

**Mid Year Review: February 2021**

<b>Summary Information (Sept 2020)</b>					
Total PP budget	£188,760	EYPP budget		Date of initial PP Review	24.9.20
Total number of pupils	529	Number of pupils eligible for PP	167	32%	Date of review 1 (End of Spring 1)
Total number of SEN	64	Number of SEN pupils eligible for PP	25	39%	Date of review 2 (tbc)

**Context in light of the school closures and on-going insecurity around the continuing pandemic.**

**October 2020**

Since September all pupils have been taught in isolated bubbles according to the Government guidelines. This has resulted in bubbles being taught all day as discrete units with no interaction among any other of their year group peers. The only exception is the two SEND bubbles, Simmonds class and the Adapted Curriculum classes who work with pupils across year groups depending on SEND needs. Pupil premium children in these bubbles receive additional support and a higher ratio of staff due to the nature of the teaching than other bubble groups. All bubbles have assigned TA support as well as their designated class teacher.

At the start of the 19-20 academic year, North Beckton Primary School had 138 pupils registered eligible for the Pupil Premium. Since the beginning of lockdown (Mar 20), this figure has risen to 167, which represents an increase of approx. 10% in 6 months and currently pupils receiving the premium make up, on average, approx. a third of the whole school pupil cohort (32%). Some year groups have PP percentages as high as 40% +. This is a significant increase and brings with it an attendant obligation to consider the factors creating the rise and the resultant impacts to our pupils/classes/year groups.

This figure is anticipated to rise even further as the furlough scheme is phased out and more of our families face redundancy or failure to pick up any work previously based on zero-hour contracts, so we must anticipate ahead to future-proof the Pupil Premium provision to allow for various contingencies and flexibility to adapt to changing school environments. The national situation requires that the strategy for our Pupil Premium cohort dovetail with the whole school recovery plan, with a specific focus on our most vulnerable pupils returning safely to school, assessing the impacts of the lockdown both academically and socially and maximising the parental support available. The situation requires that we quickly establish any gaps or pastoral issues and create targeted strategies to address the findings in the short term, whilst looking ahead to plan for long term changes or returns to pre-lockdown running of school. This recovery strategy will be reviewed at the end of the Autumn term before adapting the proposed strategy for the remainder of the year and further actions will be dependent on events over the coming months.

## Post Covid-19 1st Lockdown - Recovery Planning – Autumn Term 1

### Main Priorities

#### Academic

##### Intent

- Assessing the academic gaps (baseline levels of attainment)
- Contingency planning for SEND pupils who will struggle with the format of “Bubble teaching” under current guidelines (Discrete SEND bubble/deployment Bespoke recovery curriculum). Additional staffing and support in class for SEND pupils who are able to be in classroom bubbles.
- Initial audit of pupils to ascertain consistency of learning environments at home, level of accessibility to digital devices etc.
- Skilling up all pupils to enable smooth transitions in both blended, virtual and home learning, should the need arise during the school year.

##### Desired impacts

- Accurate assessment of pupil starting points to enable correct pitch and repetition in initial teaching. Staff to feel able to differentiate successfully and prioritise individual pupil needs.
- SEND pupils have bespoke classroom environments and tailored curriculums to 1) match their individual level of need and 2) provide a smooth transition back into school
- Resources provided (both digital and physical) that can remove/alleviate barriers to learning at home
- All pupils feel comfortable and confident in virtual/remote learning systems to access learning from home should the need arise

#### Mental Well-Being

- Pupils experiencing very challenging family life situations during lockdown return to school in safety and confidence
- Pupils can access additional services within school to support their emotional needs if needed on return (Place2Be etc).
- Low self-esteem/self-confidence issues and engagement with learning addressed through introduction of focussed Well-Being Curriculum (Time for Us)
- Mental Health issues identified following lockdown as and when they arise
- Provide a suite of support for those pupils not returning to school (phone call monitoring, home-visits, at home learning opportunities)

- Smooth and confident transitions back into the school/classroom environment. Pupils re-establish positive relationships with staff and peers.
- Restoring emotional well-being of some pupils and raised aspirations.
- Pupils to continue at North Beckton as confident and determined learners ready to succeed in continued education
- Return to school (in phased capacity) where necessary. Enable all pupils to access the curriculum.

#### Family Support

- Assistance with any issues arising from the digital divide seen in lockdown
- Create secure attendance protocols in the case of suspected Covid cases: Poor attendance and punctuality identified early and strategies implemented to reduce absence.
- Clearly devised contingency planning to provide work and support at home for any pupils, ill, self-isolating or not physically in school due to bubble closures
- Consideration of how additional catch up funding is used to support pupils from low-income families and the other target groups who just fall short of the PP eligibility criteria and have difficult circumstances (e.g. parents/carers who are reliant on wrap-around care that the school provides in order for them to return to work).

- Increase the proportion of pupils accessing the blended curriculum virtually.
- Increased levels of positive communication with parents during Covid Restrictions
- Increased levels of uptake to Study Bugs apps
- Increased levels of blended curriculum understanding, with parents/carers more comfortable with the digital offer and protocols.
- Overall Attendance for PP pupils remains above 95%
- Higher level of engagement with Google Classroom platform
- All pupils in low income families/challenging life circumstances have access to full range of pastoral and academic offers from the school.

