



## 4. 201920 Plan Desired outcomes

Outcomes were significantly impacted by COVID-19 School Closure. All statements are based upon review of the strategy to Spring 2020; most evidence is qualitative as a full data set was not available upon which to base judgements.

### Actions not undertaken as a result of School closure:

- **Desired outcomes A:** All pupils access breadth of curriculum content and cultural capital.  
Number of events and visits cancelled due to school closure.
- **Desired outcome E:** Learning walk demonstrates opportunities for the teaching of vocabulary evident - both in display and practice.  
Work on vocabulary postponed due to school closure and investment in 'Vocabulary lessons'. English lead to plan during school closure for application in 2020-21.
- **Desired outcome E:** Learning walk shows TA subject knowledge is secure with accurate models and explanations given  
Further TA training postponed. Training on memory and spelling planned for in Spring 2 to be undertaken during 2020-21.
- **Desired outcome C:** Learning walk shows support staff effectively deliver interventions to target pupils as a result of accurate assessment.  
Further TA training and learning walks postponed due to staff absence, staff changes and school closure.
- **Desired outcome G:** Learning walk identifies support staff have good subject knowledge and can apply school policies and accurate language to support pupils in remedying misconceptions.  
Further TA training and learning walks postponed due to staff absence, staff changes and school closure.
- **Desired outcome D:** Pupils build memory books and apply knowledge across contexts  
Work on memory and expectations shared with support staff and resources purchased and shared. Training for support staff and implementation of timetable changes not under taken due to school closure.

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*All outcomes underpinned by a clear link between pedagogy and practice  
Quality first provision is the key action in improving outcomes for disadvantaged pupils.*

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	<p>Learning intentions for pupils working outside of ARE (SEND) are clearly identified Sequence of learning to build on next steps and prior knowledge is evident PPG SEND pupils working with increased independence, as a result of accurate planning and pitch for learning for all groups. All pupils access breadth of curriculum content and have opportunities for the development of cultural capital. <b>Monitored by:</b> <i>Planning scrutiny, book scrutiny, data analysis</i></p>	<p>PP SEND pupils working BARE make accelerated progress across the year PP SEND pupils at end of Key Stages achieve in line with national. PP SEND pupils make accelerated progress in year, showing a narrowing of the gap with all children. PP SEND pupils in non end of key stage year groups achieve at least in line with peers Book scrutiny shows pupils in need of intervention are not disadvantaged from accessing breadth of curriculum. A clear progression in skills is identified across subject areas to structure the learning sequence.</p>
<b>B</b>	<p>Robust assessment ensures accurate starting points for PP SEND pupils Challenge is evident across lessons for all ability groups from accurate starting points Higher attaining pupils access new learning as a result of AFL. Pupils with SEND and poor stamina for reading at risk of not making expected progress are given opportunities for 'pre reading' of key texts so that barriers are removed. Accurate assessment identifies PPG SEND pupils in need of additional reading opportunities across the week with volunteer readers and teaching staff. Pupils make rapid progress through phonics teaching as a result of accurate assessment and high expectations and consistently high quality provision Development of a memory book to enable pupils to build upon prior learning <b>Monitored by:</b> <i>Provision map monitoring, Pupil voice, Analysis of reading records/ tracking, Learning walk / timetable scrutiny, Phonic assessments</i></p>	<p>EYFS, KS1 and KS2 outcomes in line with National 2020 in Reading. Pupils in receipt of PPG SEND make accelerated progress from their starting point showing a narrowing of the gap with all children. More able pupils make at least expected progress across subject areas More pupils in Year 1 achieve the phonics check at EOY1 2020 than achieved a 2 in Reading at EOYFS 2019.</p>
<b>C</b>	<p>AfL is used successfully to identify children requiring additional interventions of the areas requiring support AFL is used successfully to identify when children have met learning intentions and no longer need intervention, Assessment information is used accurately to inform next steps in learning for pupils at risk of not making at least expect progress SEND is identified quickly and action taken as a result of intervention to support pupil progress</p>	<p>PP pupils make accelerated progress across the year to close the gap between them and their peers by end of year. More pupils in receipt of PPG achieving within ARE than at the start of year. Data analysis identifies effective use of assessment and intervention to close the gap between PPG SEND pupils and all pupils; with an increase in % of PPG pupils achieving ARE from starting points Intervention ensures more pupils in receipt of PPG meet national standards at EOKS than 2019.</p>

