

Stanley Park Junior School

Pupil Premium Strategy Statement 2021-22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------------|
| School name | Stanley Park Junior School |
| Number of pupils in school | 370 |
| Proportion (%) of pupil premium eligible pupils | 52 pupils = 14% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Amanda Lamy, Headteacher |
| Pupil premium lead | Julia Burridge, Deputy Headteacher |
| Governor | |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £72,940 |
| Recovery premium funding allocation this academic year | £7540 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £80,480 |

Part A: Pupil premium strategy plan

Statement of intent

At SPJS we hold the highest aspirations for all our pupils whilst ensuring that the well-being of our children and staff is of high priority. Enabling children to simply access school, the removal of barriers to learning and supporting cultural capital is pivotal to our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal including progress for those who are already high attainers.

All children are given the opportunity for meaningful support through our wellbeing support, PSHCE programme and supportive environment. This includes CP, LAC, CIN and Early Help children who are immediately supported before, during and after a plan

Teaching and learning opportunities will meet the needs of all children through high quality teaching. We make provision for vulnerable groups and our most vulnerable deserve our best. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will work alongside our School Development Plan and wider school plans for recovery post pandemic and will become integral to the strategic plans for the year ahead notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- put pupils' wellbeing and emotional needs first, understanding that wellbeing is the foundation required for learning and good progress to take place.
- ensure that teaching and learning opportunities meet the needs of all of our pupils
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure all staff receive the highest quality CPD in order to meet the needs of all children
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that appropriate academic and pastoral provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed (in school and alongside other external agencies, where appropriate)

- develop a culture of high aspirations, rooted in rich learning experiences and a value for education
- recognise that not all pupils who are socially disadvantaged qualify or have qualified in the past for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has been identified as being socially disadvantaged

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Basic Skills - Basic skills in maths, reading and writing on entry to Y3 are lower in some disadvantaged children than their peers. Some children's vocabulary is limited. They need to make accelerated progress before being able to access more complex content. |
| 2 | Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties knowing and applying their phonics compared with their peers. This negatively impacts their development as readers. The lack of support in reading at home/poor phonic skills has led to poor comprehension skills for some disadvantaged children. |
| 3 | Writing - Internal assessments indicate that writing attainment among pupil premium pupils is significantly below that of non-disadvantaged pupils. As a school we have seen that performance in writing has suffered during the Covid pandemic. Neatness, fluency and stamina in handwriting has decreased as a result of working on computers throughout lockdown. |
| 4 | Improved wellbeing and Social and Emotional needs - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to poor mental health, family circumstances and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils who struggle to concentrate which can be due to issues at home and impacts on their attainment. |
| 5 | Maths - Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 6 | Attendance - Our attendance data, monitoring, assessments and observations indicate that persistence absence rates are generally higher for disadvantaged and children with SEN. PP Attendance 2020-21 = 91.82% Non PP attendance 2020-21 = 97.61% Sen attendance 2020-21 = 95.11% Non Sen = 97.33% |

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| 7 | Access - Our data collection during the COVID pandemic suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. |
| 8 | Wider Opportunities - Discussions with pupils, observations and school records show our disadvantaged pupils are often less likely to participate in extra-curricular opportunities, including clubs and Cultural Capital experiences, despite encouragement and the life experiences of some of our disadvantaged children can be limited. |
| 9 | SEND – With 16% of our disadvantaged pupils on the SEND register, these pupils face additional learning challenges. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| Improved basic skills including oral language skills and vocabulary among disadvantaged pupils. This will include exposure to a wide range of higher order vocabulary through being exposed to wide range of carefully chosen texts regularly. Pupils will present and engage with others through Projects and communicating with outside agencies in the community. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The % of disadvantaged children reaching ARE in all subjects will increase by the end of KS2 due to increased confidence in being able to articulate ideas and thoughts In 2019 47% of disadvantages pupils met the expected standard in reading writing and maths. We want to increase this for the next three years. |
| Improved phonics attainment and improved reading attainment across the pupil premium group of children. | Data monitoring and analysis, including raw phonics scores and NFER tests will show improved phonic ability. Numbers of children needing a phonic intervention program will reduce. Progress for disadvantaged children in reading remains positive (was previously +1.2) |
| Improved writing attainment across the pupil premium group of children. | Progress of children in writing in 2019 was -1.1 for disadvantages pupils. In 2022 we want to get this to get closer to 0 (closer to National data of 0.3) and then into positive figures for 2023 and 2024. |

