confidence • Making relationships • Managing feelings and behaviour • Health and self- care
Enrichment		
Barriers	SO what are we doing?	Rational
<ul style="list-style-type: none"> - Due to school location – centre of a busy town where pupil have limited access to outside space where cost of journey to other areas using public transport is above average – pupils have limited opportunities to access life enriching experiences and build cultural capital. 	Providing cultural capital opportunities for pupils: <ol style="list-style-type: none"> 1) High quality texts which encompass links to different cultures, opportunities and experiences 	Exposure to a variety of experiences and resources which will promote pupil development in order to achieve expected or more across all Early Learning Goals with particular focus on: <ul style="list-style-type: none"> • People and communities



<ul style="list-style-type: none"> - Speech and Language development and delay on entry - Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living - Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform. 	<ol style="list-style-type: none"> 2) Educational visitors e.g. police, paramedics, to encourage aspirations and develop understanding of community 3) Resources to engage and promote opportunities for questioning and conversation within the EYFS learning environment 	<ul style="list-style-type: none"> • The World
Focus on Support for Families/ community		
Barriers	SO what are we doing?	Rational
<ul style="list-style-type: none"> – The living environment of our pupils is described as within the 10% most deprived in England – Many of our pupils live in households within the bottom 10% measure of employment deprivation in England – Our pupils live in households where household income is amongst the lowest 20% in England – increased in our pupil premium is also evident as a result of job loss and economic crisis pandemic - Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living - Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform. - Due to school location – centre of a busy town where pupil have limited access to outside space where cost of journey to other areas using public transport is above average – pupils have limited opportunities to access life enriching experiences and build cultural capital. 	<p>Tapestry to communicate with families:</p> <ol style="list-style-type: none"> 1) Weekly updates of progress made by pupils 2) Promotion of parental engagement by positing activities/ achievements at home which are then shared within class 	<p>Develop initial early links and engagement with families in order to develop positive home/school relationships and as a result support of education of pupils throughout EYFs and further within their time at Nine Acres.</p> <p>As a result of developing understanding of how families can support children's learning at home, pupil's outcomes will improve in targeted areas of learning in order to achieve in line or above end of year Early Learning goals.</p>
	<p>Family Support Officer (KH):</p> <ol style="list-style-type: none"> 1) Make initial communications and connections with identified vulnerable families 2) Supportive home/school relationship developed 	<p>KH working with identified families in EYFS to ensure good communication links with the school in order to support disadvantaged children throughout their time at Nine Acres and as a result improve outcomes for individual pupils.</p>



The impact of last year's pupil premium priorities and outcomes

Due to Covid 19 and the challenges that it presented to the education profession, the school immediately put into place relevant risk assessments, health and safety guidelines, government advice to ensure that the children were able to access their education resulting in limited impact. In March, every child was sent home with a personalised and detailed learning plan. The school recognised the challenges faced by the community regarding the lack of available technology and therefore an immediate response of paper based learning was provided.

Following government updates, the school remained open for the children of Nine Acres throughout the whole period of lockdown.

The school regularly contacted families and often offered support by providing a place for their child within the school bubble. Due to the lack of employment our community holds, only 17 children were classed as Key workers; as a result the school took in well above national percentages of children each day (vulnerable/free school meal/child protection). Systems implemented that included weekly vulnerable updates, home visits and collecting and dropping off children, meant that by July over 90% of children had returned to school full time. The staffing team were relentless in their support for families but also ensuring the children were not a lost generation.

When the government requested that schools opened for Early Years, year 1 and Year 6, the school acted immediately as many children were already accessing school at this time. The percentage of children attending in EYFS, Year 1 and Year 6 at this time were significantly above average. The school continued to be open for year 2, 3, 4 and 5 in addition to the government's request.

All LAC, CP and children with a social worker were in school at this time with the school often picking the children up from home and returning them home. The children also received a hot meal in school. The school provided food parcels from school funds to support families in crisis. All but 1 child attended who had an EHCP (child not attending was due to mum's pregnancy) and adaptations were made within the bubble so that those children had their full entitlement to their education.

Due to the levels in rising obesity and rest bite needed for vulnerable families, the school funded sports club - led by the school sports leader team - throughout the school half term and summer holidays. As well as this, due to the identified lack of fitness, Sports leaders developed a rigorous plan for fitness which was implemented when children returned to school in September.

In the last 3 weeks of July (summer term), the school moved every child up into their next academic year group with their new year group staffing team, therefore providing the children with increased challenge knowledge and relationships, ready for a full time return in September. As a result, the children returned ready to learn with minimal learning lost. The staff used the time to ensure that any planning or September was in place and personalised to the children in front of them.

On returning to school in September, children have undertaken baseline assessments from which teachers are adapting their planning; a review into catch up funding priorities is currently taking place using both the data informed by the baseline as well as the qualitative data surrounding children's wellbeing. This is to be put in place for after the autumn half term.



Striving for Excellence