

# Pupil Premium grant expenditure report to parents for the year 2019/20 with evaluation

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2019/20

## Evaluation notes:

Please note; this is mostly based on just over 50% of the school year as Fourlanesend closed on Friday 20<sup>th</sup> March 2020 due to Covid. The school then provided childcare for key workers and provision for vulnerable children. We set up google classroom for the children and provided printed activities, text books and exercise books. This provision and what had most impact on the children's learning was evaluated in October 2020. The school reopened partially under Covid restrictions on Monday 8<sup>th</sup> June.

For pupil premium children school meals were provided fresh from our kitchen throughout lockdown, including Easter and half term holidays. Tokens were provided over the Summer Holidays.

When we were able to partially reopen to all children pupil premium children were prioritised. During lockdown we found that our pupil premium families preferred work set on paper rather than online. We also found that the children who had made most progress during lockdown were the children who had accessed work on paper rather than online. Due to our remote location internet signals, wifi locally is often poor, this is the same at the school. Even when Huawei Mobile WiFi was provided for parents by the DfE, they still reported that they were unable to connect well and complete the work.

## Overview of the school

| Number of pupils and pupil premium grant (PPG) received for 2019/20 |                                   |
|---|-----------------------------------|
| Total number of pupils on roll                                      | 107                               |
| Pupils eligible for PPG   | 34 children are FSM and/or Ever 6 |
| Amount of PPG received per pupil                                    | £1,320                            |
| <b>Total amount of PPG received</b>                                 | <b>£41,940</b>                    |

| Barriers to achievement 2019/20   |
|---|
| <ul style="list-style-type: none"><li>• Academic support from home – opportunities to discuss learning, support with homework including reading</li><li>• Poor oral language skills</li><li>• Poor home learning environment</li><li>• Opportunities to experience wider cultural experiences and gain a broader knowledge and understanding of the world.</li><li>• Emotional issues at home which lead to lack of focus in school</li><li>• Attendance for individuals</li><li>• Poor diet</li><li>• Parents struggling to 'parent' their children effectively.</li></ul> |

### **Nature of support 2019/20 and reasons why in italics**

- Teaching assistants to support other children in the class allowing the teacher to work with pupil premium children – *so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.*
- Bespoke intervention groups e.g. phonics, precision teaching, lego therapy, FLE emotional wellbeing session (based on Trauma informed Schools and Emotional First Aid) – *identified precision support based on assessment to support good levels of progress.*
- Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – *To give specialist support to ensure good progress for all disadvantaged children including, most able disadvantaged.*
- Support for children to attend residential and educational visits and clubs– *To ensure that all children receive extracurricular activities to support cultural knowledge and understanding.*
- Teaching assistant time to work with children who require 'catch up' – *So that children are given the time to discuss their learning and address misconceptions before their reach the next lesson. This supports good level of progress.*
- Extra individual reading time within the school day – *To ensure that children are not disadvantaged if parents and carers do not read with them at home.*
- Holiday club – *To give parents respite in the holidays and provide alternative professional care for the children.*
- Use of Emotional First Aid, Brighter Futures and Trauma informed school training – *To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- Fresh fruit and vegetables available at playtime – *As part of our drive for healthy eating. This ensures that all children eat fresh, raw fruit/vegetables daily. The impact over the years has been that children then ask for it at home and are making healthy choice at home as well as school.*
- Half price music tuition – *To ensure that children have the opportunity to develop their musical knowledge and skills.*
- 'My Concern' *to ensure all the staff (on a need to know basis), have all the information they need to support every child.*
- Books are tagged *to ensure that PP books are marked first and that the staff are fully aware which children in the class are PP*

The pink highlight is what usually happens but could not be completed due to Covid.

