**Westmoor Primary School**

**Pupil premium strategy statement 2020-2021**

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| 1. **Summary information** | | | | | | | | | | | | | | |
| **School** | Westmoor Primary School | | | | | | | | | | | | | |
| **Academic Year** | 2020-2021 | | **Total PP budget** | £33,655  (Sept 20 – March 21) | | | | **Date of most recent PP Review** | | | | | | October 2020 |
| **Total number of pupils** | 350  (incl. Nursery)  309 (R-Y6) | | **Number of pupils eligible for PP** | 44 (9.7% incl. Nursery)  (14.3% R-Y6) | | | | **Date for next internal review of this strategy** | | | | | | Sept 2021 |
| **Detailed Breakdown 2020-2021** | | | | | | | | | | | | | | |
| **FSM/FSM6 Primary** | | **Post Looked After Children** | | | **LAC** | | | | | **Service Children/SC6** | | | | |
| 34 | | 10 | | | TBC by Virtual Head | | | | | 3 | | | | |
| 1. **Current attainment** | | | | | | | | | | | | | | |
| **Key Stage 1** | | | | | | | | | | | | | | |
| **Based on data July 2019**  **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.** | | | | | | *Pupils eligible for PP (Westmoor)*  ***6 children***  ***(Pupils eligible for PP National Average)*** | | | | | *Pupils not eligible for PP (Westmoor)*  *(National Average for pupils not eligible for PP)* | | | |
|  | | | | | | | ***2018/19*** | | ***2019/20*** | | ***2018/19*** | | ***2019/20*** | |
| **% achieving expected standard or above in reading, writing and maths (combined)** | | | | | | | 33% (50%) | | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.** | | 74% (69%) | | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.** | |
| **% achieving expected standard or above in reading** | | | | | | | 50% (62%) | | 88% (72%) | |
| **% achieving expected standard or above in writing** | | | | | | | 33% (55%) | | 79% (73%) | |
| **% achieving expected standard or above in maths** | | | | | | | 33% (63%) | | 88% (79%) | |
| **Key Stage 2** | | | | | | | | | | | | | | |
| **Based on data July 2019** | | | | | | *Pupils eligible for PP (Westmoor)*  ***6 children***  ***(Pupils eligible for PP National Average)*** | | | | | *Pupils not eligible for PP (Westmoor)*  *(National Average for pupils not eligible for PP)* | | | |
|  | | | | | | | ***2018/19*** | | ***2019/20*** | | ***2018/19*** | ***2019/20*** | | |
| **% achieving expected standard or above in reading, writing and maths (combined)** | | | | | | | 67% (51%) | | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.** | | 87% (70%) | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.** | | |
| **% achieving expected standard or above in reading** | | | | | | | 67% (62%) | | 95% (78%) |
| **% achieving expected standard or above in writing** | | | | | | | 67% (68%) | | 95% (83%) |
| **% achieving expected standard or above in grammar, punctuation and spelling** | | | | | | | 83% (68%) | | 92% (83%) |
| **% achieving expected standard or above in maths** | | | | | | | 83% (68%)  33% Greater Depth | | 95% (83%) |
| **Average scaled score: reading** | | | | | | | 99.0 (101.9) | | 105.6 (105.4) |
| **Average scaled score: maths** | | | | | | | 103.8 (102.5) | | 105.8 (106.1) |
| **Average scaled score: grammar, punctuation and spelling** | | | | | | | 103.3 (103.8) | | 109.1 (107.4) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | **Social, Emotional and Mental Health issues:**  A number of our Pupil Premium children have serious emotional issues, lack of confidence and low self-esteem. 45% of Pupil Premium children have involvement with external professional support agencies – e.g. Social Services, CAMHS, Acorns. | |
|  | | **Parental Support:**  43% of Pupil Premium children do not receive frequent parental support with reading and homework or a positive attitude regarding the importance of education. Consequently many have a lack of aspirations. Parents can also find it challenging to give support at home for those pupil premium children who also have SEND (25% of PP children also have SEND) | |
| **C.** | | **School Context of Deprivation:**  Our school has an increasing number of families facing social and economic challenge. Our current school deprivation indicator (IMD) is 15 which puts us in decile 6. 13% of our pupils fall within deciles 2 & 3. Our current Year 6 has 16% Pupil Premium entitlement and our current Year 2 has a Pupil Premium entitlement of 13%. | |
| **D.** | | **COVID-19: National Lockdown:** Due to the global Coronavirus pandemic, schools were closed to most pupils from 16th March 2020. Engagement with home learning during this period was varied across our pupil premium families with some children engaging well and some families struggling to engage for a range of reasons. The impact of COVID has led to gaps in learning alongside negative impacts on the mental health and physical wellbeing of some children and their families. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Continue to improve children’s mental health and wellbeing. This will be measured by a drop in the number of children displaying difficulties through behaviours, requiring on-going emotional support and through reported improvement in performance within class. | | The numbers of pupils who are experiencing emotional and behavioural difficulties will reduce and improvements in this area for individuals will be reported. |
|  | Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 16% pupil premium entitlement). | | Most pupils eligible for PP will meet age related expectations at key benchmarks and all have made at least good progress from their starting points. |
