

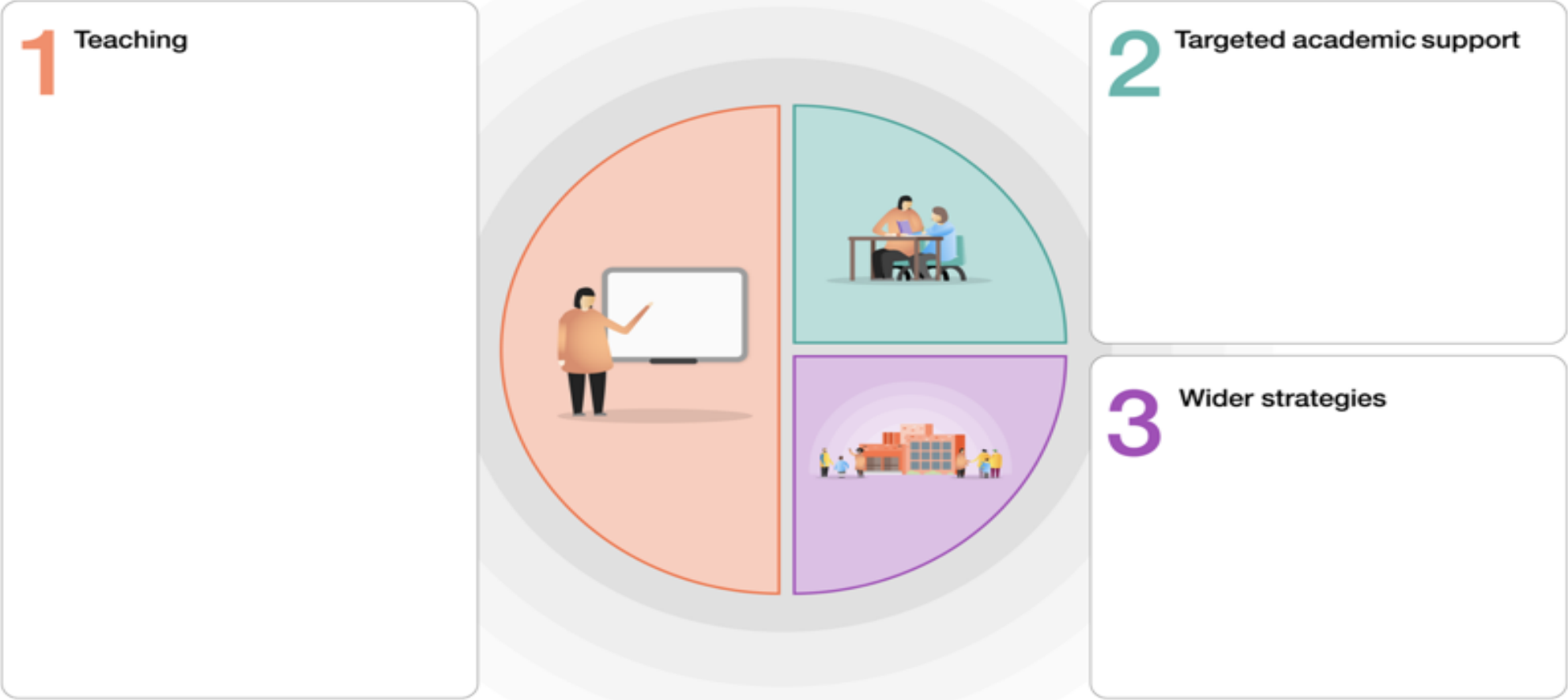
## Hampton Vale Primary Academy COVID19 Catch Up Funding Plan 2020-2021

