

Pupil Premium Impact Statement 2019-20

The unprecedented COVID-19 situation and the subsequent periods of school closure and staggered re-opening has had a huge impact both in the way we deliver services and also the way in which we measure outcomes. No statutory assessment has taken place, therefore our typical end of Key Stage results are not available for comparison. However, Spring teacher assessments data indicates progress and sometimes accelerated rates of progression for PP children. During lockdown and wider re-opening, emotional wellbeing was a priority for the school. Staff continued to provide additional support via online learning materials, pupils and families were phoned at least weekly for welfare discussions and weekly food packages were delivered to vulnerable PP families. Staff delivering the welfare bundles were then able to have eyes on the children and were able to have socially distanced conversations with the families to support them through the unprecedented time. The welfare team called vulnerable families regularly, sometimes daily, to support their emotional wellbeing.

When students returned in a phased re-entry, the school focused on PSHE and the children's wellbeing. The curriculum and timetables were changed to enable time for discussion, reflection and space to talk. Worry boxes are monitored daily and the pastoral and wellbeing lead gives children time to meet with her or another member of the welfare team. This created an atmosphere of safety and security for students returning to school.

Attendance and punctuality improved during the Autumn and Spring terms. The school had one of the largest cohorts of students returning to school during the lockdown and wider opening phases. This was due to the hard work and investment in developing a partnership with parents and carers.