## Review point 1: February 2021

Spring 1 2021 - Lockdown						
Total number of pupils on roll 3.2.21.	539	Number of pupils eligible for PP	198	37%	Number of PP pupils in school bubbles during 2nd lockdown	49 pupils 24.9% of whole PP cohort
Total number of SEN	64	Number of SEN pupils eligible for PP	25	39%	Number of PP pupils given a device to work with from home during 2nd lockdown	79 pupils 39.9% of whole PP cohort

At the start of the second national lockdown in January, the Pupil Premium list was reviewed by SLT who then invited those considered most vulnerable into school as part of the Key Worker/Vulnerable bubbles still being taught in school, not all of the those identified have taken up this offer and so focused attention in terms of monitoring these pupils has been applied. The lockdown has again changed the onus and foci of the original strategy and we have had to be pragmatic and flexible in our approach, concentrating more in certain areas and less in others which do not match the immediate and significant needs of this cohort brought on by the national restrictions and subsequent lockdown requirements of remote learning.

As part of the process of this mid-point review, we have colour-coded the areas of the strategy according to the degree of implementation undertaken to this point and have changed/amended/reprioritized in line with the level of need as the year transpired, for example addressing the digital divide by supplying devices, internet booster devices and careful monitoring of pupils working at home through regular phone calls and home visits. At the time of writing we are still awaiting the Government roadmap announcement which indicates when the remainder of the Pupil Premium cohort will return to school which will require even further review and adaptation to the strategy as impacts become more apparent.

Since October, the numbers of pupils now eligible for the Pupil Premium have risen even higher with 198 pupils eligible at the beginning of February. This represents 37% of the whole school, with Years 4 and 2 approaching half the total number of pupils in these years. This is in line with our expectations but does put a considerable burden on the school in terms of this year's funding as the 20-21 budget is based on the previous year's census figures.

We must continue to be very mindful of the fact that many families are receiving the premium for the first time as a result of a significant change in their circumstances and therefore these pupils and families in particular, will need to be carefully assessed, monitored and supported as they return to school and the academic year continues

Post Covid-19 Lockdown - Recovery Planning - Spring/Summer 2021 - Main Priorities in addition to focus areas for the remainder of the year	
Academic	
Intent	Desired impacts
<ul style="list-style-type: none"> <li>Assessing the academic gaps (current levels of attainment)</li> </ul>	<ul style="list-style-type: none"> <li>Accurate assessment of pupil starting points to enable correct pitch and repetition in initial teaching. Staff to feel able to differentiate successfully and prioritise individual pupil needs.</li> </ul>
Mental Well-Being	
<ul style="list-style-type: none"> <li>Pupils experiencing very challenging family life situations during lockdown return to school in safety and confidence</li> <li>Pupils can access additional services within school to support their emotional needs if needed on return (Place2Be etc).</li> </ul>	<ul style="list-style-type: none"> <li>Smooth and confident transitions back into the school/classroom environment. Pupils re-establish positive relationships with staff and peers.</li> <li>Restoring emotional well-being of some pupils and raised aspirations.</li> </ul>
Family Support	
<ul style="list-style-type: none"> <li>Assistance with any issues arising from the digital divide seen in lockdown</li> <li>Reestablish secure attendance protocols. Poor attendance and punctuality identified early and strategies implemented to reduce absence.</li> <li>Clearly devised contingency planning to provide work and support at home for any pupils, ill, self-isolating or not physically in school</li> </ul>	<ul style="list-style-type: none"> <li>Increased levels of positive communication with parents during Covid Restrictions</li> <li>Overall Attendance for PP pupils remains above 95%</li> <li>All pupils in low income families/challenging life circumstances have access to a full range of pastoral and academic offers from the school.</li> </ul>

## Focus Areas throughout the remainder of the academic year

### Intent and Desired Impacts

#### Academic

- Continue to prioritise consistently good and outstanding teaching as the first point of intervention
- Understanding the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good

- Increase levels of engagement with learning.
- All pupils to achieve higher than National Averages in all subject areas and at all comparable points.
- Measureable reduction in gaps analysis between groups over cohort's journey through school

#### Mental Well-Being

- Pupils experiencing very challenging family life situations consider themselves safe and happy within school and are able to access services within school to support their needs.
- Low self-esteem/self-confidence issues and lack of engagement with learning identified early and intervention put in place

- Improved emotional well-being of some pupils and raised aspirations in most.
- Pupils to leave North Beckton as confident and determined learners ready to succeed in their various secondary schools.

#### Social Development

##### (Widening Horizons)

- Community identity: Lack of acceptance and tolerance of different groups within parts of the community.
- Limited real-life experience beyond the immediate vicinity of Beckton and limited exposure to a wider variety of new enrichment opportunities.
- Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas.