|  | Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP. | | Most pupils eligible for PP will meet age related expectations at key benchmarks and all have made at least good progress from their starting points. |
|  | Improve parental engagement and support to improve children’s approach to learning and show progression. | | Attendance will not reduce. Parents’ communication with school will increase and there will be some evidence of increased levels of reading at home. Children will be more engaged in all activities within school. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2020-21** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | |
| C**.** Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP. | Inclusion Pupil Progress meetings half termly will continue for all staff with Inclusion Manager. Basic skills curriculum will be delivered within the school day.  BLAST intervention delivered across  Foundation stage daily.  Additional staff in Nursery as and when appropriate for targeted support.  Parent/carers meetings/workshops for reading, phonics and maths in EY and KS1.  Encourage and recruit further parent/family helpers to read in school with children.  Literacy Clinic offered to all parents/carers on a 1-1 basis with the Literacy Co-ordinator | In order to closely monitor progress and update and share information leading to any action points.  SALT referrals at entry level to Nursery are increasing. BLAST intervention on a daily basis has proven to deliver development of essential early skills.  Staff are needed to deliver varying amounts of SALT and provision for LEAPS throughout the year and this requires 1-1 support. Also, there is a significant SEND need in Nursery starting Autumn 2020.  Parental understanding and engagement at an early stage strengthens children’s learning. Maths skills can be practised at home and reading miles increased.  Research shows that children’s reading miles links directly to their reading skills and enjoyment. This also adds to parental/family engagement.  Parental understanding and engagement at an early stage strengthens children’s learning. Reading miles can be increased. An individualised learning focus can be addressed. | Meetings take place during a designated week at beginning of most half terms. Pupil Progress Documents on the shared area for each year group show discussions and action points of meetings.  BLAST registers are taken and notes kept. Assessments take place on entry and exit.  SALT is timetabled for individuals and is monitored by LG. LEAPS targets are assessed and reviewed and recorded. Advice is requested to inform provision for individuals.  Meetings are planned and delivered by the FS Manager/Inclusion Manager and Literacy Co-ordinator. Parents are invited well in advance and all receive the same resources and information.  Literacy Co-ordinator organises appropriate DBS checks and carries out induction sessions. Target readers are provided and records of reading are made.  Records of meetings are made and specific individual advice and guidance is given. | CT  HH/CT  VC/AC  HH  LM  LM | Half termly  Half termly  On-going  December 2020  Half termly  Half termly | |
| **Total budgeted cost** | | | | | £5,000 | |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | |
| **B**. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 16% pupil premium entitlement).  **C**. Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.  **D**. Improve parental engagement and support to improve children’s approach to learning and show progression | Intervention groups run across school daily.  Precision Teaching  Additional teacher for Y6 literacy lessons, allowing 3 groups  Additional member of staff in Y6 targeted maths group (1 teacher, 2 TA’s)  Small booster groups after school from Spring term for all Y6 children for literacy and maths.  Target setting meeting for maths and literacy with every child in Y6 and their parent/carer at the beginning of Spring term | Pupil’s assessments show gaps in attainment and small groups are targeted through proven intervention programmes (EEF) delivered by trained TAs  Following training from the EPS, PT has shown very positive progress for a number of individuals within school and will be continued to be used where appropriate to direct sharply focussed support for maximum impact.  Smaller groups focusing on children’s current attainment and gaps lead to more efficient targeted teaching.  Additional staff can allow children to be targeted appropriately.  Through assessment, focused groups receive support around the assessment process and content of end of KS2 SATs for 13 weeks, building confidence and knowledge.  Setting clear targets, with guidance, together with all parties improves engagement of pupils and parents/carers. | Entry and exit data is recorded, sessions are timetabled and a register is taken. Observations take place.  Delivery of PT is discussed at TA weekly meetings. Resources and strategies are shared and progression is monitored  Book scrutiny takes place termly  Pupil voice  Observations  On-going assessments by staff  On-going CPD for all staff  Feedback at weekly SLT meetings  Resources are supplied to staff by upper KS2 staff with guidance for planning and delivery of sessions.  Staff ensure all children and parent/carers attend. | CT  CT  LM/LP  LM/LP  LM/LP | Half Termly  Half Termly  Half Termly  October 21  October 21 | |
| **Total budgeted cost** | | | | | £23,000 | |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** |