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using our tracker to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our service pupil premium children. We have a named governor who monitors service pupil premium. Visit reports can be found on our website under governors. Please also see our Pupil Premium and Service Pupil Premium Policy. Please note: due to Covid tracking over the year was unable to take place. Please see our evaluations below until school closed in March and notes on what happened for children throughout lockdown.

| Quality of Education  |   |
|-----------------------|---|
| EVALUATION            | EVIDENCE  |
| N/A for this document | <ul style="list-style-type: none"> <li>• SEF</li> <li>• SDP</li> <li>• Data analysis</li> <li>• Governor minutes</li> <li>• Governor visit reports</li> <li>• Staff meeting minutes</li> <li>• Pupil/staff/parent/governor Voice</li> <li>• Displays</li> <li>• Pupil Progress meeting minutes</li> <li>• Observations of staff and pupils around school</li> <li>• Analysis of PP and SPP</li> <li>• SENDCo records re interventions</li> <li>• Anonymised PM record</li> <li>• Curriculum overviews</li> <li>• T &amp; L monitoring documents</li> <li>• Behaviour logs</li> <li>• Attendance data</li> <li>• Safeguarding records, procedures</li> </ul> |

- CPD records

**Focus 1 – Quality of education – Prioritise reading**

| Success Criteria - aim      | ACTIONS  | WHO?         | Resources | DESIRED OUTCOME?  | EVIDENCE? MONITORED BY?  |
|-----------------------------|--|--------------|-----------|---|--|
| 1A Foster a love of reading | <p>Develop the library – display to link to SMSC and the topic if possible - termly<br/>Class book to be read DAILY – <b>non negotiable</b></p> <p>How can we demonstrate a love of reading for every child? How do we record what they read? New system to be agreed and trialled</p> <p>Working walls in the classrooms need to focus on the knowledge and skills components of reading and include vocabulary and end points – can we agree how we will do this?</p> <p>Children all need to be able to talk about reading at FLE and their own love of reading –what are we going to do –staff to agree a whole school approach.</p> <p>Focused page on reading and our expectations and what we do in every class on the school website.</p> <p>Pupil conferencing KS1 and KS2 swap – mixed ability</p> <p>Reading is cross-curricular and is clearly evidenced on intention sheets</p> <p>Book presentations about the books they have read</p> <p>Book budget allocated termly to each class to buy books – this MUST be child led.</p> <p>Children read a mixture of fiction and non-fiction books – this is tracked</p> | All teachers |           | Staff are reading experts. They are fully aware how of develop pupils’ reading and writing in all subjects to support their acquisition of knowledge. Children in school, read widely and often, with fluency and comprehension appropriate to their age. The can readily discuss this with peers and visitors. | <p>RN</p> <p>Library and displays in place – Autumn Term display – Fabulous Females</p> <p>Children can talk about class books read EVERY day.</p> <p>Class Lynher read: My story of standing up for girls’ rights - Malala Yousazai; Shield Maiden – Richard Denning and Coraline – Neil Gaiman</p> <p>Class Tamar read: Ottoline and the yellow cat – Chris Riddell; Fantastic Mr Fox – Roald Dahl; Witches – Roald Dahl and Stone Age Boy- Satoshi Kitamura</p> <p>Class Cremyll read: The 13 storey treehouse- Andy Griffiths and Terry Denton; A planet full of plastic- Neal Layton; The Hodgeheg-Dick King-Smith</p> <p>Walls in every classroom have completed end points for every subject. The end points are an arrow with the tip being the point. They are presented to the children with just the end point and the skills and knowledge are identified every lesson and added to the arrows (built up over time), these are clearly defined in the intent planning so that the learning sequence is clearly defined. <b>Spring Term: Knowledge planners were agreed and created subject books to support children doing more and remembering more. These will be uploaded onto the website so that our FLE curriculum is clear for every subject.</b></p> <p>Book presentations</p> <p>In class Tamar we have allocated time for book presentations on a Friday morning. Class Tamar have also discussed and presented their presentations to class Cremyll, working together for an afternoon of reading. Classes Tamar and Lynher also shared presentations with each other on their favourite books.</p> |