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| <p>Improved maths attainment across the pupil premium group of children.</p> | <p>KS2 maths outcomes in 2021/22 show that more disadvantaged pupils meet the expected standard.</p> |
| <p>To achieve and sustain improved wellbeing and emotional and social communication for all pupils in our school, particularly our disadvantaged pupils. Pupils who are experiencing difficulties at home, issues with health or mental wellbeing will be supported in school in order to increase their progress and outcomes.</p> | <p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • attainment gaps will narrow in areas of need as pupils are given support and strategies to cope with issues in school and at home. |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. The number of disadvantaged children on the PA list will decrease over time. There will be regular monitoring of PA children.</p> | <p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils to be in line with national averages. • the percentage of all pupils who are persistently absent being reduced • The children will attend school more regularly to increase their % attendance figure and be less anxious about coming to school |
| <p>To provide pupils with access to a wide range of experiences through the curriculum that reflect the world we live in through extra-curricular activities and cultural capital experiences.</p> | <ul style="list-style-type: none"> • The children’s knowledge of the world we live in will be increased through their experiences, visits and visitors in school and in the wider world. • Children believe in themselves and have confidence in what they can achieve, which will lead to better outcomes. |
| <p>SEND pupils will continue to thrive at SPJS and make good academic progress relative to their starting points.</p> | <ul style="list-style-type: none"> • SEND pupils will consistently achieve their SEN Support Plan targets and/or EHCP targets. Progress data will show that all SEND pupils make good progress relative to their starting points (summer 2022 with further improved progress by summer 2023). |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,675

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments - NFER</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1,3,5,9 |
| <p>Investigate use of a DfE validated Systematic Synthetic Phonics programme (to secure stronger phonics teaching for pupils who still require it.)</p> <p>Training for all staff by the end of 2022 to ensure consistency in the approach to phonics and spelling across school – all staff over two years</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: +5 Months Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2 |
| <p>An extra teacher to support lowest ability pupils in maths in Years 5 and 6. (Small group of under 10 pupils)</p> | <p>Evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantially. This permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils. This enables time for high quality interaction between pupils and teachers. +2 Months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducing-class-size</p> | 1,5,9 |
| <p>Ensure QFT across school and ensure this includes staff CPD on improving teacher feedback and marking of work.</p> | <p>Providing feedback is well evidenced and has a high impact on learner outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies. It provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. There are</p> | 1,2,3,4,5,6,8,9 |

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| | <p>positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. +6 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</p> | |
| <p>Enhance QFT so that approaches that emphasise the importance of spoken language and verbal interaction in the classroom are embedded across the school. Staff to model effective language and communication using a variety of approaches including shared reading, storytelling and explicitly extending children’s vocabulary. CPD – Oracy – for all staff.</p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p> | 1,2,3,4,5,6 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. This will incorporate the use of Ready to Progress materials.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 1</p> | 1,5,9 |
| <p>Improve the quality of social and emotional learning.(ELSA)</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 4 |
| <p>To improve children’s speed and fluency in handwriting. Purchase new handwriting scheme across the school. Letterjoin</p> | <p>According to EEF , speed and fluency of handwriting is a basis for good writing. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing</p> | 1,3 |

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| <p>CPD for two members of staff on Talk Boost – a targeted intervention to boost language and communication. They will disseminate this to the rest of the school staff for use across the school over next two years.</p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>https://educationendowmentfoundation.org.uk/educati-on-evidence/teaching-learning-toolkit/oral-languageinterventions</p> | <p>1,4</p> |
| <p>Staff and parent training to support the provision for SEND pupils</p> | <p>Staff and parents are best equipped to support SEND pupils make academic progress when they have the necessary training and CPD. Planned training and activities include, but are not limited to:</p> <ul style="list-style-type: none"> • Speech & Language Therapy training for support staff • Work on action research project with Andrew Whitehouse and Cognus to improve practice in school • External speakers and coffee morning for SEND parents. | <p>1, 9</p> |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,721