| **A.** Continue to improve children’s mental health and wellbeing. This will be measured by a drop in the number of children displaying difficulties through behaviours, requiring on-going emotional support and through reported improvement in performance within class.  **D**. Improve parental engagement and support to improve children’s approach to learning and show progression. | Thrive will take place with individuals and in Spring term the Thrive Approach will be introduced across all classes.  The Wellbeing Award strategies put into place 2018-19 will continue.  Additional SEMH training for staff around wellbeing and mental health of children returning to school post lockdown.  Weekly Drop-in sessions for children and parents to discuss any issues or concerns  The use of Counselling services, where appropriate and if available.  Early intervention to help children and families through EHA’s  Applications for EHCP’s where appropriate to gain further support  Purchase of days from the EPS remains at the increased level of 12 days  Commando Joe’s  OPAL (Outdoor Play and Learning)  Widening of extra-curricular activities  Monitor attendance to ensure maximum time spent at school  Financial support available for children to take part in visits, music lessons within school and other extra-curricular activities.  Ensure places at homework club are available | The Thrive Approach is grounded in scientific advances in neuroscience, attachment theory and child development with a proven track record of impact on individuals.  Wellbeing Award for Schools was awarded in July19 due to the impact and on-going benefits that were evidenced during the verification process. These strategies will continue (see website page for details)  This will enable staff to engage with children who have struggled/are struggling with difficult life events and returning to school and learning.  Pupils and parents require opportunities to discuss issues and this is encouraged by a weekly drop in facility which runs from 1.00-5.00 to allow anyone to attend to call. This is particularly the case due to COVID-19.  A number of children have suffered traumas such as bereavement, change of living arrangements and parental mental health issues. Also, a number have challenges with their own mental health. These pupils need more specialised support. This is particularly the case due to COVID-19.  Early Help Assessments for families can build stronger relationships with school, offer more varied support for the whole family, engage parents with appropriate services in order to prevent further issues developing.  Through continuous assessment, where pupils are not making sufficient progress and after cycles of review, school should seek a request for statutory assessment to ensure pupils are receiving the correct amount of high quality, consistent support they need.  The number of children coming into school with additional need is rising. 45% of disadvantaged pupils have involvement with outside agencies. Advice is needed around strategies, resources and recommendations to support pupils in class and time for project work, training of staff and bereavement work.  Focus is on a character learning journey that can be personalised to the needs of children, whatever their background or circumstance - encouraging children to think critically and develop a mindset that thrives on looking at themselves and others from different perspectives. This approach is evidenced based and impact driven and will allow the pupils to acquire the knowledge and cultural capital they need to succeed in life.  This initiative supports children in becoming resilient, well-adjusted and competent citizens who are equipped to cope in the world beyond school. The approach has proven impact on make lasting improvements to the culture and environment of the school.  Children need many and varying experiences in life and opportunities to learn new skills and acquire new knowledge.  Addressing attendance issues as early as possible with parents can prevent persistent absence status. Offering early support with plans put in place and communicating how absence will affect children’s progress can have the required impact. This is particularly essential for those children not returning due to COVID-19.  Wider life experiences not only support the development of children but are vital for their social and emotional well-being.  Some parents find that homework can be a source of confrontation and are not confident enough to help their child. Homework club takes place weekly and is staffed by school TAs who can support the children. | Thrive is timetabled weekly, support is provided and resources and space has been allocated. Impact of Thrive is measurable through profiling  Time is allocated to the Mental Health Lead to monitor and assess current provision. Also to review and implement possible changes through pupil, parent and staff voice.  Pupil voice, parental views, monitoring attendance and achievement.  One afternoon per week is allocated to drop in sessions and this has been well communicated to all pupils and parents. Mental Health Lead has received specific and specialised training.  Northern Guild students take placements at school and contracts are signed and adhered to.  Through pupil progress/SLT meetings families are identified and then approached. Reviews take place regularly, are documented and action plans are completed.  The process is undertaken by trained staff alongside the LA SEND Officers. EHCPs already in existence have an annual review. Trained TAs work with pupils on targets from IEPs taken from plans.  Planning meeting between Inclusion Manager and Educational Psychologist ensures good use of time across the year. Also, termly review of time spent and outcomes.  