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	<p>SIMS is used effectively to track interventions for identified pupils</p> <p>Learning walk shows support staff effectively deliver interventions to target pupils as a result of accurate assessment</p> <p>Book scrutiny shows PP pupils of all ability groups engage with marking and feedback to improve outcomes independently</p> <p>Additional adult provided for years 1/2/3 to respond to marking</p> <p><b>Monitoring by: Data analysis, Provision map monitoring, Learning walk, Book Scrutiny</b></p>	
<b>D</b>	<p>Pupils articulate learning strategies and skills to apply in context using recall from memory.</p> <p>Pupils develop the knowledge /skills and attributes to engage in learning with resilience and independence.</p> <p>Pupils use prior learning across the curriculum to make explicit links and accelerate progress.</p> <p>Pupils with identified SEND articulate strategies to support themselves in learning effectively</p> <p>Pupils engage with learning with greater independence and make use of both taught skills and models and concrete apparatus to support learning.</p> <p>Intervention undertaken makes clear links between intervention sessions and teaching and learning in the classroom to promote independence and application of skills</p> <p>Pupils build memory books and apply knowledge across contexts</p> <p><b>Monitoring by: Learning walk, pupil voice, book scrutiny</b></p>	<p>Agreed strategy for building memory in place and applied consistently across school.</p> <p>Curriculum intent provides pupils with the opportunities to acquire the cultural capital that will support them in educational success.</p> <p>PP SEND pupils access resources and demonstrate independent learning skills</p> <p>PP SEND pupils embed intervention work in classroom practice</p>
<b>E</b>	<p>Learning walk demonstrates staff using ambitious vocabulary, and pupils using this as a result of high quality modelling.</p> <p>Pupil voice articulates an understanding of strategies used in teaching and learning and self help and self regulation to manage challenge.</p> <p>Learning walk demonstrates opportunities for the teaching of vocabulary evident - in display and practice</p> <p>Learning walk demonstrates consistency in language used in teaching and learning to embed and apply skills, both teaching and support staff.</p> <p>Staff have an understanding of barriers to effective communication and provision is in place to support pupils with identified SEND SALT.</p> <p><b>Monitored by: Provision map monitoring, Pupil voice, Learning walk, book scrutiny</b></p>	<p>Pupils use of and understanding of language is not a limiting factor in achieving ARE at EOKS.</p> <p>Pupils understand how to improve and make progress from their starting points. Pupils demonstrate resilience to overcome challenge.</p> <p>Pupils with identified SEND communication barriers are supported to overcome difficulties through targeted provision.</p> <p>Wood End Primary School is a language and vocabulary rich learning environment for all pupils.</p>
<b>F</b>	<p>Planning identifies a clear progression from concrete, to pictorial to abstract across a sequence of learning as appropriate to individual learners and pupils with SEND.</p> <p>Curriculum intent and opportunities for the acquisition of cultural capital is evident in curriculum planning. The curriculum meets the needs of the school population.</p> <p>Learning environments are resource rich and pupils interact with them with growing independence</p>	<p>Pupils make use of resources to deepen thinking and undertake learning with independence</p> <p>All pupils make progress across a sequence of lessons and make progress over time</p> <p>Pupils are able to articulate learning undertaken and apply this and make links across curriculum areas.</p>

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	Teaching and intervention opportunities make reference to modelling to make explicit application of concrete resources <i>Monitored by: Learning walk, book scrutiny, pupil voice</i>	
G	Learning walk identifies support staff have good subject knowledge and can apply school policies and accurate language to support pupils in remedying misconceptions. Book scrutiny identifies that intervention prevents pupils from falling behind and ensures they 'keep up' with all pupils. Staff voice identifies confidence in subject knowledge and pedagogy to raise standards Provision map identifies pupils with SEND support plans from external agencies accessing appropriate provision to meet needs and close the gap. <i>Monitored by: Learning walk, book scrutiny, staff voice, data analysis</i>	PP SEND pupils make at least expected progress in line with all pupils Fewer PP pupils BARE at end of year than at start. Book scrutiny identifies intervention prevents pupils falling behind across a unit of work Book scrutiny identifies that pre teaching accelerates progress of pupils at risk of working BARE.
H	Data analysis shows pupils attending school regularly – above 96%, and on time to access core lessons. Data analysis shows persistent absence at least line with national Analysis shows a decrease in the % of pupils arriving after session starts. <i>Measured by: attendance analysis, punctuality analysis</i>	Poor attendance is not a barrier to achieving ARE / making progress. PP attendance is in line with all pupils Reduction in % of PP pupils currently considered persistent absentees Increase in the number of pupils actively engaged in Early Help services / EWO intervention