Total No. of pupils on roll. (as of 21.09.20)	589 (excluding nursery)	<p><b>Context summary:</b> The Hampton Vale Response Strategy has been created in response to the coronavirus pandemic which caused school closures during the 2019-2020 and 2020-2021 academic years. The fundamental purpose of our response strategy is to ensure our children's wellbeing and mental health is supported whilst ensuring academic recovery is ambitious and rigorous, leading to our children being back on track as soon as possible. As a school we are committed to every child achieving their potential and that this potential is not impacted by the lockdown experience. Our children will not be part of a lost generation; they will go onto succeed through hard work, motivation and our guidance.</p> <p><i>The catch up funding will be used to support the short term and long term objectives of our response curriculum.</i> There is also an increased focus in supporting our disadvantaged children to achieve the aims of our response curriculum as many of these families have been more severely impacted by the lockdown (and continued pandemic) experience.</p>
Amount per pupil:	£80	
Total Catch Up grant:	£47,320.00	
<p><b><u>2021-2022</u></b> £17,314.41 carried over to the 2021-22 academic year. (For 2021/22 spending of the carry over please see the bold additions)</p>	<p><b><u>2022-2023</u></b> £6231 carried over to the 2022-23 academic year. (For 2022/23 spending of the carry over please see the yellow highlighted additions.)</p>	

The Strands of our Response Curriculum	Whole School Outcomes
<ul style="list-style-type: none"> <li>Academic Recovery - <i>Ambitious learning and rapid progress</i></li> <li>Community - <i>Relationships and communication</i></li> <li>Aspirations - <i>Motivation and love of learning</i></li> <li>Diversity - <i>Celebrating differences, recognising unity and tackling inequality</i></li> <li>Healthy lifestyles - <i>Developing positive attitudes for health, fitness and diet</i></li> <li>Well-being - <i>mental health, self awareness and personal development</i></li> <li>EYFS - <i>Building foundations</i></li> </ul>	<ul style="list-style-type: none"> <li>Children make rapid progress to ensure there is no learning loss as a result of school closure. Children get back on track to at least where they should be.</li> <li>Relationships between all stakeholders are strengthened and parents and the school work together to support their child through the response curriculum and beyond.</li> <li>To ensure our children are motivated to achieve and have a love of learning.</li> <li>Our children will know we are an inclusive society whereby we respect and celebrate our differences. They will know what racism is and how to be a part of its eradication from society.</li> <li>Children understand the need for healthy living and in particular understand the importance of staying fit and having a balanced diet.</li> <li>Children are able to recognise and deal with their emotions, cope with change, build resilience towards the unknown and understand the importance of good mental health.</li> <li>Children have a successful start to their school career whereby previous missed experiences/learning are built into their curriculum ensuring equality of opportunity.</li> </ul>

Our Tiered Model Approach of Strategies

What are the tiers?		
Teaching and Whole School	Targeted Academic Support	Wider Strategies



The table below shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available. Not all actions have been allocated costs as current staffing/resources have been re-distributed/allocated.

Strand: Academic Recovery					
Overarching outcome: <i>Children make rapid progress to ensure there is no learning loss as a result of school closure. Children get back on track to at least where they should be i.e making at least good progress across the year, at least in-line with their EYFS or KS1 outcomes.</i>					
Which tier?	Strategies	Outcomes	By Whom	Monitoring	Cost
Teaching and whole school	Implementation of the Parallel curriculum including staff training (aspect of the response curriculum)	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CS	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice	White Rose Hub subscription £99
Targeted academic support	Small group tutoring (Government tutoring programme)	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AHTs	*Learning conversations between teacher and tutor *Book Looks *Data analysis *Pupil/Staff voice	£935.12
Targeted academic support	Teacher led focused intervention groups during the school day and after	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AHTs	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice	-
Teaching and whole school	Marking and Feedback training for staff (system introduced can be used seamlessly across in-school and remote learning)	*Children receive high quality feedback both in the classroom and during remote learning *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CT	*Marking and feedback records up to date and accurate *Lesson observation - Quality of feedback and response *Book looks - Quality of feedback and response *Pupil/Staff voice	-
Targeted academic support	Handover meetings with secondary	*Year 6 children successfully transition to secondary school and	SFS	*Secondary school feedback	-

