



ANNUAL REVIEW OF 3 YEAR STRATEGY – 2020 – 2021

Global Pandemic response review

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<ul style="list-style-type: none"> - Communication with parents – weekly phone calls during remote learning to support PP children / well-being calls throughout back to school terms - Register of live teaching session attendance and follow-up call data - Home visits for most vulnerable families - Take up of Aspire food parcel support during and post lockdowns - Targeted conversations with pupils on return to school – support from SENCO / learning mentor - Class and school behaviour records - Heavily focussed PHSE term with ‘time to talk’ opportunities built in - Build sound minds (mental health) referrals - Applications for hardship funds - Data from PASS tests 	<ul style="list-style-type: none"> - Continued contact with PP families throughout each term, particularly in regards support from Aspire - Use of PASS test data to support mental wellbeing and ways to develop learning behaviours across school
How do you know disadvantaged pupils’ starting points following	<ul style="list-style-type: none"> - Summative baseline assessment - NFER test data in autumn term to identify gaps in learning / knowledge - Formative assessment throughout units of study in core areas 	<ul style="list-style-type: none"> - Further use of PASS test data to support attitudes to learning and school - Use of Ready to Progress materials

<p>lockdown across subjects?</p>	<ul style="list-style-type: none"> - Pre-teach informal assessments to establish areas of need - Use of Century diagnostic tests pre unit teaching to identify gaps needing addressing - Pupil surveys regarding attitudes to learning - Pupil premium progress monitoring and meetings half-termly - PASS test data 	<p>consistently across school and in intervention groups</p> <ul style="list-style-type: none"> - Early implementation of intervention groups to support most vulnerable children
<p>What work have you done to establish the impact on pupils and their families?</p>	<ul style="list-style-type: none"> - PASS test surveys - Close contact with PP families - regular phone calls to parents to establish support needed/ home visits / parent surveys - Close contact from class teachers via class dojo and phone calls - Regular, rigorous use of CPOMS to share concerns with key staff members and support quick action - Provided support with pupil premium entitlement / food parcel delivery for families who have been hit hard by the pandemic - Regular informal assessment of lost learning - Referrals for EHA where needed 	<ul style="list-style-type: none"> - Continued family liaison through teacher phone calls and additional support from SENCO / learning mentor
<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>Yes.</p> <ul style="list-style-type: none"> - Increase in pupil premium numbers in school - Conversations with staff – concern from parents regarding their children’s learning, changes in behaviour and mental health and wellbeing - Applications for food parcel support - Parent meetings to discuss child’s development 	<p>Continue with open dialogue with parents</p> <p>Continue with well-being phone calls termly to ensure teacher contact and quick intervention and support where needed</p>
<p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and</p>	<p><u>Social / emotional</u></p> <ul style="list-style-type: none"> - PASS test data - Zones of regulation and deepened PHSE curriculum opportunities - Enhanced emotional support through Lego therapy, time to talk etc. 	<p>Develop use of PASS test data within school – how will we address the needs that are showing across the school in a more structured response?</p>

<p>in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<ul style="list-style-type: none"> - Pupil discussions - CPOMS entries <p><u>Findings</u></p> <ul style="list-style-type: none"> - Loss of personal contact and connection to family/friends through isolations, lockdowns and bubble systems in school - Loss of security in routines and structure - Emotional repercussions of dealing with loss of family members from COVID - Gained connection to close family members (furlough) <p><u>Attitudes to learning</u></p> <ul style="list-style-type: none"> - PASS test data - Staff surveys - Child surveys - informal conversations <p><u>Findings</u></p> <ul style="list-style-type: none"> - Gained – digital literacy - Some – appreciation of routines and structure of school – keen to return to learning - Loss – many loss of learning behaviours – motivation, ability to concentrate, work ethic 	
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p><u>Positive learning experiences</u></p> <ul style="list-style-type: none"> - Use of Microsoft teams for live lessons – impact was that digital literacy has improved greatly (measured through engagement in lessons and support provided by teachers). - Learning independence (for some) – less reliant on support and more able to apply themselves to tasks - Parental engagement in what their children were learning (for some) through engaging in live lessons. Impact can be seen via 	<p>Parental engagement through support workshops for knowledge (e.g. maths)</p>