## 5. Planned expenditure

Academic year	2019-20 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.
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### i. Quality of teaching for all

Desired outcome Check outcomes check with action / approach	Chosen action / approach	Estimated impact	Lessons Learned	Cost
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<p><b>A</b></p> <ul style="list-style-type: none"> <li>• Learning intentions for pupils working outside of ARE (SEND) are clearly identified</li> <li>• Sequence of learning to build on next steps and prior knowledge is evident</li> <li>• PPG SEND pupils working with increased independence, as a result of accurate planning and pitch for learning for all groups.</li> <li>• All pupils access breadth of curriculum content and cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and plan for peer support to enable pupils undertaking intervention to 'catch up' when returning to lessons</li> <li>• Review planning proformas to ensure provision is in place for and appropriate for SEND, BARE, ARE and DARE learners. Make explicit links to resources and Steps to Success.</li> <li>• Develop resources stations in classrooms to raise profile of practical resources in taught sessions and intervention.</li> <li>• Review timetabling of foundation subjects to ensure disadvantaged</li> </ul>	<p>Planning and book scrutinies show that staff plan effectively to meet the needs of pupils working outside of ARE to ensure they access next steps in learning.</p> <p>Assessment is used effectively to build upon previous learning.</p> <p>CPD for staff has identified ways in which differentiation - both reinforcement and challenge can be built into a teaching structure to meet pupils' needs.</p> <p>Resource stations are used effectively in the most part and pupils access a broad and pertinent range of resources to enhance learning. Where this is less successful modelling of potential resources or support is less clear and so use of resources is less impactful.</p> <p>Training for staff in Precision Teaching, use of vocabulary in maths and therapeutic interventions such as Lego Therapy will support pupils to overcome academic and emotional difficulties during 2020-21 through a structured programme of support.</p> <p>Timetabling has improved access to breadth of curriculum and ensured that pupils with additional needs access the full range of curriculum content - although disruption caused by intervention can still be</p>	<p>Some pupils with additional needs undertake significant quantity of intervention; often during afternoons, limiting access to fully broad and balance curriculum.</p> <p>Revising the teaching structure to provide support in core subjects in 2020-21 will prevent this continuing to be a barrier to accessing a broad curriculum offer.</p> <p>Enhancing opportunities to receive 'in the moment' feedback and response to learning needs in 2020-21 will support pupils to make progress across a sequence of lessons. An additional adult present for core lessons in the morning supports pupils in remedying misconceptions to reduce the need for fluid intervention during afternoon sessions.</p>	<p>CPD for staff</p> <p>Resources to support classroom provision</p>
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<p>£</p> <ul style="list-style-type: none"> <li>• Learning walk demonstrates staff using ambitious vocabulary, and pupils using this as a result of high quality modelling</li> <li>• Learning walk demonstrates opportunities for the teaching of vocabulary evident - both in display and practice</li> <li>• Learning walk demonstrates consistency in language used in teaching and learning to embed and apply skills, both teaching and support staff.</li> <li>• Staff have an understanding of barriers to effective communication and provision is in place to support pupils with identified SEND SALT.</li> <li>• Pupil voice articulates an understanding of strategies used in teaching and learning and self help and self regulation to manage challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Commission SALT training for all staff to provide an overview of 'good practice' strategies for supporting pupils to communicate effectively</li> <li>• Vulnerable pupils in receipt of SALT plans have regular xtabled SALT sessions with staff.</li> <li>• Revise intervention model to focus on use of concrete resources before the abstract form</li> <li>• Plan opportunities for a rich vocabulary to be used across the curriculum.</li> <li>• Develop an agreed use of technical language in reading, writing, maths and PSHE subjects.</li> <li>• Pupils understand how to improve and make progress from their starting points. Pupils demonstrate resilience to overcome challenge.</li> <li>• Provide information packs and CPD for teaching assistants with a breakdown of strategies for supporting reading.</li> </ul>	<p>Provision for pupils with identified SALT needs is in place. Training undertaken by all staff has provided an understanding of the barriers to learning as a result of communication difficulties and allowed staff to action plan for their own practice. Resources have been purchased alongside this to support staff in meeting pupils' needs.</p> <p>The use of concrete resources to support intervention has been explored this year, and training given to support staff by subject leaders to enable them to successfully meet pupil needs. Additional resources have been purchased and used in school to support pupils' independence.</p> <p>Clear metalanguage is in place for the teaching of reading and writing as a result of training and analysis of curriculum intent. Specific subject language and how it is applied in context is understood by staff, who are able to deliver this to staff. Pupils are able to use vocabulary with growing confidence and accuracy. Further work and CPD is now needed to develop the use of mathematical vocabulary in line with the level of confidence seen in using VIPERS in English.</p> <p>CPD has been provided for support staff and teachers from both local authority representatives and in house to develop their understanding of teaching and learning structures and ways to develop skills. Strengths have been identified particularly in staff's subject knowledge in the teaching and delivery of reading skills through VIPERS. CPD has supported staff to effectively meet pupils' needs.</p>	<p>Strategies identified as part of training were adopted and have informed structures / strategies to be implemented in the next academic year. An overview of skills linked to Blanks Level Questions and the assessment of communication skills has been developed to be used in EYFS. Across 2020-21 provision will be planned for to meet pupil's needs in communication and language and develop skills in both receptive and expressive language.</p> <p>Concrete resources have been used with growing confidence and impact, but their use is not yet embedded. Further work in 2020-21 to enable teaching staff to identify opportunities for the use of concrete resources and overt modelling by teaching staff is a next step.</p>	<p>Speech and Language training commissioned Resources purchased to support assessment and intervention. Cover provided for staff to undertake SALT sessions.</p>