- Different demographic groups within the community have a shared vision for the children at North Beckton.
- All pupils to have equal opportunity to build cultural capital and broader understanding of possible career pathways
- Maximise the potential and aspirations of our pupils

#### Family Support

- Parental/Carers abilities to be able to sufficiently support their children's learning (particularly when pupils reach UKS2)
- Poor attendance and punctuality consistently challenged and strategies implemented to reduce absence
- Consideration of how additional funding is used to support pupils from low-income families and the other target groups who just fall short of the eligibility criteria and have difficult circumstances e.g. parents/carers working extremely long hours, night shifts and short-term contract work

- Increased levels of curriculum understanding with parents.
- Higher level of engagement and return with homework activities.
- Overall Attendance for PP pupils is above 95%
- Proportion of funding allocated for whole school initiatives to encompass the needs of all pupils

## Planned Expenditure:

**How we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies over the next academic year.**

Academic			
Strategy	Intent: (Rationale)	Implementation	Desired Impacts
<p>Drama Workshops £7,000</p> <p>Staff Lead:</p>	<p>In house workshops for all pupils in light of severely reduced external educational visits.</p> <p>Due to generally limited access to the Arts, the drama workshops are tailored to the curriculum needs and enable students to have exposure to drama techniques and to engage in their topic work at an alternative or deeper level.</p>	<ul style="list-style-type: none"> <li>● All year groups to have additional drama workshop input at some point in the academic year.</li> <li>● YGL's to build into schemes of work and lesson planning where appropriate</li> <li>● Teaching staff learn additional strategies in drama teaching which can be embedded in other curriculum areas (such as new Power of Reading lessons) (INSET Zoom sessions have been scheduled- Spring 2 as part of Staff Meeting rota)</li> </ul> <p>3 year groups + SEN bubble classes delivered bespoke in school drama sessions</p>	<ul style="list-style-type: none"> <li>● Higher level of engagement with and understanding of text types</li> <li>● Further development of speaking and listening skills demonstrated through Big Outcomes in year groups</li> <li>● To continue to incorporate into SOW wherever possible especially with a mind to Big Outcome events and assemblies to enhance parental engagement</li> <li>● Ability to express emotion more clearly</li> </ul>
<p>Teacher/Pupil learning discussions 2x a year £5,000</p> <p>Staff Lead:</p>	<p>Recognising the importance and impact of pupils being able to articulate their own learning, progress and targets.</p> <p>Regularly shared conversations between pupils and their teachers redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	<ul style="list-style-type: none"> <li>● Pupil Discussions and target setting to be reviewed and undertaken over two key points in school year.</li> <li>● Discussions to be quality assured by SLT.</li> <li>● Pupils asked to discuss learning styles and targets during informal drop-ins/peer review days.</li> <li>● YGLs to evaluate their effectiveness during faculty meetings and phase meetings.</li> <li>● Process of target setting discussed and shared across YGL's and agreed ensuring higher level of consistency across the school</li> <li>● Review process to amend/improve</li> </ul> <p>Teacher/pupil/parent discussions replaced by weekly/fortnightly phone calls home during lockdown to discuss remote learning progress and next steps.</p>	<ul style="list-style-type: none"> <li>● Children have increased ownership of learning / identifying their areas of development – can articulate their own areas for development and understand steps to achieve these targets</li> <li>● Feedback that the process is worthwhile and identifies/highlight issues and concerns – unique opportunity to discuss learning with pupils.</li> <li>● Staff to feel comfortable to discuss targets and assess alongside pupils</li> </ul>

<p>Additional teachers/tutoring £30,000</p> <p><b>February 21: Decreased to £25,000</b></p> <p>Staff Lead:</p>	<p>Additional funding to provide extra high-quality teachers during morning sessions to teach groups of children allowing all group sizes to be smaller.</p> <p>Reducing any attainments gaps created through lockdown</p> <p>Maintaining above national average in all key measurable data sets in Year 2/6</p> <p>Deployment of TTLT specialist staff to assess</p>	<ul style="list-style-type: none"> <li>• The progress and attainment data for the additional teachers' groups will be analysed in the termly Pupil Progress documents.</li> <li>• Referral process to specialist staff reviewed and streamlined via SEND teams. Increase whole staff understanding of process</li> <li>• Monitoring progress through book-looks, drop-ins and peer reviews</li> <li>• Year Group reviews to identify areas of development or outstanding practice</li> <li>• Continually review staffing structures for 2020-21 academic year to target those with highest need.</li> </ul>	<ul style="list-style-type: none"> <li>• School data (2018-19) indicate that PP premium gaps are minimal in UKS2 and that pupils are generally on track to achieve their target grades.</li> <li>• Incremental reduction in attainment gaps as a pupil journeys through school.</li> <li>• Attainment gaps created by lockdown are incrementally reduced.</li> <li>• Clearer and faster access to SEND specialist teaching and input where appropriate</li> </ul>
<p>Before and After School Booster sessions for target children + 1-2-1 Tutors for specific curriculum interventions</p> <p>£8,000</p> <p>Staff Lead:</p>	<p>Utilise funding to target PP children for specific interventions depending on their needs.</p> <p>These will include additional literacy and numeracy sessions or specific speech and language sessions during the day.</p> <p>Ensure that there are limited gaps between attainment and progress result for all PP children in relation to their non-PP peers.</p> <p><b>This will be an area of particular focus following the return of children into school after the Spring lockdown.</b></p>	<ul style="list-style-type: none"> <li>• The quality of the sessions being delivered will be monitored by AHTs on a regular basis and more formally through the whole school peer review process</li> <li>• All targeted pupils have access to additional catch up tuition and booster sessions, particularly in Years 2 &amp; 6.</li> <li>• All targeted Year 2 to have at least one core booster and are felt to be successful in targeted intervention around specific learning including phonics input</li> <li>• Year 5 pupils: Maths and Reading boosters proactively and plug gaps before pupils reach Year 6.</li> <li>• Target intervention groups for building resilience across KS2.</li> <li>• PP data now monitored on half termly basis through Year Group data analysis. Any gaps identified and intervention then put in place to address these gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress data reports for each year group as well as the termly whole school data reports highlight the progress and attainment of PP v non-PP pupils.</li> <li>• Raise online data and FFT data will also distinguish between these groups.</li> </ul>
<p>A Time for Us Curriculum (including Well-being)</p>	<p>Time for Us has a more in depth focus on pupil/staff well-being, developing positive mental health and pandemic recovery</p>	<ul style="list-style-type: none"> <li>• Philosophy for Children (P4C) to continue within the curriculum linked with a focus on resilience and collaboration (new staff to receive training)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupils' confidence and articulation at whole school concerts, school council meetings and assemblies throughout the year.</li> </ul>