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Provide targeted support for children who have emotional, social needs and their families through the use of play therapy, 1:1 ELSA, Mental Health Lead Support and the support of the Educational Psychologist and SENDCO</p> | <p>Children’s emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by external agencies and in school support. Due to the impact of lockdowns, we have more children needing support with their social and emotional needs.</p> | <p>4, 9</p> |
| <p>New handwriting scheme purchased as a focused intervention for pupils who struggle significantly with fine motor skills. ‘Write Well’ by Schofield and SIMS – recommended by OT</p> | <p>Occupational Therapist recommended this programme for pupils who struggle significantly with writing. This will be a 1:1 or very small group intervention.</p> | <p>1,3</p> |

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| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: +5 months</p> <p><u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,3,5,7</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,294

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Headteacher and office staff to follow Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and work with attendance officer.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullattendance-actions-for-schools-and-localauthorities</p> | <p>6</p> |
| <p>Embed effective whole school Behaviour Policy, routes in positive praise and rewards, targeting individual children with additional support from internal staff and external agencies, where needed.</p> | <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions</p> | <p>1-9</p> |
| <p>Weekly Homework Club available for all children to attend. All children are provided with a well-resourced, quiet place to work supported by staff in school</p> | <p>The club will take place 2 x 30 mins per week after school throughout the academic year. Research shows that homework has a positive impact on average (+ 5 Months), homework which relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p> | <p>4, 7,8</p> |

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| | <p>Pupils eligible for free school meals typically receive additional benefits from homework. Surveys suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> | |
| <p>Continue to employ a HLTA for Inclusion specialising in Mental Health First Aid and Bereavement support across the school. This is vital so that children know they can access support with their mental health issues.</p> | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional literacy skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower emotional literacy skills are linked with poorer mental health and lower academic attainment. ELSA interventions in education are shown to improve emotional well-being and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</p> | 4 |
| <p>Lunchtime nurture group in the hut provided to help scaffold children's social skills and create a calm environment before returning to learning.</p> | <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 4,7,8 |
| <p>Allowing all children equal opportunities of taking part in all visits across school as part of our curriculum offer including residential visits. Local visits will be subsidised by 50% and residential £100</p> | <p>Visits will be subsidised so that all children will be given the same opportunities across the curriculum. Research shows improved outcomes have been identified in English, maths and science. Some arts activities have</p> | 7 |

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| <p>reduction for PP children, so that all children will be given the same opportunities across the curriculum.</p> <p>School led after school extra curricular activities are 50% the cost for disadvantaged children.</p> <p>Music tuition equivalent to 50% cost of lesson per term.</p> | <p>been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/artsparticipation</p> | |
| <p>Learning Coach provided for all disadvantages/vulnerable pupils at SPJS. Weekly touch-base sessions to help identify concerns and a familiar face of the pupils. Conversations will focus on a wider range of areas including academics, home life, friendships and future aspirations. Communication to parents in h/s book.</p> | <p>Learning coach (aka mentor) acts as positive role model and builds up confidence/relationships and resilience of character. + 2 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | 4 |

Total budgeted cost: £94,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see PP Strategy Statement 2020/21 and Covid-19 Catch-Up Premium Spending for how we intended to spend the funding.

Our internal assessments during 2020/21 show that the performance of disadvantaged pupils was lower than in 2018/19 (pre-pandemic) in key areas of the curriculum. Despite being on track during 2019/20, the outcomes we aimed to achieve in our strategy for the end of 2020/21 were therefore not fully realised. Despite this, those disadvantaged pupils transitioning to secondary school left in a strong place with almost all reaching the expected standards for reading, writing and maths (unless they had SEND).

Quality of Teaching for All

Due to the Covid-19 Pandemic school was closed to the vast majority of children from January 2021- March 2021 and standardised assessments were cancelled. As a result, no validated data is available.

On return to school, gaps were quickly identified and pupils' emotional well-being took a priority. Children had to learn how to get on with one another as well as learn to have to wait for support. They were now one of 32 as opposed to getting immediate help and support from parent and home or from teacher on Google Classroom.

Baseline data for y3 showed that they were far behind where they should have been. This meant that a lot of time was needing to be spent on the basics. NFER assessments were purchased for spring and summer term allowing us to compare pupil data to National Standardised data.