Planning across school will allow for phases to use the equipment and resources appropriately according to bubbles allocated (due to COVID-19). It will be a trial to see how this will work in these conditions.  Due to COVID-19 restrictions, phase bubbles will rotate weekly across three different zones. Pupil voice will be used to establish the impact. Uptake will be monitored.  Where allowed due to COVID-19 restrictions.  Attendance data is produced half termly for analysis and reported at Pupil Progress meetings. Parents are contacted and if appropriate action plans are put in place. There is also new guidance due to COVID-19.  Discussions at Pupil Progress meetings will ensure opportunities are not missed and PP children are encouraged to take part. Uptake will be monitored and pupil voice will take place. Where restrictions allow due to COVID-19.  Discussions at Pupil Progress meetings will ensure opportunities are not missed and PP children are encouraged to take part. Uptake will be monitored and pupil voice will take place. Where restrictions allow due to COVID-19. | CT  CT  CT  CT  CT  CT/AC  CT/AC  CT/AC  ST  ST  All staff  CT  CT/All staff  CT | | On-going through profiling  Half Termly  Half Termly  Half Termly  On-going  On-going  On-going  Termly  Termly  Half Termly  Half Termly  Half Termly  Half Termly  Termly |
| **Total budgeted cost** | | | | | | £6,000 |
| **TOTAL BUDGETED COST**  **2020-2021** | | | | | | £34,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year (2019-20)** | | **ALL IMPACT BELOW RELATES TO AUTUMN 19 AND SPRING 20 TERMS UP UNTIL MARCH 16TH 2010. MOST COSTS RELATE TO STAFFING AND THEREFORE STILL REMAIN UP TO THIS DATE AND THROUGH SUMMER TERM IN ALTERNATIVE PROVISON AND APPROACHES.** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP. | Inclusion Pupil Progress meetings half termly will continue for all staff with Inclusion Manager  BLAST intervention delivered across  Foundation stage daily.  Additional staff in Nursery as and when appropriate for targeted support.  Parent/carers meetings/workshops for reading, phonics and maths in EY and KS1.  Encourage and recruit further parent/family helpers to read in school with children.  Significant further investment of RWI materials.  Literacy Clinic offered to all parents/carers on a 1-1 basis with the Literacy Co-ordinator | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  **Most recent validated data (2019)**  End of KS2 disadvantaged results 2019 were 67% reading, 67% writing, 83% maths, 83% GPAS and 67% RWM combined  End of KS1 disadvantaged results 2019 (6 pupils) were 50% reading, 33% writing, 33% maths and 33% RWM combined.  Entry and Exit data for Autumn and Spring terms all showed progress, some significantly. 100% children who had received BLAST made progress at varying levels.  Staffing allowed LEAPS funding hours to be matched and delivered, ensuring ALL pupils received appropriate support. Also, this allowed staff to work alongside professionals delivering outreach support from the DCC to individuals, resulting in staff being up-skilled. Also, where initial assessments show areas to target for individuals, this was much more achievable. Prior to lockdown …..  These workshops were very well attended. Feedback from parents was very positive about the session and the resource packs. Parents reported feeling more confident to help their children at home.  Reading diaries have shown increased reading levels across school due to the number of volunteers coming in to read with children.  KS1 are now able to provide appropriate RWI reading and phonic books to all the children according to their phonic grouping.  Phonics assessments in Spring 20 prior to lockdown indicated ……….  These usually take place at the end of Spring term and in Summer term. However, it was not possible due to COVID-19. | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  The Pupil Premium Strategy couldn’t be completed due to COVID-19, national lockdown and closure of schools.  Sharing information about children regularly, both quantitative and qualitative is essential, particularly due to amount of school that has been missed and learning lost due to lockdown.  We will continue to hold regular meetings via Microsoft Teams.  We will continue with delivery of BLAST in Foundation Stage.  The additional support has proved successful and the children were observed to settle into routines much more quickly.  We have held these workshops for a number of years and will continue to do so. Costs are minimal and it boosts parental interaction with home learning.  Some children who do not have the opportunity to read with an adult at home are now more engaged in reading and showing interest in books.  It has not been possible to measure the full impact yet due to COVID-19. We will continue with this approach. | **Full costs cannot be obtained due to COVID-19, lockdown and school closure (SEE ABOVE)** |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 16% pupil premium entitlement).  Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.  Improve parental engagement and support to improve children’s approach to learning and show progression | Intervention groups run across school daily.  Precision Teaching  Additional teacher for Y6 literacy lessons, allowing 3 groups  Additional member of staff in Y6 targeted maths group (1 teacher, 2 TA’s)  Small booster groups after school from Spring term for all Y6 children for literacy and maths.  