<p>£3,000</p> <p>Staff Lead:</p>	<p>Placing A Time for Us at the heart of the curriculum with equal time weighting as core subject. Results from the EEF, suggest that pupil well-being has the biggest positive impact on KS2 results among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Mental Health First Aid training to continue with appropriate staff.</li> <li>• Public speaking opportunities increased and the use of drama within the classroom and through extra-clubs to be further embedded</li> <li>• Introduce, timetable and deliver the new Time for Us Curriculum daily lesson across the whole school.</li> <li>• Further up- skilling staff of P4C/BLM understanding</li> </ul>	<ul style="list-style-type: none"> <li>• New curriculum to be more streamlined and relevant to the issue facing our pupils including a positive influence on the wider outcomes such as pupil’s confidence to speak, listen and general self-esteem</li> <li>• Increased levels of resilience, resourcefulness and independence among pupils</li> <li>• Well developed and clear whole community ethos</li> <li>• Pupils to see and experience their diversity embedded in the curriculum delivered</li> </ul>
<p>Reading support for targeted children</p> <p>£15,000</p> <p>Staff Lead:</p>	<p>Reading Recovery interventions have been successful in improving pupils reading who have low reading levels. We will utilise the RR teacher and have a focus on the PP children who are failing behind in KS1 to ensure that the intervention happens early to encourage reading success at KS2</p>	<ul style="list-style-type: none"> <li>• RR teacher to provide an initial and final benchmark assessment to establish a baseline and provide evidence of improvement particularly in KS1.</li> <li>• RR Teacher to monitor progress and creates individual reading graphs</li> <li>• RR Teacher to deliver training to relevant staff to cascade expertise across the teaching and support staff</li> </ul> <p>The Reading Recovery Program was a focus of Autumn 2 which will continue on the return of the pupils</p> <p>During Lock-Down 2: 1-1 Reading sessions conducted via Zoom with RR teacher for identified group of struggling readers or those with limited access to reading materials.</p>	<ul style="list-style-type: none"> <li>• Data to demonstrate positive results and outcomes for the pupils that receive the targeted support</li> <li>• Improvement in reading stamina and comprehension in Key Stage 1</li> <li>• Some teaching and support staff able to reading recovery strategies to enhance pupil reading outcomes</li> </ul>
<p><b>Total Costs</b></p>	<p><b>Budgeted Sept: £68,000</b></p>	<p><b>End of Year:</b></p>	

Mental Well-being			
Strategy	Intent: (Rationale)	Implementation	Desired Impacts
Half-termly VCM meetings/ Safeguarding team meetings  £6,000  Staff Lead:	When combining the number of pupils in the school with the variety of needs presented by many pupils and the number of mid-phase admissions, as a school we felt it is important to find ways to ensure all necessary information is being shared with the relevant adults so all pupils are able to fully access learning; these half-termly Vulnerable Children's Meetings are this forum.	<ul style="list-style-type: none"> <li>• Key pastoral workers, SMT and teaching staff all in attendance at these meetings to provide holistic commentary updating current situation.</li> <li>• Checks made to ensure necessary actions from previous meetings have been undertaken.</li> <li>• Full minutes are taken and relayed to all attendees as a record of discussions and agreed actions.</li> <li>• Feedback of information to other staff (as appropriate) to ensure clear lines of communication continue.</li> <li>• Pupils Premium pupils discussed as a discrete group at the start of all VCM meetings – higher profiles and understanding of PP pupils needs as a result across both teaching and pastoral support staff.</li> <li>• VCM meetings undertaken half termly continue to identify pupils vulnerabilities as they arise</li> <li>• Key families identified that fall beyond the PP criteria and receive additional support with key worker assigned.</li> <li>• Dedicated VCM feedback to teachers via allocated Directed Time sessions; this enables time for specific conversations and higher degree of understanding and involvement of teaching staff in particular.</li> <li>• Safeguarding meetings held weekly with pastoral staff</li> </ul> <p>VCM meeting continued on line during lockdown.</p>	<ul style="list-style-type: none"> <li>• Interventions or targeted support can then be applied specifically to the individual year groups.</li> <li>• All vulnerable pupils and families are known to the necessary professionals and appropriate support and monitoring is in place to ensure child's needs are being met and any barriers to learning are being address.</li> <li>• All pupils receive timely and targeted support necessary to their individual ciricumstances.</li> <li>• Children and families feel safe at school and supported to be able to bring any concerns to us and ask for help if needed.</li> <li>•</li> </ul>
Personalised Pupil Premium Plan £5,000	Following audit of PP pupils: pupils identified as most vulnerable to be offered bespoke programmes of interventions to meet specific needs.	<ul style="list-style-type: none"> <li>• Key worker for each pupil assigned.</li> <li>• Individual programme of support in place for each of the identified 'most vulnerable' pupils.</li> <li>• PP Review Meetings to take place termly with teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Combined and coordinated programmes of support for these most vulnerable families mean that families feel supported and able to access the support that is being offered.</li> <li>• As all of these families have a number of agencies supporting them, the school is seen by the families as their lead professional and one that fully understands their needs.</li> </ul>