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<p><b>F</b></p> <ul style="list-style-type: none"> <li>Planning identifies a clear progression from concrete, to pictorial to abstract across a sequence of learning as appropriate to individual learners and pupils with SEND</li> <li>Learning environments are resource rich and pupils interact with them with growing independence</li> <li>Teaching and intervention opportunities make reference to modelling to make explicit application of concrete resources</li> <li>Curriculum intent and cultural capital is evident in curriculum planning. The curriculum meets the needs of the school population.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership to support Teaching Assistants and teachers in the use of consistent resources during lessons and interventions</li> <li>Display in classrooms developed to make use of possible resources to support learning.</li> <li>Subject leaders to develop the use of visual prompts that support children in recalling the language of learning.</li> <li>Identify and purchase a bank of resources and identify applications for learning.</li> <li>Pupils are able to articulate learning undertaken and apply this and make links across curriculum areas.</li> </ul>	<p>Resources have been purchased and used by support staff to enhance pupils' access to learning intentions. Training in how to use resources and possible application for concrete materials has been provided although school closure prevented them being used to their best effect and practice embedded.</p> <p>Training has been provided to staff by leaders to understand the use of in house metalanguage - such as FANBOYS, ISPACE etc to provide access to learning intentions more effectively for pupils.</p> <p>Display has focused on the use of resources and supported pupils to make use of concrete resources to enhance learning outcomes.</p> <p>Learning walks show pupils engage with resources on the most part effectively, and where practice is strongest, this is a result of staff modelling.</p> <p>Pupil voice identifies improved understanding and willingness to articulate learning undertaken and outcomes.</p>	<p>Resources have been used effectively in the most part, but 'blanket' resourcing has not always met the needs of groups or topics across the year group. A focus in 2020-21 of 'group led' resourcing should ensure that resources are always pertinent to both the learning intention and the pupils undertaking learning.</p> <p>Display has supported pupils to use resources and provided instant access, changes to resource management and access in 2020-21 are a focus of work to ensure that pupils do not lose access to valuable learning materials in spite of the need to manage access safely.</p> <p>Pupils' discussion of foundation subjects is less secure, work in 2020-21 to make links across subjects, and learning intentions alongside developing memory should help to overcome this difficulty, alongside the purchase of additional resources to ensure resource rich access to curriculum areas.</p> <p>Learning walks and staff voice have identified that not all staff are confident and can be reluctant on occasion to start with concrete resources. This continues to be a focus of work in 2020-21 with staff preparing resource banks linked to the pupils worked with alongside in class steps to success and resource banks. Staff voice and maths lead analysis has identified staff confidence delivering fractions and shape is less than other areas of the subject and so it is a focus of work in 2020-21.</p> <p>In EYFS work to create visual aids alongside words in text will support this ethos of embedding learning through the use of practical resources.</p>	<p>CPD for staff. Purchase of resources</p>
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ii: Targeted support				
Desired outcome Check outcomes check with action / approach	Chosen action / approach	Estimated impact	Lessons Learned	Cost
<p><b>B</b></p> <ul style="list-style-type: none"> <li>Robust assessment ensures accurate starting points for PP SEND pupils</li> <li>Challenge is evident across lessons for all ability groups from accurate starting points</li> <li>Higher attaining pupils access new learning as a result of AFL</li> <li>Pupils with SEND and poor stamina for reading at risk of not making expected progress are given opportunities for 'pre reading' of key texts so that barriers are removed.</li> <li>Accurate assessment identifies PPG SEND pupils in need of additional reading opportunities across the week with volunteer readers and teaching staff.</li> <li>Mentoring and coaching from Phonics lead to ensure good quality provision</li> <li>Pupils make rapid progress through phonics teaching as a result of accurate assessment and high expectations and consistently high quality provision</li> <li>Development of a memory book to enable pupils to build upon prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Identify opportunities for 'pre reading' of texts and pre teaching of key concepts for identified pupils to remove barriers to accessing quality first.</li> <li>Use of SIMs to track pupil intervention and measure impact from starting point.</li> <li>Identify key individuals not reading within ARE and identify additional reading opportunities.</li> <li>CPD for staff to improve consistency of delivery of phonics in KS1</li> <li>Accelerate progress of DARE Reception pupils through targeted phonics groupings in Autumn 2</li> </ul>	<p>Pre teaching and pre reading during intervention has been employed, but it's success has been limited by security of staff subject knowledge. CPD was planned for 2019-20, but not completed. This is a focus for 2020-21</p> <p>SIMS has been used to track pupil intervention and measure impact from starting point; limitations with accessing the software offline and the complexity of inputting information have proved a barrier to its effective use. Work alongside the SIMS team is being undertaken to develop a 'Wood End' provision map using the most pertinent aspects of the software alongside more accessible access.</p> <p>1-1 reading has been employed particularly strongly across KS1 and has supported vulnerable pupils to make accelerated progress in applying phonic skills to decode. Further work is to be undertaken to support pupils to develop comprehension skills to access learning tasks.</p> <p>Progress in phonics has been limited by school closure - although a group of DARE pupils emerged from Reception through targeted phonics teaching across Autumn and Spring.</p>	<p>Echo Reading is a focus strategy for 2020-21. Training is to be given to support staff to engage with them effectively and support pupils. Pre reading continues to be an intervention strategy employed to overcome barriers and support pupils in enabling them to access curriculum content successfully.</p> <p>The management of provision is fluid and responds to pupils' needs as they arise. SIMs does not support staff in recording this reactive work and so a more suitable approach is being developed to best suit the needs of the school.</p> <p>1-1 reading has supported pupils in the early stages of reading to make progress with decoding. Further skill development is needed to support pupils to understand what they have read and make use of punctuation to support their understanding effectively. Echo reading is a focus of this work in 2020-21.</p> <p>Further work has been undertaken to develop reading as part of RML and is to be embedded in 2020-21</p>	<p>Staff CPD</p> <p>Purchase of additional reading resources - particularly in KS1 for decoding and enrichment of reading.</p> <p>Additional adult support to provide 1-1 reading</p> <p>In house CPD for staff delivering RML and release of RML leader.</p>