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|  |  |  |  | <p>Each class has chosen books for their classroom - this has resulted in individuals choosing to read the book after or to read books by the same author or from the same genre. This is evident across all classes.</p> <p>All books read by every child are recorded by the class TA in a book and this is monitored by the classteacher to ensure the book is one the child can read and that books are a range of fiction and non-fiction (also tracked through book quest).</p> <p>January tests were used as a benchmark to check the books the children are reading are appropriate. We also audited reading at home for the whole of the autumn term and found that our PP children read on approximately a third less than our other children. Following much discussion in school and at the governing body meeting it was agreed that a full time position for a TA just to support reading across the school for pupil premium children. The start date for this job was Summer Term 2020. Due to Covid this was moved to September 2020</p> <p>A whole school reading and phonics policy has been written by all teaching staff and has had input from governors to ensure it fully reflects the practice within the school. The curriculum policy has also been written from scratch by all teachers with governor input to reflect the FLE curriculum and the focus on reading throughout the curriculum.</p> <p>All age related expectations for reading and all other subjects are available on the website under Statutory Requirements and then Y1-6 Curriculum Overview Booklets 2019-20.</p> <p>The curriculum intent planning sheets demonstrate CC reading links.</p> <p>Learning walk – our learning environment, does it reflect our curriculum and reading? Yes, visible in every classroom, all classes have displays on reading; use of ordnance survey maps, displays on topics, reading, writing and maths. Most importantly, end points for every subject which demonstrate the skills and knowledge gained through the term needed to achieve the end point. 11<sup>th</sup> and 18<sup>th</sup> September and</p> |
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|   |   |                     |                                    |  | <p>November. Spring term, the way we delivering our curriculum is evolving it has been agreed that our end point are going to make up part of our new knowledge maps for children which will be in every foundation subject except PE. Book boxes purchased to reorganised the books Dec We re-organised the books into the books in KS1 and Plym. A 'kinderbox' of picture books to be moved to the main library so that the main library meets the needs of all children.</p>   |
| <p>1B Phonics is prioritised to support reading development</p> | <p>Phonics begin on the first day of school for FS and KS1.<br/> AG employed an extra morning every week to focus on phonics across school (this has been agreed for the Autumn Term and will be reviewed by governors for impact)<br/> New phonic programme in place and used across school and in KS2 as interventions<br/> Half termly (initially) audit of reading books – they need to match the sounds the children are learning AND children the children must be able to read the words<br/> Phonic workshops – one for new parents, one for children on interventions and one general KS1 update session</p> | <p>All teachers</p> | <p>Cost of new phonic resource</p> | <p>Staff feel confident with the phonic scheme used and how phonics is taught in school to support reading development. An improvement in the acquisition in phonic knowledge can be seen by an improvement in reading – impact.</p> | <p>RN<br/> Phonics system – FS and KS1 are using phonics bug daily in differentiated groups. Half termly assessments are used to check groupings and to identify need for interventions. Engagement has increased particularly in year 2 with those who had not made expected progress. Motivation of TAs has increased.<br/> Impact of AG – confidence of children spotting digraphs within words evident in assessments and carried through in their reading and writing.<br/> KS2 phonics intervention – One child during Autumn term received phonics interventions daily every morning for 20 minutes. The child can recognise sounds but next step is to apply to their writing. <b>ACTION: 4 more KS2 children will receive phonics interventions during the spring and summer term.</b> Support received in the Spring term until school closed due to Covid.<br/> Phonic workshops<br/> KS1 – 1 parent attended and impact has been seen in the reading ability and motivation of the child<br/> Targeted workshops – parents in ks1 and lks2 whose children were underachieving were invited by letter to attend a workshop. Most attended. <b>ACTION: check list and set up workshop for those who did not attend</b><br/> Half termly audit of reading books – this hasn't worked, audit of books has instead been continual and tracked by TAs and class teachers. <b>ACTION: January assessments will be used</b></p> |