Staff Lead:		<ul style="list-style-type: none"> <li>Progress of these pupils to be monitored against 4 focus areas of PP strategy</li> <li>Review of the support plans to be examined – Endpoints need to be established and embedded</li> </ul>	
<p>Pastoral Team and Family Support</p> <p>£45,000</p> <p>Staff Lead:</p>	<p>Our pastoral provision enables teachers to devote their full time and attention to teaching while pastoral issues with children and families are supported by this team. We plan to support parents/carers through coffee mornings, workshops and drop in sessions which support their children with social, emotional and mental health issues.</p>	<ul style="list-style-type: none"> <li>Learning mentor deliver social skills and self-esteem groups, behaviour support and one-to-one support for specific pupils as necessary.</li> <li>Develop effective working relationships with particular children and their role is instrumental in supporting our most vulnerable PP pupils in the school.</li> <li>To embed the new Restart programme as part of the reviewed Behaviour Policy</li> <li>Weekly Safeguard Meetings in place with clear actions for pastoral team members.</li> <li>New Restart programme is running and embedded – reduction in number of Restart incidents recorded</li> <li>Social skills and self-esteem groups are running</li> <li>Tracking of Interventions to be reviewed to improve further understanding of impacts</li> <li>Develop clearer understanding of pathways for pastoral support in line/dovetailing with other support being offered by the school e.g. School Councillor/Music Therapy/Place2Be etc.</li> </ul> <p>Due to the social distancing restrictions and regulations surrounding bubble teaching and lockdown much of the group work/1-1 support has to be curtailed. Pastoral team has refocused on supporting target parents with ongoing learning, social issues arising. During lockdown very frequent contact being made with most vulnerable families.</p>	<ul style="list-style-type: none"> <li>All stakeholders are aware of the different tiers of support available and are clear about how to access these options as appropriate.</li> <li>Pupils will need the necessary support they need in a swift and efficient matter to ensure that issues are not unnecessarily escalated to external services.</li> <li>The pastoral provision within school is effective and efficient in offering the support needed to targeted pupils.</li> </ul>
Music Therapist / Music tuition	Music therapy sessions develop communication, cognitive emotional skills and independence in some of our	<ul style="list-style-type: none"> <li>Pupils are tracked along a scale which measures the child's ability in each area which goes from 'not</li> </ul>	<ul style="list-style-type: none"> <li>Individual weekly summary reports for each child highlights the area they have been working on, many of which are around the</li> </ul>

<p>£12,000</p> <p>Staff Lead:</p>	<p>most vulnerable pupils or those who struggle with social interactions which creates an immediate set of barriers to learning.</p> <p>Five key areas for development are addressed within the regular sessions : Use of voice, Attention and Awareness, Play and Creativity, Emotional Well-Being , Relating to others</p>	<p>connecting to connecting to initiating to exploring to resilience' at various points throughout the year</p> <ul style="list-style-type: none"> <li>Regular liaison with teaching staff and SLT in relation to feedback.</li> <li>Reporting back findings to parents termly either through conversations or contributions during Annual Review Meetings.</li> <li>A music therapy report is submitted to the school at the end of the school demonstrating outcomes and progress for all 1 to 1 session pupils</li> <li>Target students identified as most suitable for this therapy via the VCM/SEND referral channels and staff consultation.</li> </ul> <p>This service has continued through lockdown, both in school and via regular phone call home to pupils remote learning.</p>	<p>areas of self-expression, communication and confidence will demonstrate steady and consistent progress.</p> <ul style="list-style-type: none"> <li>Early identification of safeguarding concerns raised with sessions</li> <li>Highly effective therapy for specific targeted pupils provides part of suite of interventions to support most vulnerable pupils</li> <li>Pupils to demonstrate lower levels of anxiety, improved attendance, communication skills and behaviour issues compared with pre-intervention.</li> <li>Improvements shown in all five key areas post-support.</li> </ul>
<p>Place2Be Counselling Service</p> <p>£20,000</p> <p>Staff Lead:</p>	<p>The level of pupils' emotional needs within the school remains very high. The other counselling provisions within the school have waiting lists and are supporting pupils with the highest level of need. Place 2 Be enables pupils with lower-level presenting needs to also access the support required.</p>	<ul style="list-style-type: none"> <li>New School Project Manager appointed and relaunching service within school two days a week.</li> <li>Referred/targetted children will be able to be seen for short or mid-term 1-1 interventions along with their parents/carers being able to access support also.</li> <li>All children will have the option to self-refer into the Place 2 Talk service.</li> </ul> <p>This service has continued through lockdown, supporting both parents/pupils at home via Zoom/phone calls as well as pupils at school in Key worker/Vulnerable bubbles.</p> <p>In addition, sensory sessions for all KS2 bubble pupils have been delivered with a well-being focus at the centre of the activities.</p>	<ul style="list-style-type: none"> <li>Pupils who are presenting with medium level emotional needs will be able to be supported more effectively and in a more timely manner</li> <li>Parents and staff will be supported in understanding the child's needs and ways they can support within the classroom and the family home.</li> </ul>
<p><b>Total Costs</b></p>	<p><b>Budgeted Sept: £88,000</b></p>	<p><b>End of Year:</b></p>	