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<p>C</p> <ul style="list-style-type: none"> <li>• AFL is used successfully to identify children requiring additional interventions of the areas requiring support</li> <li>• AFL is used successfully to identify when children have met learning intentions and no longer need intervention,</li> <li>• Assessment information is used accurately to inform next steps in learning for pupils at risk of not making at least expected progress</li> <li>• SEND is identified quickly and action taken as a result of intervention to support pupil progress</li> <li>• SIMS is used effectively to track interventions for identified pupils</li> <li>• Learning walk shows support staff effectively deliver interventions to target pupils as a result of accurate assessment</li> <li>• Book scrutiny shows PP pupils of all ability groups engage with marking and feedback to improve outcomes independently</li> <li>• Additional adult provided for years 1/2/3 to respond to marking</li> </ul>	<ul style="list-style-type: none"> <li>• Apply 'Continuum of SEND' and use data to identify and monitor progress of pupils with additional needs.</li> <li>• Provision for pupils with additional needs to be actioned through the use of the provision map and regular monitoring by SENDCo and discussion at Pupil Progress Meetings.</li> <li>• Resource banks to be made available and signposted to pupils in classrooms, with intervention modelling to link directly to the use of concrete resources in unpicking misconceptions to encourage application in the classroom.</li> <li>• SIMs to be used to effectively track intervention in place and impact more effectively, with time given to staff to enable this to be completed fluidly.</li> <li>• Preparation and CPD time given to support staff to prepare for interventions</li> <li>• Improve engagement of vulnerable pupils with marking and feedback.</li> </ul>	<p>Pupils making significantly slower progress than peers or with significant attainment gaps are now more quickly identified and support put in place from a variety of agencies and services. The Continuum of SEND is in place and used to identify difficulties when discussing needs with parents, carers and other professionals.</p> <p>The SENDCo is involved during Pupil Progress meetings and pupils' needs identified and discussed as a part of this. Support is provided to staff to attend meetings with parents and make contact to discuss difficulties and provide support and information.</p> <p>Resources are available to all pupils in the classroom environment, but are also provided to pupils with identified needs in line with reports from other professionals.</p> <p>The use of SIMs has been explored and evaluated and a whole school system is being developed to meet the needs of our pupils more in a more timely and reactive manner.</p> <p>All support staff are in receipt of preparation and CPD time to prepare for intervention and group work. SLT provide training and ad hoc support to staff to meet pupil's needs.</p> <p>Book scrutiny has shown pupils of all abilities accessing feedback and responding to it. Disadvantaged pupils are less likely to respond without support / modelling. This is to be addressed in 2020-21 through the use of dedicated feedback</p>	<p>The importance of accurate and timely assessments has been identified through the use of the Continuum of SEND. As a result a comprehensive overview of assessment procedures as been produced to support staff in identifying slow and concerning progress. 'Whole Child Assessment' trackers are a new piece of work to enable staff to both identify and discuss pupils' needs more effectively to make timely judgements about SEND or additional provision.</p> <p>All pupils are discussed thoroughly at Pupil Progress meetings and needs and interventions discussed using in school expertise more effectively. Parent communication and engagement has increased, as have the number of Early Helps opened to support families and encourage multi agency working.</p> <p>A focus for 2020-21 is the appropriateness of modelled resources and so support staff have created their own bank of 'group specific' resources to support intervention as opposed to 'intervention space' generic resourcing. A focus of work needs to continue to be the transfer of resources and skills - including Steps to Success - to and from the</p>	<p>CPD for PFSO to use Eclipse to manage Early Helps.</p> <p>Cover for the SENDCo to attend multi agency and network meetings.</p>
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<p><b>G</b></p> <ul style="list-style-type: none"> <li>Learning walk identifies support staff have good subject knowledge and can apply school policies and accurate language to support pupils in remedying misconceptions.</li> <li>Book scrutiny identifies that intervention prevents pupils from falling behind and ensures they 'keep up' with all pupils.</li> <li>Staff voice identifies confidence in subject knowledge and pedagogy to raise standards</li> <li>Provision map identifies pupils with SEND support plans from external agencies accessing appropriate provision to meet needs and close the gap.</li> </ul>	<ul style="list-style-type: none"> <li>SENCo to review outside agency involvement and manage caseload weekly</li> <li>Identify with PFSO effectiveness of EHAs to support vulnerable pupils - academic, attendance and SEMH.