Despite national lockdowns and the complications that this brought about for school improvement, we have wasted no time in further developing our school's curriculum and have further enhanced the offer for children at SPJS. COVID has not been a barrier to this work. Children continued to access all areas of learning, except singing where there were tight restrictions. DT was also affected due to availability of resources at home.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in core subjects.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although all disadvantaged pupils were offered a place in school, many parents chose not to accept the place. The Pupil Premium children who did attend school during lockdown benefited greatly from working in a much smaller group and as a result made good progress – particularly with their reading.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Regular feedback needed to be a priority so that children received praise and next steps to help them with their learning.

More pupils than usual required ELSA support. Due to the large numbers, many children were supported in small groups as opposed to 1:1. This meant that more could gain expertise quicker and helped children to realise that they were not alone with their experiences/difficulties that they were having emotionally.

Targeted Support

We purchased the Lightning Squad through the National Tutoring programme initially but they were unable to source a tutor. We then trained up a supply teacher to carry out this regular, small group intervention. Children attended sessions daily for 30 mins.

This cost us more as the NTP could not fund a tutor so we had to fund it ourselves through a supply teacher. All children who took part in the programmed made good progress. A couple of children were regularly absent so their progress was not as significant as others.

Teacher assessment in December 2020 showed that the younger children in school had the most gaps and needed much more targeted support. Most of this was about resilience and working independently.

Due to Covid-19 all children were given work to complete through Google Classroom. Through the use of our Remote Learning Platform 'Google Classroom' the curriculum as a whole continued for all children – with a broad and balanced offer provided to all pupils. Small reading interventions were carried out remotely with both staff and pupils enjoying the sessions. Parental feedback was very positive. Home learning initially focussed on basic skills such as reading, spelling, timestables and then, as staff become familiar with recording lessons, the whole curriculum was taught.

The lockdown period has shown poor technology skills in the some of our disadvantaged families. Where needed, staff contacted parents virtually to support them in the use of Google Classroom platform and computers and wifi were provided for families who required it.

TTRS in has helped to improve children's recall of basic maths facts.

Year 6 Data shows that children became more proficient at answering basic facts questions shown by an improvement of arithmetic scores throughout the year.

Reading Plus demonstrated that children made good progress with their reading. It especially supported more children with vocabulary and reading a variety of texts.

In a survey 74.1% of parents said that their child was motivated by their home learning at the end of lockdown (June) in comparison to enthusiasm at the start being 91%. We were happy with this as it was a long period of lockdown.

Weekly and then fortnightly newsletters were written and provided to families to keep up morale and community spirit.

Homework club was not going ahead for most of the year due to National Lockdowns and the need to remain in class bubbles.

The introduction of Zones of Regulation® supported all pupils to talk more about their feelings and recognise how they are feeling. It was so successful that these have now been implemented in the home/school book. The whole school language helped all adults and pupils to communicate effectively. This was particularly useful in the playgrounds at lunchtime.

Wider Strategies

Parenting workshop "Small Change, Big Difference" run by Adapt to Learn had fantastic feedback from parents who attended. It proved so popular it was put on twice in the year. There is another set of workshops planed for the spring term 2022.

Devices were ordered for vulnerable families and others who required it. We made use of all our allocation and gave it to families after completing a survey of who required it. We also offered Wi-Fi data to families too.

Virtual school panto provided children an opportunity to experience a live and interactive show in a theatre environment which some children had not experienced before – further productions have been arranged.

Due to COVID-19, we were unable to complete a residential trip – alternate provision was arranged by participating in local activities involving team building, orienteering and a sleep over in school as well as a day outdoor and adventurous trip to Surrey Outdoor Learning and Development centre at High Ashurst. Children gained a wealth of experience from these activities – outdoor learning, teambuilding, self-esteem, perseverance, determination and independence; they have memories to last a lifetime

We were determined to improve pupils' attendance. A great deal of work had been done to encourage regular attendance and engagement with remote learning. This involved staff speaking with families. It also enabled staff to give emotional support to families and parents who required it.

High engagement in home learning continued during national lockdowns and class isolation periods and is reflective of families' value for their child's learning.

The school works very effectively with outside agencies which offer additional support for the high number of pupils with needs, and this, alongside the dedicated school staff, ensures a high quality of pastoral care.

Service pupil premium funding - at SPJS we do not receive any of this funding.