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|  |  |              |  |   | <p>as a bench mark to assess suitability of reading book to child's reading ability.</p> <p>Audit of Intention planning sheets and how they are working – intents sheets are in place and being used. These have been built on by the use of the end points which are used in every classroom – see end point displays 18<sup>th</sup> September</p> <p>All books read by every child are recorded by the class TA in a book and this is monitored by the classteacher to ensure the book is one the child can read and matches the sounds the children are learning. <b>ACTION: January tests are to be used as a benchmark to check the books the children are reading are appropriate.</b></p> <p>January tests were used as a benchmark to check the books the children are reading are appropriate. We also audited reading at home for the whole of the autumn term and found that our PP children read approximately a third less than our other children. Following much discussion in school and at the governing body meeting it was agreed that a full time position for a TA just to support reading across the school for pupil premium children. The start date for this job was Summer Term 2020. Due to Covid this was moved to September 2020</p> |
| 1C All children that fall behind catch up quickly. | <p>All for all children below children below ARE to be identified.</p> <p>Interventions put in place for all children below ARE in reading – interventions are <b>non-negotiable.</b></p> <p>Reading homework to be prioritised</p> <p>How do we record and track reading?</p> <p>Incentive scheme for reading to be agreed and trialled.</p> <p>Barriers to reading identified and plan drawn up – includes PP and SPP children</p> | All teachers | <p>Cost of incentive scheme</p> <p>Cost of any reading diagnostic scheme</p> | <p>Tracking system demonstrates that interventions are having impact – target to shorten list of children below by the end of the year.</p> | <p>Interventions in Lynher, Tamar, Cremyll and Y1 Plym, all children below ARE were identified and interventions put in place. These will continue through the Spring term. In Lynher this will be linked to the research project. In KS1 through phonics bug assessments, children were placed in differentiated groups and interventions carried out by AG.</p> <p>Reading Homework prioritised</p> <p>Barriers to learning drawn up by the teacher 18<sup>th</sup> September.</p> <p>PP children who we are concerned about to be discussed in staff meetings and interventions put in place. As there are significant changes to reading in the Autumn term these are monitored for impact in a reading audit</p> <p>All books read by every child are recorded by the class TA in a book and this is monitored by the classteacher to ensure</p>  |

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|  |  |  |  |  | <p>the book is one the child can read and matches the sounds the children are learning. ACTION: January tests are to be used as a benchmark to check the books the children are reading are appropriate. A PP reading record is going to be drawn up which includes how often they are reading at home, interventions at school, attainment etc. This is so the children can be monitored more closely.</p> <p>Incentive scheme in place and used – the impact of this over the Autumn term has been that more children are reading across school. This is verified by the teachers and evidence of reading for the Autumn term can be seen on our Autumn Term Audit. Although it has been noticed that all children are reading more there is still a gap between the PP children and other children both in amount of times read and attainment. An audit of reading at home for the Autumn Term has been completed based on the TA records ACTION: To research ways to support PP children who are the group that read the least and this group also are have the lowest achievement. January tests were used as a benchmark to check the books the children are reading are appropriate. We also audited reading at home for the whole of the autumn term and found that our PP children read approximately a third less than our other children. Following much discussion in school and at the governing body meeting it was agreed that a full time position for a TA just to support reading across the school for pupil premium children. The start date for this job was Summer Term 2020. Due to Covid this was moved to September 2020</p> <p>During the Autumn Term we research reading tests which would give us a baseline for all children and a diagnostic reading test to support the lowest 20% of readers so we can ensure the interventions meet the children's needs. Our findings were checked with the SIP and we purchased the assessment from GL assessments ACTION: To test all children using the reading test and to use the diagnostic assessment for the lowest 20% in the first half of the Spring</p> |
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|  |  |  |  |  | <p><b>Term.</b><br/>         Spring Term – 40% of children tested. Following the results of the tests interventions were begun for children. The tests demonstrated that children needed to develop fluency and children were re-banded on their books to support this.</p> |
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**MILESTONES:**

**Autumn**  
**Date:**  
 Children identified for phonic interventions in KS2  
 Phonic interventions in KS2 in place –**non-negotiable**  
 AG assessed all Y1 children and Y2 children who failed the Y1 phonics screening  
 AG, HI and NP have KS1 phonic interventions in place **non-negotiable**  
 Phonics workshops for parents – 3 different ones.  
 Update of reading policy to reflect practise.  
 Pupil conferencing – KS1 and KS2 swap  
 Half termly audit of reading books  
 Audit of Intention planning sheets and how they are working  
 Incentive scheme in place  
 Learning walk – our learning environment, does it reflect our curriculum?