	<p>children’s knowledge of lockdown topics and parental conversations via dojo</p> <ul style="list-style-type: none"> - Support for PP families in equipment provided in the home – impact is that they were able to fully engage in live sessions via Teams <p><u>Negative learning experiences</u></p> <ul style="list-style-type: none"> - Lack of quiet space for learning and structure of the classroom. Led to difficulty in concentration for many PP pupils and consequently reduced/ confused learning - Lack of support from adult – led to difficulty for lower attainers to access task fully - Lack of classroom environment and full support from teacher / TA led to work being completed that was not of usual standard - Some confusion from teaching of different methods from adults at home led to frustration from children and parents 	
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<ul style="list-style-type: none"> - Summative assessments – provided support for teachers to be able to address gaps in learning therefore addressing areas of need at the earliest opportunity - Formative assessments and use of ready to progress criteria – see above - PASS Testing – allowed teachers insight into children’s attitudes to learning so that they can support those most in need in certain areas - Zones of regulation teaching - supported children emotionally on return and gave an outlet for them to acknowledge and express their feelings - Increased PHSE on timetable – see above - Regular family contact and support – allowed for quick intervention where it was needed (E.g. extra teaching support or 	<p>Ensure opportunities for ZOR teaching and PHSE are still in place across all phases.</p> <p>Develop use of PASS test data within school – how will we address the needs that are showing across the school in a more structured response?</p> <p>Ensure family liaison with pupil premium families continues</p>

	input, technology support, food parcels, support from Early Help etc)	
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	<ul style="list-style-type: none"> - Social interaction and freedom with peers - Wider connections with the outside world – cultural capital, visits, clubs etc. - Routines and structures for learning and for home (bedtimes, morning routines etc) - Enhanced school experiences such as assemblies, prayer partners, transition during nursery and y6 	<ul style="list-style-type: none"> - Ensure PP children have first access to clubs and support for trips and visits - Ensure opportunities for cultural capital are identified and put in place for this year’s cohorts. - Monitor those needing further support in adapting back to school routines (homework etc)
Have you identified more vulnerable groups because of this?	<ul style="list-style-type: none"> - Mental health concern have heightened on CPOMS - Further pupils now in receipt of pupil premium funding 	<ul style="list-style-type: none"> - Continue to monitor and make referrals to Build Sound Minds if needed - Continue to support parents in how to apply for pupil premium funding if needed.



REVIEW OF 3 YEAR STRATEGY – 2021-2021

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1 Foundation stage Early Literacy and language	Training of all Foundation Stage staff to NVQ level 1 in communication and language and St Alban's becoming a communication friendly setting for Talk Derby.	High All staff trained to level 1 standard – ST Albans are now an accredited communication friendly setting	Continue with provision. Due to staff changes, training sessions need to be revisited to ensure that the principles continue to be embedded (1 session per half term). Communication Friendly setting accreditation is a success of the foundation stage at St Albans and continual revision of staff CPD ensures that knowledge is up to date and practice develops.
	Foundation stage to take part in the Nuffield Early Language Intervention (EEF Government funded project)	Medium Due to Covid restrictions and staffing issues, key staff were trained in this; 11 children in year 1 are half way through the programme and showing good progress.	Continue with provision. Research shows that the delivery of this programme can have significant impact on narrowing the gap with early language acquisition. This provision needs to continue in FS2 and key staff be trained in FS1 and nursery. Children will be assessed in the Autumn term.
2 Vocabulary acquisition	CPD on reading for meaning and vocabulary teaching strategies drip fed into staff meetings across 2020/21	High CPD given in staff meetings and INSET training on the WRITER sequence and vocabulary teaching strategies. Monitoring shows that explicit vocabulary teaching is taking place weekly and is planned into MTPs for writing and reading. Impact of this heightened focus has been seen in moderation of comparative judgement pieces of writing, where tier 2	Continue with provision Further monitoring and support in this area across phases needed to ensure that the practice of vocabulary focus is embedded. Assessment data for 2021 shows that progress in writing and maths at the end of ks2 for pupil premium is around 84%. Current internal data still reflects a need for further vocabulary support for our disadvantaged cohort – particularly within reading.