</li> <li>Analysis of assessment data to identify pupils at risk of making less than expected progress and put in place provision to match needs</li> <li>Pupils in receipt of intervention discussed explicitly in pupil progress meetings and provision amended in response</li> <li>Book scrutiny to identify impact of FI across series of lessons and amend practice in response.</li> <li>Provide SLT training for TAs to improve subject knowledge and skill in identifying concrete strategies and models to underpin abstract concepts</li> </ul>	<p>The SENCo liaises between agencies effectively and a greater wealth of expertise is sought to meet pupil needs effectively. Parental engagement continues to be barrier to ensuring all disadvantaged pupils make expected progress and 'keep up' with peers due to lack of home support and little engagement with home learning tasks.</p> <p>Analysis has shown the parents of PP pupils are less likely to attend meetings and support with the completion of weekly homework such as reading and timetables clubs as well as return homework projects.</p> <p>Provision is tightly matched to both data analysis and staff knowledge of pupils' learning styles and needs. Pupil progress meetings as a result of assessment and data submission drive pupils provision.</p> <p>The impact of fluid intervention is clear in book scrutinies. Increasingly, pupils who undertake fluid intervention 'keep up' within a sequence of learning and do not fall behind peers. Fluid intervention employed in the afternoon can also be a barrier to accessing a broad and balanced curriculum and also to pupils developing cross curricular skills and knowledge. In 2020-21 the focus on 'in the moment' feedback and intervention through staff support for 'core' subjects should lessen this impact.</p>	<p>Engaging with parents and continuing to provide supportive mechanisms for meeting both pupil and parental engagement needs continues to be a focus of work in 2020-21.</p> <p>Investment in a homework club for targeted pupils has been identified as beneficial in supporting PP pupils to access support to undertaken home learning and will be employed in 2020-21.</p> <p>Developing a school needs driven system to effectively manage and review provision is a focus of work in 2020-21.</p> <p>Provision is planned for 2020-21 to enable pupils to access 'in the moment' feedback and undertake opportunities to improve learning outcomes within core lessons.</p>	<p>Resources purchased to support key pupils and parents during school closure.</p> <p>SLA for SIMs team.</p>
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iii. Wider strategies				
Desired outcome Check outcomes check with action / approach	Chosen action / approach	Estimated impact	Lessons Learned	Cost
<p><b>D</b></p> <ul style="list-style-type: none"> <li>Pupils articulate learning strategies and skills to apply in context using recall from memory.</li> <li>Pupils use prior learning across the curriculum to make explicit links and accelerate progress.</li> <li>Pupils with identified SEND articulate strategies to support themselves in learning effectively</li> <li>Pupils engage with learning with greater independence and make use of both taught skills and models and concrete apparatus to support learning.</li> <li>Intervention undertaken makes clear links between intervention sessions and teaching and learning in the classroom to promote independence and application of skills</li> <li>Pupils build memory books and apply knowledge across contexts</li> <li>Pupils develop the knowledge, skills and attributes to success in learning with</li> </ul>	<ul style="list-style-type: none"> <li>Develop memory programme of study with EP</li> <li>Embed the use of memory programme in school</li> <li>Improve rapid recall skills of pupils in maths - number clubs, and spelling - CEWs / vocab lists through interactive learning opportunities (Whole Brain Spelling and mental warm ups in Maths lessons)</li> <li>Introduction of 'Memory Book' with planned opportunities to construct and engage with it</li> </ul>	<p>A memory programme of study has been developed and shared with staff. Resources have been purchased to support staff in delivering this content. School closure meant that this piece of work was not completed.</p> <p>Data analysis shows that more pupils in lower school are accessing age appropriate number club assessments as a result of the new rapid recall focus. Where pupils have significant gaps in knowledge and skills in KS2 progress is slower. Early indications suggest that this model will prove valuable moving forwards as it is embedded.</p> <p>The memory book has been introduced - again it's usage limited by school closure. Early indications have identified the need for a clear structure / categorisation within it to support pupils in organising knowledge and making effective links.</p>	<p>Focus on memory across school from EYFS to Y6 focusing on auditory, visual and working memory. Programme of work in place and additional adult support purchased to enable its implementation.</p> <p>Memory and recall of knowledge and skills is to be developed in 2020-21. Characteristics of Learning is focus of school's work this year. Memory strategies are to be taught across the curriculum - making use of plenaries, forward and back chaining and new lesson structures to support the acquisition and rehearsal of knowledge.</p> <p>Work has been undertaken to support the classification of information within the memory book and also make links across subject areas and over time. This will be put into place in 2020-21 as part of a focus on memory and linking learning across foundation subjects.</p>	<p>EP service SLA</p> <p>Purchase of resources to support memory skills</p> <p>CPD for staff</p>