**Spring**  
 Data drop for the autumn term -analysis

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| <p><b>Summer</b><br/> <b>PROGRESS:</b></p> | <p><b>IMPACT:</b><br/>         Impact of incentive scheme?<br/>         Impact of interventions?<br/>         Impact of reading book audit?</p> |
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| Focus 2 Progression in maths  |   |      |  |  |  |
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| Success Criteria - aims   | ACTIONS   | WHO? | COST?  | DESIRED OUTCOME?   | EVIDENCE? MONITORED BY?  |
| 2.A All children access their year group objectives except in exceptional circumstances | National Curriculum year group objectives are taught accordingly using the White Rose mixed age planning as a framework.<br>Pupil Progress meetings – includes a focus on PP and SPP children<br>Daily recording in tracking<br>Reflection on tracking<br>Accurate assessments<br>Parents are given end of year expectation and they are available on our website<br>Book scrutiny to monitor how children are accessing the curriculum and the progress being made.      | FF   | Cost of DC Pro assessment system               | Conversations with children, children's books and discussions with staff demonstrate that children are accessing the curriculum objectives for their year group and making good progress | <p>RN and SK – Mathematics governor<br/>Governor visit reports Completed – see governor visit report<br/>Books, Pupil conferencing<br/>Books seen during book look show children working at appropriate level<br/>Conversations with staff<br/>Discussions with KD and HI about the objectives they are going from in relation to mixed age planning and how to use the WR planning early in Autumn term<br/>Data on tracking system<br/>This demonstrates at the end of the Autumn term that most children are being assessed based on their own year group<br/>Planning<br/>All teachers use WR as a skeleton and then use other resources for teaching</p>  |
| 2.B A range of strategies are used to teach and assess learning                         | Use of pre-teach strategies<br>Use of flexible groupings<br>Early identification of areas of need<br>Provision maps<br>Concepts are effectively broken down so all learners can access them.<br>Children who acquire concepts easily are challenged to think more deeply through the tasks provided.<br>Maths is used and embedded across the curriculum – this is tracked on the planning intent sheets.<br>Concrete, pictorial and abstract examples need to be used to | FF   | Any maths equipment from the curriculum budget | Children are scaffolded where necessary and appropriately to support progress and understanding  | <p>RN and SK – Mathematics governor<br/>Governor visit reports<br/>Completed – see governor visit report<br/>Books, Pupil conferencing<br/>Books seen during book look show children completing a range of work<br/>Conversations with staff<br/>Staff directed to resources on the staff server and resources were highlighted and then ordered to enhance teaching for 3 classes<br/>Representations and manipulatives to be explored –Kate Burgess Maths Specialist gave a twilight in the staff meeting to provide bespoke training to the team<br/>Data on tracking system<br/>Autumn teacher assessments have been completed and are on DCPro – discussions were held on this as to what grades we are using as different to the way we had it on our previous tracker</p> |

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|  | <p>support learning Catch up is used to address misconception prior to the next lesson</p> <p>Effective feedback to support progress, including peer and self-assessment – children are aware of what they have done and what they need to do need.</p> <p>The assessment system is used to track progress and plan from assessment</p> |    |                              |  |  |
| 2.C Barriers to learning are addressed | <p>Interventions put in place as necessary</p> <p>Use of strategies in 2B</p> <p>Use barriers audit and actions to support addressing barriers – includes PP and SPP</p> <p>Use tracker, book scrutiny and pupil conferencing to collect evidence</p>   | FF | Cost of any external support | Children are making good progress as support is in place to support children in overcoming identified barriers to learning | <p>RN and SK – M Governor visit reports</p> <p>Completed – see governor visit report</p> <p>Books, Pupil conferencing</p> <p>Catch up, preteach and interventions being used to overcome barriers</p> <p>Conversations with staff</p> <p>Ongoing discussions with all staff about how to move children on / support them</p> <p>Data on tracking system</p> <p>Planning mathematics governor</p> |

**MILESTONES:**

- Autumn**
- Date:**
- Barriers to learning audit**
- Governor visit**
- Book scrutiny**
- Marking and feedback monitoring**