	schools	the secondary schools have an awareness of their previous attainment, achievement and needs			
Targeted academic support	Technology to be used at home to access remote/blended learning	*As many children as possible are able to access technology at home *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD/PP	*Communication between child, parent and teacher *Marking and feedback of work completed online *Monitoring of usage	Licences for Chromebooks £87.50
Teaching and whole school	Catch up knowledge booklets to support home learning and sessions in the classroom	*Children learn knowledge missed from the summer term lockdown *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CP	*Marking of homework tasks *Wider curriculum assessments	
Teaching and whole school strategy	Effective remote learning set up (predominantly through Google classroom) Training for staff on how to use Google Classroom effectively for remote learning	*Children can access a high quality curriculum from at home through high quality teaching *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CP	*Planning and lesson analysis *Pupil achievement within sessions and over time *Pupil voice *Staff feedback	-
Teaching and whole school strategy	Increased number of teaching assistants across school to support in the classroom	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	PP/HD	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice	£24, 895.68 (two temporary contracts)
Targeted academic support	Teaching Assistant led academic catch up workshops (after school)	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice	-
Teaching and whole	Creation and	*Monitoring demonstrates teaching	CT and CS	*Lesson observations	£692.47

school strategy	introduction of the Teaching and Learning Principles and the associated CPD	and learning is of a high quality across school *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children		*Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice	Research/ books for the staff library
Targeted academic support	<u>Deploy an additional member of teaching staff across Year One and Two</u>	*Reduction in class size for core subjects *Children exceed their previous milestone attainment (EYFS) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Lesson observations *Book Looks *Marking and feedback cycle (including quizzes) *Data analysis *Pupil/Staff voice	
Targeted academic support	<u>Top up funding for school led tutoring</u>	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Data analysis *Pupil/staff voice	
Targeted academic support	<u>Additional book resources for year 6 (CGP books)</u>	*Children have access to additional learning material for support in school and at home *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CS	*Data analysis *Pupil/staff voice	£138
Targeted academic support	Top up funding for school led tutoring (Second year of school led tutoring programme)  - Target Y3, Y2, Y6	*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AB	*Data analysis *Pupil/staff voice	

	Strategies	Outcomes	By Whom	Monitoring	Cost
Wider strategies	Purchase of Zoom for the school for meetings/training with parents *Welcome meetings for each class *Introduction to year group learning session *Parents evening *Personalised sessions with parents *SEND/Early Help based meetings	*Parents are a part of their child's learning/school experience in spite of all current restrictions *Parents know how their child's well-being is and how they are performing *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	CP/AB	*Quality of sessions is high *Parental feedback *Staff feedback	
Wider strategies	Safeguarding training for parents (including e-safety)	*Parents have a greater knowledge and understanding of how their children are at risk and how to keep them safe *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Attendance of parents *Feedback from parents	-
Wider strategies	Response Curriculum booklet created, printed and sent out	*Parents have knowledge of how as a school we are responding to the school closure last academic year and what experience/curriculum their child will be receiving *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Feedback from parents	
Teaching and whole school	Equipment for playtime use to support social interactions and fitness/healthy lifestyles (set for each bubble)	*Children have resources to use at playtime to encourage social interaction and fitness/healthy lifestyles *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Observations of playtimes *Pupil voice	£1085.82