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<p>#</p> <ul style="list-style-type: none"> <li>Data analysis shows pupils attending school regularly – above 96%, and on time to access core lessons.</li> <li>Data analysis shows persistent absence in line with national.</li> <li>Analysis shows a decrease in the % of pupils arriving after session starts.</li> </ul>	<ul style="list-style-type: none"> <li>Application of rigorous attendance policy.</li> <li>Adherence to attendance policy by all members of the school community</li> <li>Deployment of EWO to challenge and track attendance</li> <li>Governors hold the SLT to account for attendance</li> <li>Positive reinforcement for pupils who attend well.</li> <li>Focus on punctuality and attending all session across a day - punctuality letters sent to key families</li> <li>EHAs offered to families where attendance is of concern and escalated as appropriate.</li> </ul>	<p>The attendance policy is used effectively to challenge poor pupil attendance. It is adhered to by all members of the school team.</p> <p>The EWO is used effectively to challenge and track attendance.</p> <p>Attendance continues to be an area where challenge is provided by Governors and additional analysis and information requested.</p> <p>Positive reinforcement has been embedded and continues to be developed over time.</p> <p>Punctuality has improved for a significant number of pupils over time, although a small group continue to be a cause for concern.</p> <p>Early Helps are used effectively to support families in need of additional support.</p>	<p>School closure presents a challenge in supporting children to attend school following wider reopening in September 2020.</p> <p>Work is underway to support their mental health and wellbeing to enable them to attend safely.</p> <p>Staff are also prepared to support and challenge families to ensure pupils do return to school in September - policy expectations are clear.</p>	<p>PFSO and EWO funding CPD for PFSO</p>
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## Additional work undertaken as a result of school closure to support disadvantaged pupils and their families