## Social Development (Widening Horizons)

Strategy	Intent: (Rationale)	Implementation	Desired Impacts
<p>Residential visits and subsidised educational visits/outreach opportunities within school</p> <p>£5,000</p> <p>Feb 21: Decreased to £3,000</p> <p>Staff Lead:</p>	<p>Discussions and questionnaires with our pupils in previous years have highlighted the limited experiences many of them have beyond school, home and a very small locality radius. Added to this the increased focus on vocabulary within the new reading curriculum has hampered our pupils' ability to achieve the higher/exceeding levels within the end of Key Stage tests due to their limited vocabulary base. As such, we are attempting to address these issues by offering all of our pupils a variety of different experiences, in a wide range of places, in order to support their social and cultural development through real life experiences.</p>	<ul style="list-style-type: none"> <li>● The trips and visits are an integral part of our wider curriculum at North Beckton and will be used at the start or end of topics to either launch or consolidate learning respectively; they include a minimum of once a term visits per class following the Covid Restrictions have been lifted and school groups are permitted to return to public transport etc.</li> <li>● Year groups then utilise the learning within the topic and through the trips to create termly 'Big Outcomes' which are presented to parents, through which the learning, and therefore the impact, can be seen.</li> <li>● These visits, as well as to museums and places of interest also include outdoor and adventurous pursuits for pupils in years 4-6, as well as an overnight residential for those in Year 5 and 6.</li> <li>● Increase level of outreach from external sources into school (virtual gallery tour, visitors into school)</li> <li>● Invite external providers to create 'in-school residential experiences' such as Fairplay House</li> </ul> <p>It is recognised that with the National Restrictions in place seemingly until next academic year the ability to go beyond only local trips will be limited. More funding to be applied to residential experiences for Years 4-6 in the next academic year.</p>	<ul style="list-style-type: none"> <li>● Pupils' confidence in being able to access and engage in their learning in different environments will be improved.</li> <li>● Pupils will make stronger and deeper links in their learning through knowledge and skills acquired on these visits.</li> <li>● SEND children have further access to the local area educational visits and further afield to meet their individual learning targets about independence and social developments.</li> <li>● Writing within pupils' books and Big Outcomes will show evidence of the utilisation and impact of the various visits and trips.</li> <li>● Development of individual pupil's cultural capital</li> </ul>
<p>Pupil Voice</p> <p>£3,000</p>	<p>The various pupil leadership programmes in the school are to support pupils in developing their leadership skills and taking</p>	<ul style="list-style-type: none"> <li>● Continued use of the Debate Mate programme following successes with competitions.</li> <li>● The school's pupil leadership programme (including school council, sports leaders, playground - lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>● Improvements in the confidence, resilience and clarity of articulation with the pupils</li> <li>● Pupils to show increased confidence in leading others and have offered suggestions on their ideas about how to improve the school</li> </ul>

<p>Staff Lead:</p>	<p>increased ownership of their school building and learning. Debate mate is a successful National programme designed to address the limited experience of talking for and to different audiences, which then increases confidence and resilience in pupils in other areas.</p>	<p>leaders) is now established with a number of PP pupils participating as leaders.</p> <ul style="list-style-type: none"> <li>Majority of lunch leaders recruited and in place are in receipt of PP</li> <li>Increase in the amount of equipment available for the pupils to engage in during lunch breaks</li> <li>Year 6 buddies on LSK2 trips are PP pupils</li> <li>School Council – high proportion of these are PP pupils</li> </ul> <p>All mixed group activities not possible under National Restrictions - to be a focus of summer term.</p>	<ul style="list-style-type: none"> <li>Reduction in the number of behaviour incidents to Restart during the lunch break.</li> <li>An increased sense of community and ownership of the school property</li> </ul>
<p>Playground Reading Bus £1000 Staff Lead:</p>	<p>Through various forms of feedback from the pupils they have repeatedly requested quieter spaces in the playground to be able to engage in different activities at lunchtimes and breaks. Alongside this, the need to develop a ‘love of reading’ with our pupils has come out through our SEF; this playground based provision will support both of these areas.</p>	<ul style="list-style-type: none"> <li>Refurbishment of the bus into a new shared quiet space based on all stake holder opinions.</li> <li>Timetabling the space into different year groups curriculum</li> <li>Once usage is underway, reflect on its effectiveness and adapt if needed.</li> </ul> <p>Currently being used by Nursery - Year 2 bubble groups during the lockdown.</p>	<ul style="list-style-type: none"> <li>Pupils will report a more enjoyable and productive use of the playground space and playtimes; this will be mirrored by a decrease in the number of inappropriate behavioural incidents within the playground.</li> <li>Pupils, staff and parents/carers will show an increased ‘love of reading’ through the variety of activities that happen on the bus as part of our new reading curriculum.</li> </ul>
<p><b>Total Costs</b></p>	<p><b>Budgeted Sept: £9,000</b></p>	<p><b>End of Year:</b></p>	