Wider strategies	Employment of communications officer (will remain in place once covid funding has stopped)	<ul style="list-style-type: none"> <li>*The school has a clear communication strategy which keeps parents well-informed about their child's education despite the coronavirus restrictions and as a result can stay part of the school community and are able to support learning at home</li> <li>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</li> <li>*Children make at least good progress this academic year</li> <li>*Disadvantaged children are performing in-line with non-disadvantaged children</li> </ul>	PP	<ul style="list-style-type: none"> <li>*Feedback from parents</li> <li>*Attendance of virtual school events</li> </ul>	
Wider strategies	Inclusion team support in ensuring our attendance remains as high as possible (support for vulnerable/concerned families and any cases where families are choosing not to send to school are dealt with swiftly)	<ul style="list-style-type: none"> <li>*Children have an attendance of at least 97% (unless it is impacted by genuine coronavirus absence)</li> <li>*Children not accessing remote learning (when required) are noticed quickly and acted on</li> <li>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</li> <li>*Children make at least good progress this academic year</li> <li>*Disadvantaged children are performing in-line with non-disadvantaged children</li> </ul>	AW	<ul style="list-style-type: none"> <li>*Attendance data analysis</li> <li>*Regular attendance meetings with the attendance lead to discuss individual children and families</li> </ul>	
Wider strategies	Webster Stratton parenting programme for families who have struggled over lockdown and now need parenting support	<ul style="list-style-type: none"> <li>*Parents develop additional strategies for supporting the behaviour/well-being of their children at home</li> <li>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</li> <li>*Children make at least good progress this academic year</li> <li>*Disadvantaged children are performing in-line with non-disadvantaged children</li> </ul>	AW	<ul style="list-style-type: none"> <li>*Parents completion of programme</li> <li>*Discussions around improvement of behaviour at home if applicable</li> <li>*Movement through the early help pathway</li> </ul>	
Wider strategies	Pre- first day visits to school for vulnerable/SEND children	<ul style="list-style-type: none"> <li>*Vulnerable/high level SEND children have a successful return to school</li> <li>*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1)</li> <li>*Children make at least good progress this academic year</li> <li>*Disadvantaged children are performing in-line with non-disadvantaged children</li> </ul>	AW	<ul style="list-style-type: none"> <li>*Parental feedback</li> <li>*Pupil voice</li> <li>*CPOMs enteries of key children</li> </ul>	

	Strand: Aspirations				
	Strategies	Outcomes	By Whom	Monitoring	Cost
Teaching and whole school	Motivating curriculum experience (improvement of the school building)	*Children are engaged in their learning and the wider curriculum *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	PP	*Pupil voice *Data analysis *Feedback from staff	
Teaching and whole school	Enhancements to the Reward system	*Behaviour across school is excellent *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD	*Pupil voice *Feedback from school council *CPOMs enteries	

	Strand: Diversity				
	Strategies	Outcomes	By Whom	Monitoring	Cost
Teaching and whole school	Diversity training for all staff	*Children recognise we are all equal, united in our differences and racism is rare and acted on quickly *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	HD/CR	*Pupil voice *Lesson observations *Parental feedback	Will be confirmed once booked

	Strand: Healthy Lifestyles				
	Strategies	Outcomes	By Whom	Monitoring	Cost
Teaching and whole school	Cooking sessions to take place each term (Autumn - soup and salad)	*Children know how to make a healthy, balanced meal which can be replicated at home and know the importance of eating well	HD	*Whole school approach and strategy in place *Lesson observations *Pupil voice	

		*Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children			
Wider strategies	Extra-curricular sport sessions to increase fitness, social interaction and well-being	*Children have increased social opportunity with others and increased fitness levels (if appropriate) *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	SC	*Pupil voice *Cpoms enteries *Teacher/TA feedback *Parental feedback	
Wider strategies	Extra-curricular performing arts sessions to increase confidence, social interaction and well-being	*Children have increased social opportunity with others and increase fitness levels (if appropriate) *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	SC	*Pupil voice *Cpoms enteries *Teacher/TA feedback *Parental feedback	
Wider strategies	Enhanced PE curriculum to include the importance of healthy lifestyles - diet, fitness and well-being	*Children know how to stay healthy *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	SC	*Lesson observations *Pupil knowledge	-

	Strand: Well-being				
	Strategies	Outcomes	By Whom	Monitoring	Cost
Teaching and whole school	Responsive PSHE curriculum with focus	*Children are able to recognise and manage their emotions and keep	AW	*Teacher feedback *Learning Walks	

	on mental health and wellbeing.	mentally healthy. #findyourbrave		*Pupil Progress meetings to identify pupils that need support in addition to enhanced curriculum offer.	
Wider strategies	1:1 Staff training on Mental Health from specialist (discuss needs of children in class)	*Vulnerable children are supported well by their teacher and TA and as a result their mental health improves *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AW	*Staff feedback *Observations of PSHE and beyond	£930.00
Wider strategies	Increased sessions and additional resources for forest school	*Children explore the outdoors, learn about their wider environment and have dedicated time to work on their well-being *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	FB	*Pupil voice *Lesson observations	
Wider strategies	TA led experience clubs once a week	*Children are supported with socialisation, well-being and greater experience opportunities *Children make at least good progress from their baseline assessment to their end of year assessment *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AB	*Pupil voice *Progress of a child's personal development	