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**Priority 3 Personal Development**

| EVALUATION            | EVIDENCE  |
|-----------------------|---|
| N/A for this document | <ul style="list-style-type: none"> <li>• SDP</li> <li>• Governor minutes</li> <li>• Governor visit reports</li> <li>• Staff meeting minutes</li> <li>• Pupil/staff/parent/governor Voice</li> <li>• Displays</li> <li>• Observations of staff and pupils around school</li> <li>• Analysis of PP and SPP</li> <li>• SENDCo records re interventions</li> <li>• Curriculum overviews</li> <li>• T &amp; L monitoring documents</li> <li>• Behaviour logs</li> <li>• Safeguarding records, procedures</li> <li>• CPD records</li> </ul> |

**Focus 4 – PERSONAL DEVELOPMENT – Good quality personal development is provided for all children**

| Success Criteria - aims   | ACTIONS  | WHO?     | COST?        | DESIRED OUTCOME?  | EVIDENCE? MONITORED BY?  |
|---|--|----------|--------------|---|--|
| 4.A Our intent for personal development and how we deliver it across school is explicit | Audit of provision, what is in place<br>Curriculum policy revised<br>Jigsaw – how are we using it? Staff to evaluate for effectiveness and ensure additions/alterations made are included in the revised curriculum policy<br>TAs understand their role in supporting personal development<br>Website demonstrates our intent and how we are | Teachers | Jigsaw cost? | All staff are aware of their role in supporting and delivering personal development for all children. | RN<br>Children show active engagement in jigsaw lessons through challenging questions and ABC. Whole school completed autumn unit of celebrating differences. Most children working at expected or above in lessons. The use of PHSE books in KS2 enable children to reflect on most lessons. KS1 record reflections in whole class book. Adaptations made in planning in response |

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|  | delivering it.   |          |  |   | to children in class Lynher as per curriculum policy. Our website shows how SMSC is covered through our curriculum on the class curriculum maps termly.<br>Staff meetings minutes demonstrate discussions on intents for personal development using jigsaw and this is shared with TAs weekly.  |
| 4.B All children have access to support for their personal development | <p>Emotional monitoring used to identify any issues arising</p> <p>Specialists used and impact of them – record under child’s records</p> <p>Tailoring the curriculum to match the needs of the cohort and issues that arise</p> <p>Displays in classrooms links to mental health etc.</p> <p>Mental health is linked as appropriately to other aspects of the curriculum – e.g. PE – proven to support mental well-being, challenges in subjects – over coming barriers, what we find difficult and how to tackle them</p> <p>Concerns recorded on my concern</p> | Teachers | Cost of Specialists used £500 my concern | All children have their emotional needs met using a range of strategies/specialists | <p>RN</p> <p>External agencies used (brighter futures) used to support class Lynher pupil. This is recorded on DCPro</p> <p>Myconcern is used when any safeguarding issues arise throughout the school and extra support put in place if needed for families. Ad Hoc lessons put in, in response to issues arising in the classroom (social media/cyberbullying).</p> <p>A positive mental health display is up in all classrooms which include children’s own PMA quotes, these are referred to when necessary.</p> <p>Mental health is linked to other areas of the curriculum: PE (Gymnastics in class Lynher) to promote mental wellbeing. PHSE (children identified their barriers to learning in order to overcome them and recorded in books) Schools values used to help them be confident to ask for help if they find something difficult. Child in FS given emotional support from older children at lunch time though play.</p> <p>Staff meeting identifying barriers to learning enabled staff to discuss how we overcome these and put strategies in place.</p> <p>Throughout lockdown support for children’s and family well-being was provided by the school: specialist emotional support was provided round</p> |

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|  |  |  |  |  | the clock as needed by Danny Biscombe. RN called and spoke to all of the families, a record was kept and follow up calls were made, this ensured that we monitored and identified any issues arising. Teachers provided support where need for children and families, through messages, learning platform and phone calls. The FoFLEs facebook page was used for updates and support for all families (only 6 families were not on the page). The school was open to provide initially key worker childcare and later places for all who wanted to return. The teachers planned work carefully through lockdown to ensure that the learning supported a positive mental well-being and promoted personal development. |
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**MILESTONES:**