		ambitious vocabulary has been evident.	
	Staff CPD Training on dialogic teaching and dual coding to be delivered in order to improve teacher and TA knowledge and teaching of reading for meaning.	Medium INSET and twilight sessions on dual coding led by ERD and external provider, Oliver Caglioni throughout year. Use of dual coding techniques embedded into English teaching across school and monitoring shows that this is consistent in phases.	Continue with provision Further work on dialogic teaching strategies to be brought into year 2 to develop speaking skills for writing. RFM training to also be delivered.
3 Maths	Staff CPD on use of ready to progress materials, knowledge organisers and snappy maths sessions to facilitate recall of core knowledge	Medium All staff trained on use of RTP materials and staff meeting time given to sharing good practice in this. Weekly RTP sessions taking place across KS2 to support post =- covid gaps in recall of knowledge.	Develop provision RTP materials have been produced by the NCETM and have proven to be of high quality and aligned precisely to most recent DfE guidance. Provision to develop for use of RTP materials for interventions and more robust monitoring of this to ensure that consistent practice continues.
D Mental health and wellbeing	Zones of regulation training will be refreshed for staff to enable teaching of emotional literacy across the school.	Low ZOR INSET day refresher; however, monitoring shows a lack of use of this technique or ZOR lessons in phases across school.	Develop provision Provision needs to be refreshed again this year and timetabled slots allocated. Provision extended to intervention groups for PP children specifically. More training support for staff timetabled into termly action plan.

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Vocabulary acquisition in reading and writing	1:1 priority reading	High Monitoring has shown that PP children have made improvements in decoding at Ks1 and comprehension at ks2 across the year.	Continue with provision Daily reading with an adult provides a focus on vocabulary acquisition and support with confidence and independence. Monitoring of pupil ZPDs and progress to be more robust and support in choices of text provided. Training for TAs on questioning techniques will need to take place.

	KS2 precision teaching training for TAs and interventions across KS2 to be informed by internal assessment.	High Training delivered and TA precision teaching champion provided support and CPD across the year. Specific staff in all phases now responsible for delivery of precision teaching intervention and tracking. Precision teaching assessment shows overwhelmingly positive results for those children taking part.	Continue with provision High engagement from children and monitoring and assessment shows an overwhelming positive case for continuing with this method of intervention. Use of the 'Learning Hierarchy' supports retention of core knowledge, particularly for our lower prior attainers and those falling behind in expected progress.
	In school club provision reviewed and added to, focussing on oracy, reading and vocabulary building- e.g. book club, debating club etc	Low Delayed priority due to Covid restrictions.	Continue with provision 2021 clubs to be offered to PP children first to support oracy and mathematical development. Attendance in extra curricular clubs can support exposure to cultural capital
	Short burst 1:1 reactive intervention and pre teaching sessions to take place as needed. Specific phase TA time will be dedicated to this on timetables.	High Teacher assessment and book scrutinies show that 1:1 intervention has had positive impact on the progress of our PP children. Reading comprehension interventions have shown the most success in assessment monitoring and in pupil voice questionnaires across ks2, particularly during remote teaching time.	Continue with provision Internal assessment and monitoring has demonstrated the value of 1:1 short burst intervention on the progress of our disadvantaged children. 1:1 sessions have proven to work most successfully when delivered by the teacher or adult who consistently works within that class.
Maths	Short-burst 1:1 reactive intervention and pre-teaching for children focussing on mastery approach and use of concrete resources (particularly within KS1).	High Teacher assessment and book scrutinies show that 1:1 intervention has had positive impact on the progress of our PP children in maths.	Continue with provision KS1 sessions have been disrupted through staffing issues and school closures in particular. LKS2 have shown high success rates in sessions carried out with PP children in maths, using concrete resources and RTP materials. This system to be adopted across ks2.
	Small group intervention based on internal assessment of topics.	Medium Small group interventions have consistently demonstrated success in internal monitoring reviews. Where this has not been as successful, it has been	Continue with provision See above for reasoning for continuation of provision. Staffing changes so that TAs are allocated to a phase and not a class, need to be made to ensure that these interventions can regularly take