	Strand: EYFS				
	Strategies	Outcomes	By Whom	Monitoring	Cost
Targeted academic strategies/Wider strategies	Additional support assistant across the year group to support transition into school	*Reception children settle well into school life and are supported to access their new curriculum *Children make at least good	AB	*Lesson observations *Data analysis	

	and learning (in particular SEND children)	progress from their baseline assessment to their end of year assessment *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children			
Wider strategies	TA led experience clubs once a week	*Children are supported with socialisation, well-being and greater experience opportunities *Children make at least good progress from their baseline assessment to their end of year assessment *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AB	*Pupil voice *Progress of a child's personal development	
Teaching and whole school	Training for staff on the PSHE curriculum and strategies for supporting children with their mental health	*Children are able to recognise and manage their emotions and keep mentally healthy. #findyourbrave *Children achieve at least in-line with their previous milestone outcomes (i.e. EYFS/KS1) *Children make at least good progress this academic year *Disadvantaged children are performing in-line with non-disadvantaged children	AW	*Lesson observations *Pupil voice *Progress of a child's personal development	

Review of impact:

**2020/2021**

Data headlines:

Reception GLD:

- Due to the pandemic and further school closures, overall attainment in 20/21 has decreased and is well below what we expect. However we are targeting 75% for 21/22 which is in line with 18/19.

Phonics:

- Phonics results in 20/21 phonics attainment significantly increased, which was recognised by the Local Authority.

End of KS1 (internal data):

- Number of children achieving at and above has significantly increased from 18/19 to 20/21.
- Attainment in reading greater depth in KS1 needs further improvement.
- 20/21 data indicates that children performed below national in reading and higher than national in writing and maths.

#### End of KS2 (internal data):

- Due to the pandemic and children not being in school for a long period, attainment in KS2 is still below our expectations.
- Attainment in reading has improved significantly.
- Greater depth attainment has remained at a similar level. A key focus on GD maths is needed.
- Writing is highlighted as a key area of development as attainment is below national. This will be addressed as a key area in the 21/22 SIP.
- Combined results in 18/19 and 20/21 are well below national average

The response curriculum was implemented with the seven strands. As part of this, the parallel curriculum, in addition to the knowledge booklets, allowed children to have exposure to missed learning and also opportunities for retrieval/consolidation. The responsive PSHE curriculum had a focus mental health and the five ways to well-being - be active, connect, take notice, keep learning, give. In addition to this anxiety and managing stress, coping with change and life events and understanding and managing anger were all explored with our children, equipping them with strategies to cope and manage feelings. The children's new knowledge from their PSHE curriculum was applied to a whole school mental health day. A detailed guide of the response curriculum as a whole was shared with parents so that they had a greater understanding of the approach school was taking following the school closures and the challenges of the pandemic. Parental feedback received showed the parents valued this.

High quality CPD took place for all staff based on the introduction of our teaching and learning principles. The teaching and learning principles now underpins our practice.

Overall attendance for this year was 96.66% including children's access to remote learning during the Spring school closure. This is compared to the attendance levels of 96.12% between September 2019 and March 2020. Although our usual 97% attendance target has not been reached, attendance has remained high throughout the year despite the challenges of the pandemic.