**Leadership and Managment**

| <b>EVALUATION</b>     | <b>EVIDENCE</b>  |
|-----------------------|--|
| N/A for this document | <ul style="list-style-type: none"> <li>• Analysis of PP and SPP</li> <li>• Curriculum Policy</li> <li>• Planning, long term, medium (intent) and short</li> <li>• Arts mark paperwork</li> <li>• Curriculum audits</li> <li>• Anonymised PMs</li> <li>• Research paperwork – action place etc</li> <li>• Evidence of pre-teacher and interventions on the tracker</li> <li>• Provision maps</li> <li>• Reading and Phonics Policy</li> </ul> |

**Focus 6 Leadership and Management – The curriculum is prioritised**

| Success Criteria -aims  | ACTIONS  | WHO?      | COST?      | DESIRED OUTCOME?  | EVIDENCE?<br>MONITORED BY?  |
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| <p>6 A The leadership is highly focused on the FLE curriculum – this is well thought out and reflects the children’s context and locality</p> | <p>Rewritten curriculum policy in place with the 3 Is fully addressed.<br/>                     Flexibility within the curriculum – adaptations where necessary are made – this will be evidenced in the progress section<br/>                     Identification of key knowledge and skills for no-core subject are in place<br/>                     Tracking in place for non-core subjects<br/>                     Subject sheets in place for all subjects<br/>                     The whole teaching team work towards attaining the Arts Mark for the school to reflect creativity across the curriculum and build children’s confidence, character and resilience through arts and cultural education</p> | <p>RN</p> | <p>N/A</p> | <p>All staff understand their roles in delivering a curriculum which has been established to meet the needs of all learners at FLE.</p> | <p><a href="#">Governors and SIP Curriculum policy</a><br/> <a href="#">Adaptations to planning, delivery etc</a><br/> <a href="#">Curriculum map</a><br/> <a href="#">Curriculum plans – Intent planning sheets</a><br/> <a href="#">Attainment of the Arts mark</a></p> <p>The new curriculum policy was written by the staff team to address the 3Is and the new Education Inspection Framework from September 2019. It was agreed by Governors in the meeting in December and is displayed on the school website.</p> <p>The curriculum is planned with flexibility in mind we have ensured coverage of the national curriculum but still have room to include topical issues or extend as necessary. E.g. each class had an assembly and lesson on the election, we cover annual events as they occur and if any gaps in knowledge are identified we put extra lessons in place to ensure they can meet what they need to do.</p> <p>Our curriculum plans which are published on our website demonstrate the identification of key knowledge and skills for non-core subjects. Also our Intent planning (medium term plans) also identify the keys skills and knowledge. In the Autumn Term we also devised ‘End Points’ which are displayed in every classroom and show how the skills and knowledge are building towards the end point. These have evolved.</p> <p><a href="#">Spring Term: Knowledge planners were agreed and created subject books to support children doing more and remembering more. These will be uploaded onto the website so that our FLE curriculum is clear for every subject.</a></p> |