School closure from March 2020 impacted significantly on school's operations and ability to meet pupils' needs. Adjustments were made in order to meet their needs more effectively in light of the situation.

- **Food hampers were provided for pupils in receipt of FSM.**

Daily, and the weekly food supplies as a result of feedback were provided to families to enable them to feed their families during an enforced period of school closure. Feedback from families was positive, with many grateful for the weekly provisions, but also the opportunity to 'check in' with staff at the same time.

- **Teaching and learning was delivered remotely.**

Work was set on line for pupils in line with the models employed in school. Prior to lockdown pupils were trained on how to access materials and logons and usernames provided. This was also communicated to parents with the opportunity provided for them to check access and be supported by staff. Where difficulties accessing content were identified hard copies or technology support was provided by school. Work was differentiated and presented in line with usual school practice and all pupils could access appropriate learning intentions. All pupils were given pencils and books in order that they have materials with which to write. Access to online learning materials was extended to enable pupils to access content - particularly reading materials. 'How to guides' were provided for parents and published online to support them to access materials. When difficulties arose staff made phone calls, responded to email queries and provided alternatives and supportive materials for families.

- **Weekly check ins**

Vulnerable pupils and their families were contacted by members of the school's SLT and Safeguarding team to ensure they were safe and provide support as required. Families were identified by both their disadvantaged status and staff identification of vulnerability as a result of close relationships with pupils. Multi agency working continued through TEAMS meetings with both professionals and their families. Outreach support was employed and families supported through remote working. Vulnerable pupils undertook therapy and reading sessions remotely as well as had contact with key staff to 'check in'. Staff were also encouraged to use Marvellous Me and Purple Mash to respond to pupils. A display of pupils' work in response to engagement with staff has been created to celebrate their return to school and welcome them back.

- **Support materials provided**

Identified pupils and their families were provided with additional resources to support them during lockdown where the period of school closure was identified as posing a significant risk to their academic progress. Additional resources such as cubes, counters, fine and gross motor control materials and technological access were provided to identified families to enable them to continue supporting learning at home. Work was commissioned by the school's EP service to support pupils with anxiety or specific concerns regarding COVID-19, and staff sought out vulnerable pupils and families to share this work. Specific schemes of work were written for key pupils for whom lockdown would pose a particularly significant academic / progress barrier.

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- **Remaining open**

School remained open through the period of enforced closure. Staff provided education and support for vulnerable, disadvantaged and Key Worker pupils. When schools reopened more widely, staff actively sought out and invited key pupils and families to return to school to support them in transitioning into the 'New Normal' and also support them in closing the academic gap as a result of closure. School ensured pupils on site were safe by ensuring Safeguarding staff and protocols were maintained.