Target setting meeting for maths and literacy with every child in Y6 and their parent/carer at the beginning of Spring term | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  **Most recent validated data (2019)**  End of KS2 disadvantaged results 2019 were 67% reading, 67% writing, 83% maths, 83% GPAS and 67% RWM combined  End of KS1 disadvantaged results 2019 (6 pupils) were 50% reading, 33% writing, 33% maths and 33% RWM combined.  This did not take place due to COVID-19.  This did not take place due to COVID-19. | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  All of these approaches will be repeated in 2020-2021. | **Full costs cannot be obtained due to COVID-19, lockdown and school closure.** |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Continue to improve children’s mental health and wellbeing. This will be measured by a drop in the number of children displaying difficulties through behaviours, requiring on-going emotional support and through reported improvement in performance within class.  Improve parental engagement and support to improve children’s approach to learning and show progression. | Thrive will take place with individuals and in Spring term the Thrive Approach will be introduced across all classes.  The Wellbeing Award strategies put into place 2018-19 will continue.  Weekly Drop-in sessions for children and parents to discuss any issues or concerns  The use of Counselling services, where appropriate and if available.  Two members of staff to embark upon Triple P training and delivery to Nursery parents if the trial allows.  Creative Club at lunchtime once per week with specific children needing pastoral input (all phases covered across the year)  Early intervention to help children and families through EHA’s  Applications for EHCP’s where appropriate to gain further support  Purchase of days from the EPS remains at the increased level of 12 days  Commando Joe’s  OPAL (Outdoor Play and Learning)  Widening of extra-curricular activities  Monitor attendance to ensure maximum time spent at school  Financial support available for children to take part in visits, music lessons within school and other extra-curricular activities.  Ensure places at homework club are available | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  Thrive individual sessions were disrupted.  Thrive approach could not be introduced across all classes due to COVID-19  Wellbeing Champions were appointed in each class and assemblies and sessions took place. Pupil voice shows that children are fully aware of what is available to them at school.  Sessions have been used regularly by children and a number of parents. School have become aware of previously unknown issues and been able to signpost for support.  Trainee Counsellor left due to illness and taking a break from the course. There was no available replacement until Spring term. Will begin in September 2020 due to COVID-19.  School were not in the trial group, therefore did not take place.  KS1 and LKS2 attended, one phase for each term. UKS2 did not have the opportunity due to COVID-19. Pupil voice is very positive about the club and children feel calmer in the afternoons.  Four EHAs were undertaken in the time at school, all are continuing and have led to positive action points.  Four applications were submitted for EHCP. Three were successful. Two PP children received an EHCP.  EPS hours have been used for a range of purposes including assessments of individuals, staff training and Theraplay (although disrupted due to COVID-19). On-line training was planned in the summer term.  There was a delay with the introduction of this resource. COVID-19 meant that it wasn’t used as yet.  There has been a reduction in incidents reported during playtimes. Children are engaged with activities.  Clubs could not run from 16th March 2020 due to COVID-19.  This is done each half term and individual cases followed up. Attendance figures are above the national average.  All vulnerable children are offered financial support for any school visits or activities that carry a cost. This was done throughout Autumn term and Spring term up until 16th March. Uptake was high and no children missed any opportunities they wanted to take part in.  Homework Club ran throughout Autumn term. All vulnerable children were offered a place. Uptake was high. Homework Club ended permanently at the end of Autumn 2020 term. | **No data for 2019-20 linked to COVID-19, national lockdown and closure of schools.**  This is a valuable resource and will continue.  Awareness in school and amongst parents is high and this support will continue.  This is a well-used resource and will continue.  We will continue with this approach.  We will enter any trials that will benefit the school.  It will not be possible to run the Creative Club as normal during COVID-19 restrictions. We will monitor how this develops.  We will continue with this approach.  We will continue with this approach.  We will continue with this approach.  This is currently being reviewed as it requires close working and whole class indoor activities which are not possible due to COVID-19 restrictions.  We will continue with this approach.  It is not possible to run clubs at the moment due to COVID-19 restrictions.  This is still being monitored in terms of on-line engagement in home learning. Phone calls are made to support any ICT issues and access.  These will not be possible due to the current restrictions.  This no longer takes place. | **Full costs cannot be obtained due to COVID-19, lockdown and school closure.** |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk  COVID-19 has had a considerable impact on delivering chosen approaches and measuring impact. |