Our assessments and observations indicated that the well-being and mental health of our children was significantly impacted since the start of the pandemic. We used covid-19 catch up funding to provide support for all children but also targeted interventions for those who needed it. Domestic violence has impacted a significant number of our children at some point (many over the pandemic) and as a result we have implemented our Hampton Vale Domestic Abuse Action Plan ensuring regular contact with families as well as support in school for impacted children. All parents have access to Safeguarding training via the school website so they know how to keep their children safe and what signs to look out for and where to get support if needed. All staff have had up to date safeguarding/Prevent training which has been tailored to the challenges and safeguarding issues of the pandemic.

Extra-curricular clubs were put in place for all classes so all children had the opportunity to take part in additional performing arts, sport and forest school. Attendance to these was approximately 80%.

Remote learning was in place for the school closes in Spring term and also for children who were isolating during the year. Remote learning provision was accessed, on some level, by all children. Every child has a Google classroom account and had access either via their own device or a school lent device. This will continue into the 2021-22 academic year.

#### **2021/2022**

## Data headlines

### Reception GLD:

- 79% - Outcomes for 21/22 exceeded our aspirational target and demonstrates an improvement since last reported data. This is well above the last reported Peterborough National (67%)

### Phonics:

- 83% - Y1 Phonics results in 21/22 demonstrate an increase in attainment since 18/19 and we are now above National average (last reported national average)

### KS1:

- 21/22 data outcomes demonstrate improvement in all three areas since last reported data 18/19.

### KS2:

- KS2 outcomes demonstrate that the children performed significantly above the National average (updated for this year) in all areas
- Maths is the highest attaining subject, although children have performed very well in all areas
- KS2 data shows that the children have met or exceeded their targets based on their KS1 outcomes

Outcomes across the school this year have been very strong, showing a significant increase in attainment in all year groups. External data has also demonstrated that our pupils are achieving high standards and are making excellent progress. Our Year 2 cohort has suffered significantly from COVID 19 and therefore we identified early on this year that they needed targeted intervention and a bespoke programme of teaching and learning in order to address their weaknesses, particularly in phonics acquisition and their early reading. Phonics acquisition was impacted due to missed periods of schooling and lack of parental skills in supporting early reading. This improved with intense intervention and high quality phonics teaching across the year group. Due to the increases in staff in Year 2, we were able to provide smaller ratio teaching to target specific gaps in learning and allow children to develop a greater confidence, independence and make more progress.

Additional tutoring for children was carried out this year for 99 children. In the Autumn Term we focused on Year 6 to prepare them for SATs and then in the Spring Term we targeted Year 2 children as they had been identified as the lowest performing year group across school, as well as additional support for Year 4 children. In the Summer term, Year 5 were our targeted year group as transition support into Year 6. Pupil Premium children were initially selected but tutoring was extended to include children who were assessed by their teachers as WTS but with targeted intervention would be able to meet the expected standard. School led tutoring was delivered either before or after school and was delivered by teachers and support staff employed by HVPA. Our data outcomes demonstrate that this has had a positive impact on children's attainment, as well as supporting them in developing their positive attitudes to learning, engaging them more in their learning and promoting a positive sense of well being and mental health. This year has demonstrated that our academic recovery has been rigorous and ambitious for our children and the impact of this is that most of our children are back on track post the COVID 19 pandemic.

As displayed throughout the year, our children are motivated to achieve and have a love of learning. We have conducted a range of learning walks across school and pupil voice opportunities in order to gather their attitudes to learning, which has all been very positive and shows that our children enjoy school, are engaged in their learning, they want to do well and they are motivated to challenge themselves. Where children have found

themselves in a challenge or in difficult circumstances, they are now equipped with the skills to support them in recognising and dealing with their emotions, cope with change and build resilience. Where we have identified particular children/groups of children who have found this more difficult due to their home circumstances and other influencing factors, we have supported these children with early intervention through the expertise of the inclusion team and they have made good progress in developing these skills and ensuring they can access the curriculum offer and make progress.

Our disadvantaged children, who suffered the most as a result of the pandemic, have been a targeted group across the school this year. We have successfully raised the profile of these children with all members of staff working across the school and individualised and targeted provision was in place to support their academic and personal development. As a result of this, the attainment gap between our PP children and non PP children have significantly reduced and our PP children are now performing well.