Family Support			
Strategy	Intent: (Rationale)	Implementation	Desired Impacts
Parenting support including reading workshops and contribution towards TTLT Family Support Worker  £6,000  Staff Lead:	<p>Some parents lack the knowledge and skills to enable them to support their children with homework and reading tasks. Offering parental workshops will equip parents with the skills they need to improve the level of support in Reading, Writing and Maths, empowering them to be a more pro-active part of their children's education.</p> <p>Resource Provision parents sometimes lack knowledge regarding the specific level of need and strategies to employ to assist in learning and development of their children with very specific needs.</p> <p>Use of FSW for more complex family issues will enable teaching staff to remain focused on the teaching and learning with their pupils.</p>	<ul style="list-style-type: none"> <li>English, Maths and Science lead teachers to implement workshops across phases with age-appropriate content.</li> <li>Specific workshops unable to go ahead but during lockdown specific support for parents with remote learning supplied through a range of activities e.g. regular phone calls, how to videos, TTLT youtube videos etc.</li> <li>Inclusion Team: specific targeted parents to attend SEN workshops from experts in the areas of need e.g. Autism/EHCPs. Parents to be invited as appropriate.</li> <li>Increased number of parental workshops focussing specifically on curriculum e.g. reading, phonics KS1/2 Maths and English, EYFS specific stay and play etc.</li> <li>Inclusion Team Coffee mornings: specific targeted parents to attend SEN workshops</li> <li>Time 4 Us afternoons to share learning in this curriculum area.</li> <li>Put in place a crèche during the workshops as parents have specified that they cannot attend due to having younger siblings to look after.</li> <li>Use website to share resources and suitable learning activities with parents/carers.</li> <li>Increased amount available during lockdown period.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will feedback that they feel increasingly confident in supporting their children's learning and keen to engage with the school in finding out more about what they have been learning.</li> <li>Parental turnout at parents' evenings will be 98%</li> <li>Using information gathered from parental feedback to tailor the workshops to the specific needs of our parents going forward.</li> </ul>
Attendance and Behaviour celebrations  £1,000	<p>Case studies suggest that where schools have identified poor attendance as a barrier to learning among PP pupils, one of the key issues</p>	<ul style="list-style-type: none"> <li>Attendance data reports will be collated weekly in order for SLT to determine groups of pupils that may need more attention and these are discussed during VCM meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Current whole school attendance in line with national expectations with no difference between attendance of any particular group and in particular no difference between PP and non-PP</li> <li>Significant decrease in Restart Visit numbers recorded</li> </ul>

<p>February 21: Increased to £3,000</p> <p>Staff Lead:</p>	<p>is around the lack of value parents placed on education.</p>	<ul style="list-style-type: none"> <li>Weekly celebration assemblies which celebrate and reward good attendance, offering incentives to achieve 100% will become an integral part of improving attendance at North Beckton.</li> <li>Parental workshops, building closer home/school links; closing the gap between the school and community</li> <li>Positive behaviour and attendance celebrated with increased levels of engagement with all pupils.</li> <li>Continued tracking of restart visits to establish trends</li> <li>Identify specific pupils from Restart list if multiple visits. To date levels of "re-visits" are relatively low.</li> </ul> <p>Weekly awards and vouchers sent home during lockdown. Weekly celebration assemblies conducted in Year groups via Zoom, where attendance and behaviour is celebrated.</p>	<ul style="list-style-type: none"> <li>Increase in both the capacity and uptake of remote learning.</li> <li>During Lockdown: Increased engagement in remote learning. 95% of pupils regularly attending Zoom live lessons and submitting work for assessment through the G-Suite platforms.</li> </ul>
<p>Breakfast Club / 6 O'clock club</p> <p>£3,000</p> <p>Staff Lead:</p>	<p>Evidence suggests that pupils who have access to wrap around care through extended school provision are more punctual, have improved attendance, are more ready to learn and have additional support to complete homework and reading tasks.</p>	<ul style="list-style-type: none"> <li>Tracking the number of PP pupils that attend Breakfast Club</li> <li>Build in incentives to attract more PP families to attend, e.g. free service for PP pupils as part of a wider package of support.</li> <li>Parents of PP pupils to receive letter (Autumn 2) inviting them to Breakfast club with zero cost incentive.</li> </ul> <p>Wraparound care made available to all pupils in the Key worker/Vulnerable families still attending school.</p> <p>48% of pupils accessing breakfast club during lockdown 2 are in receipt of the pupil premium</p>	<ul style="list-style-type: none"> <li>Higher proportion of PP pupils to attend both clubs</li> <li>Spaces offered to most vulnerable pupils to provide respite for families facing challenging circumstances</li> <li>Further development of social and life skills among PP cohort.</li> </ul>