		down to staffing issues and consistently available staff (due, in large part, to covid staff absences and bubble closures).	place.
	Use of Century online intervention programme in 1:1, small group sessions in school and as homework intervention	Low Monitoring has shown high engagement from children across school; however, staff knowledge of the full potential of the system needs addressing. Staff confidence in using as an intervention tool or diagnostic tool is low.	Develop provision Century's diagnostic tool capabilities to be further understood and training delivered to staff in order to maximise the use of the system.
Mental health and wellbeing	Weekly targeted intervention sessions in each phase to be established to support emotional regulation and self-esteem. These will be tailored specifically to different cohorts.	Low Targeted intervention sessions were not consistently run due to staff shortages and covid closures/ bubble groups. In order for this to be successful, staffing support needs to be addressed.	To be continued and developed further as staffing allows. Approx £1500 carry over to 2021-22 plan
	Further development of 'Nurture Hub' to support behavioural and mental health across cohorts.	Low Priority halted due to covid restrictions of mixing bubbles in internal spaces.	Develop provision 2021 release of SENCO and learning mentor means dedicated time can be spent on developing this aspect of school life. Groups can now be established and the hub developed. Approx £200 carry over to 2021-22 plan

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Early language & parental engagement	Peep learning together programme delivered to parents of children 2 and under to support communication, language and early literacy, along with self-esteem and emotional regulation support.	Medium Pre-covid, monitoring of face to face parent and child sessions showed a high engagement from our parents. These sessions aimed to develop early talk toolkits through the sharing of story sacks	Continue with provision Sessions have shown high parental engagement and provide an essential early link with the families of our disadvantaged children.

		and early writing techniques. Sessions were halted due to covid restrictions.	
	Pre-nursery group sessions delivered (see above peep group sessions).	Member of nurse team completed her PEEP qualification to become an accredited practitioner. Groups were halted due to covid restrictions.	<p>Continue with provision Sessions have shown high parental engagement and provide an essential early link with the families of our disadvantaged children.</p> <p>Approx £1200 carry over to 2021-22 plan</p>
Vocabulary in reading and writing	Purchase of Accelerated Reader to support engagement and progress in reading and vocabulary	<p>Medium Accelerated reader purchased and begun to be used in school across all ks2 classes. More needs to be done to embed practice and drive engagement with children and parents.</p>	<p>Develop provision Accelerated reader has a proven track record in improving the engagement of reading and, in particular, accelerating the progress of disadvantaged learners significantly. Training needs to be completed for staff to fully have the confidence to support the children in their book choices and to swiftly pick up issues when they arise in a child's reading.</p>
	Development of library and stock of books from within the zones replenished and updated to include up to date prize winners, current authors and current books.	<p>Medium Purchases made to fill gaps in levels of books. Needs developing further now to further support interest levels and be specifically tailored to the needs and interests of our pp cohort.</p>	<p>Develop provision Monitoring and staff / pupil voice questionnaires show that more needs to be done to develop staff and pupil understanding and confidence in using the system to its full potential.</p>
Mental health and wellbeing	Secret garden area developed to support forest school principles and access to this prioritised for PP cohort.	<p>Low Secret garden area has been cleared and made accessible for use. Story chairs have been purchased and classes have begun to use this area for this. However, due to covid restrictions, plans for this area have not been developed fully.</p>	<p>Develop provision Forest school team needs to be re-established and action plans with timeline of actions completing. PP coordinator to consider how our PP cohort can become involved in shaping this area.</p>

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Emailed to Pupil Premium link Governor and one page review and report prepared for Governor meeting Sep 2021 Staff meeting – Sept 2021 to share review and Autumn term priorities Review made available on school website for parents
How do you know staff understand the strategy and apply correctly?	Regular staff meeting input Termly pupil premium progress meetings Learning walks, pupil and staff voice.