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|  |  |    |   |  | <p>Assessment tracking is in place for non-core subjects using cohort trackers across every subject.</p> <p>Subject sheets are not being completed due to the information already being recorded on our intent planners and with the decision being made from the Spring term to make photobooks- these were deemed to just be a repetition of work already done.</p> <p>In the Autumn Term we agreed to apply for the Arts Marks. The first training was in the Spring Term</p>  |
| <p>6 B Teachers subject, pedagogical and pedagogical content is improved to enhance the teaching of the curriculum and the appropriate use of assessment</p> | <p>Effective PM is in place to meet individual teachers needs based on their experience and previous performance</p> <p>One of the PM target is research based aimed at enhancing the teaching of the curriculum. Finding will be cascaded so that impact is seen across school.</p>           | RN | <p>Cost of any resources, training £2000 from CPD and resources line of the budget.</p> <p>Cost of a supply teacher for each teacher to have a day supply for this work £1000</p> | <p>The quality of the curriculum is improved for all learners due to the developments and improvements made by the teaching staff – impact across school can be seen.</p>    | <p>Governors and SIP</p> <p>PM sheets</p> <p>Staff meeting minutes</p> <p>Research analysis and impact</p> <p>All teachers meet their performance management targets set in place for 2018/19. New performance management targets were put in place for 2019/20. For all teachers these include a researched based target based on research aimed at enhancing the teaching of the curriculum. Teachers have chosen to focus on a range of areas to support their professional development these include: The classroom environment; To improve language and vocabulary with the aim of improving comprehension and reasoning; metacognition and the effective use of TAs within the classroom. These also support individual needs based on experience and previous performance.</p> |
| <p>6 C The school curriculum is ambitious and meets the needs of all learners</p>  | <p><b>Monitoring of the school curriculum meeting the needs of every learner will take place in staff meetings and will demonstrate:</b></p> <ul style="list-style-type: none"> <li>Analysis of PP, SPP and children not making progress – barriers identified and actions drawn up</li> </ul> | RN | <p>£40 –tape</p> <p>Cost of phonics resource</p>  | <p>Effective strategies are in place, implemented by ALL staff and monitored for effectiveness by the SLT. Changes and adaptations are made over time to ensure success.</p> | <p>Governors and SIP</p> <p>Staff meeting minutes</p> <p>Book scrutinies</p> <p>Conversations with children and staff</p> <p>Evidence on the school tracker</p> <p>Barriers we drawn up for all PP and SPP children in September and we looked at individual cases and what</p>   |

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|  | <ul style="list-style-type: none"> <li>• All children's books are to be tagged, the red tag is for PP, blue tag for lack of progress and the rest are to be tagged green. The red tagged books are to be prioritised, followed by blue. This means they will be checked for understanding and what the children have achieved in the lesson if possible, BEFORE the children leave the lesson – TAs to support this. These are to be the first books marked. Staff will be tenacious and rigorous in their approach towards the achievement of these children. Every staff meeting agenda to include tagged books and progress of these children this week – the expectation is that they keep up with their peers. Plans to be drawn up where progress is not being made and barriers are met.</li> <li>• Use of pre-teach strategies</li> <li>• Use of flexible groupings</li> <li>• Early identification of areas of need</li> <li>• Provision maps</li> <li>• There is a sharp focus on the teaching of phonics and vocabulary through every subject – see details/actions in quality of education SDP.</li> <li>• Reading attainment is assessed and gaps are addressed quickly – see details in focus 1</li> <li>• Planning demonstrates challenges aimed at deepening thinking and reasoning as applicable in every</li> </ul> |  |  |  | <p>we could put in place to support/overcome the barriers. PP and SPP children are now a fixed agenda issue at every weekly staff meeting. At the end of the Autumn term we analysed of how often every children read with a focus on PP and SPpp children see 1.3</p> <p>All children's books are tagged and the impact of this has been discussed in the staff meetings. It means that mistakes are picked up more quickly for the children and for the TAs are easily able to identify who they need to be working with. So the impact is these children are getting more attention.</p> <p>Use of pre-teach<br/>Y1- maths 15 mins<br/>Lynher – maths based on September assessments<br/>Tamar – Y3 maths<br/>Cremyll – Y2 maths<br/>Use of flexible groupings<br/>In Lynher, Tamar and Cremyll mixed year group/ability except for year group specific objectives. Mix of skills to develop each other.<br/>Plym – mixed ability groups – y1 grouped for activities based on year 1 objectives<br/>Provision maps – agreed to be given out<br/>Focus on phonics through every subject – independent spelling using sound mats in all subjects in Plym &amp; Cremyll<br/>Planning demonstrates challenges aimed at deeper thinking and reason in every subject as applicable – key questions and activities identified in all subjects.</p> |
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**MILESTONES:**

**Date:**  
**Autumn**  
 Arts mark self-assessment to be completed  
 Two teachers to go on the development day for the Arts Mark  
 Assessment of PP children made with barriers for learning identified and action put in place to address  
 Books tagged  
 Half termly monitoring of impact of tagged books  
 PM agreed and in place

**PROGRESS:**

**IMPACT:**  
 Record any adaptations and changes that have been made to the curriculum in the Autumn Term