		37.5% of pupils accessing 6 o'clock club during lockdown 2 are in receipt of the pupil premium	
Lunchtime and Afterschool Clubs  £6,000  Staff Lead:	<p>Social and Emotional Learning through an extended whole school offer can add +4 months impact per year per pupil onto their academic achievements.</p> <p>As such, we have decided to utilise some PP funding to support pupils and their families to positively engage with extra-curricular activities and promote enhanced physical fitness.</p> <p>Initially, to enable Covid Secure systems to remain in place, after-school club structures will need to be delivered via small bubble units which result in different staffing capacity requirements.</p>	<ul style="list-style-type: none"> <li>Increased staffing capacity (especially in the Autumn Term) to enable Covid Secure clubs to be run</li> <li>Consideration/alteration of the after-school club menu in conjunction with any boosters or tutoring intervention (see above) to best match the specific recovery needs of the pupils (e.g. increased sports offers)</li> <li>Increased focus on promoting healthy living/physical fitness through enhanced sporting activities</li> <li>Gather feedback from parents and children regarding preferred/most supportive activities</li> <li>Feedback from pupils and parents will inform the types of activities offered and ensure that we offer those of the most beneficial impact</li> <li>Continue to promote the use of afterschool club among PP families</li> <li>Review and amend the registers used for afterschool clubs to enable more efficient tracking</li> </ul> <p>Afterschool clubs to recommence following the whole school returning back following 2nd lockdown.</p>	<ul style="list-style-type: none"> <li>Raised numbers of pupils attending clubs this calendar year. (Approx 80% of all pupils attended during school year 2019-2020 – up to the point of lockdown). PP pupils to be brought in line with this number.</li> <li>Specific clubs (Boys/Girls/Debate) for PP/VCM pupils who are struggling and are tailored to specific needs</li> <li>Improving fitness levels of pupils</li> </ul>
Community celebration events  £2,000  Staff Lead:	<p>School level approaches which reinforce the school ethos of 'We all belong', which also aims to support greater engagement in learning and attendance.</p> <p>Some PP funding to be earmarked for school wide initiatives to support</p>	<p>Many of these events are either linked to a celebration of the curriculum learning or are initiated by the School Council as areas they want to focus on. e.g.</p> <ul style="list-style-type: none"> <li>Cultural Celebration days</li> <li>End of Unit – Big outcomes sharing with parents</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and their families will show an increased engagement in their learning and the school and there will be a decrease in the number of hostile incidents between parents from different community groups.</li> <li>Big outcomes will be embedded more frequently into the curriculum outcomes in KS1 and LKS2 with higher degree of curriculum transparency for parents and engagement across the community.</li> </ul>

	<p>pupils and their families to positively engage with each other and celebrate the representative diversity of the local area.</p>	<ul style="list-style-type: none"> <li>o Whole school charity events such as Comic Relief/Children in Need/Macmillan Coffee and Cake sale/End of Term Fayres</li> <li>o Sports Day</li> <li>o Mother’s and Father’s Day</li> <li>o Quiz Nights</li> <li>o NSPCC Number day</li> </ul> <p>Online whole school event during lockdown will include Junior Bake off competitions and World Book Day.</p>	
<p>All current strategies for pupils just above the PP eligibility criteria</p> <p>£5,000</p> <p>Feb 2021: Increased to £10,000</p> <p>Staff Lead:</p>	<p>Some pupils remain just above the PP eligibility criteria but have difficult circumstances e.g. parents/carers working extremely long hours, night shifts and short-term contract work</p> <p>All the current strategies in place for this academic year aim to support these pupils and offer similar experiences and opportunities to eligible PP students who through external circumstances cannot access PP funding but remain vulnerable and in need of additional support</p>	<ul style="list-style-type: none"> <li>● Identify pupils through VCM meetings that need additional support due to difficult home circumstances.</li> <li>● Ensure that these pupils are also offered and included in the additional support we have to offer.</li> <li>● Effective monitoring and clearer pathways into interventions identified to be reviewed</li> <li>● Tracking of Interventions to be reviewed to improve understanding of impacts</li> </ul> <p>Funding to increase in this area to allow for the pupils who have been added the list since budget set and have no funding until next year. e.g. number of pupils who are entitled (£15 per child, per week)</p> <p>Number of pupils with no recourse to public funds requiring support with food vouchers etc.</p>	<ul style="list-style-type: none"> <li>● All pupils to achieve higher than National Averages in all subject areas and at all four comparable points.</li> <li>● All families across the school to feel supported by the school and willing to approach the school for assistance if/when needed.</li> <li>● All pupils to receive full range of school pastoral and academic offer regardless of social or economic barriers.</li> </ul>
<p><b>Total Costs</b></p>	<p><b>Budgeted Sept: £23,000</b></p>	<p><b>End of Year:</b></p>	