Be Your BEST
Believe – Excellence – Safe – Team

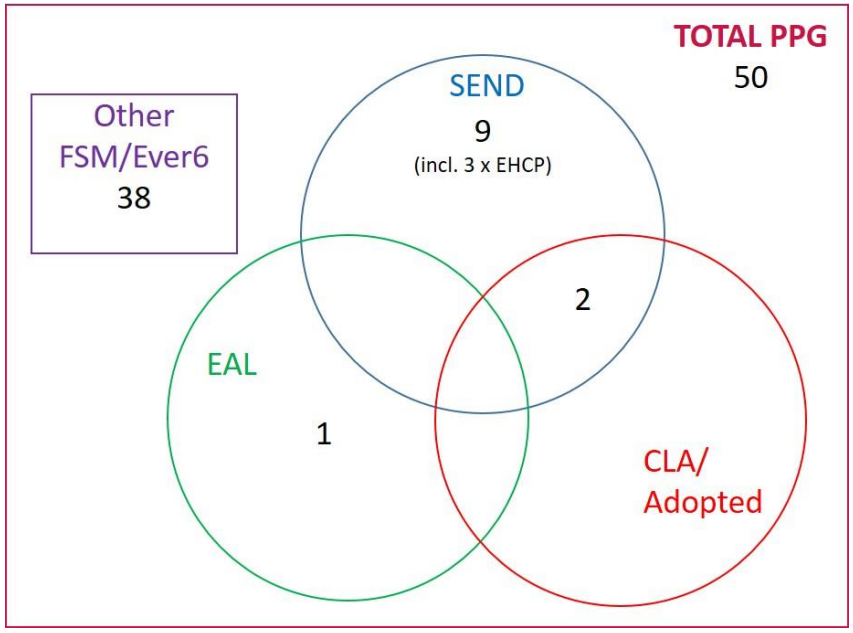
Pupil Premium Strategy Statement: The Pines Primary School

1. Summary information (Correct at Sept 2020)

School	**The Pines Primary School**				
Academic Year	2020/2021	**Total PP budget**	£74,630	**Date of most recent PP Review**	Sept 2020
Total number of pupils	338	**Number of pupils eligible for PP**	50 (17%)	**Date for next internal review of this strategy**	Jan 2021

2. Context in detail

EYFS	KS1	KS2
Nursery – 0 (0%) Reception – 1 (3%)	Year 1 - 5 (10%) Year 2 – 6 (12%)	Year 3 – 15 (26%) Year 4 – 6 (13%) Year 5 – 9 (23%) Year 6 – 8 (18%)



Ethnicity		
White British	44	88%
White Other	1	2%
White & Black African	1	2%
White & Black Caribbean	2	4%
Black African	1	2%
Any Mixed Background	1	2%

Break down by sub-group		
SEND	11	22%
EAL	1	2%
CLA/Adopted	2	4%
Services	0	0%
Only FSM/Ever6	38	76%

3. Attendance			
Last academic year summary	Autumn term graph to be added at end of term	Spring term graph to be added at end of term	Summer term graph to be added at end of term
Autumn Term 2019-20 Whole school 95.8% PP 94.32% Non-PP 96.17% Difference -1.85%			
Spring Term 2019-20 (1st half prior to lockdown) Whole school 96.6% PP 94.46% Non-PP 96.97% Difference -2.51%			

4. Current attainment – NB This data is for July 2019 due to no data being available for July 2020 due to Covid-19

Key Stage One SATs

	Rdg Exp	Wtg Exp	Ma Exp	RWM Exp	Rdg GDS	Wtg GDS	Ma GDS	RWM GDS
National	75%	70%	76%	65%	25%	25%	22%	11%
Local Authority	79%	72%	78%	68%	31%	16%	24%	12%
School (46 chn)	61%	52%	63%	52%	37%	17%	24%	17%
School PPG (3 chn)	**67%**	**67%**	**67%**	**67%**	**0%**	**0%**	**0%**	**0%**

Key Stage Two SATs

	Rdg Exp	Wtg Exp	Ma Exp	SPAG Exp	RWM Exp	Rdg GDS	Wtg GDS	Ma GDS	SPAG GDS	RWM GDS
National	73%	79%	79%	78%	65%	27%	20%	27%	36%	11%
Local Authority	76%	79%	79%	80%	64%	28%	18%	27%	37%	9%
School (28 chn)	72%	78%	75%	71%	68%	36%	21%	25%	43%	14%
School PPG (11 chn)	**45%**	**55%**	**45%**	**54%**	**45%**	**18%**	**0%**	**0%**	**18%**	**0%**

Year 1 Phonics 2019	
National	82%
Local Authority	85%
School (56 chn)	79%
School PPG (8 chn)	**75%**

Early Years GLD	
National	72%
Local Authority	76%
School (50 chn)	61%
School PPG (2 chn)	**0%**

5. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Inconsistencies in standards of Quality First Teaching affect engagement, progress and attainment
B.	Lower than age-expected vocabulary and oracy skills limit learning across the curriculum
C.	Poor resilience and emotional well-being contribute to low aspirations
D.	Interventions to support learning and/or social and emotional needs have inconsistent levels of impact
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	In many cases, home support for learning and access to resources, such as books and online resources, affects engagement in school life and opportunities to learn
F.	In some cases, parental engagement and complex family life impacts on resilience, engagement and emotional well-being
G.	In some cases, consistent attendance and punctuality affects access to learning opportunities in school

6. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Ensure consistently high standards of teaching and learning including adaptation of tasks to support, enable and challenge all pupils and especially PPG children (SDP Key Priority 1)	• Regular triangulation of teaching, combined with CPD, ensures QFT across school. • Support staff are used effectively to move learning on • Support staff receive training where necessary to increase skills • A well-designed curriculum engages all pupils and provides breadth of opportunities whilst also ensuring clear progression of knowledge & skills • Effective task design enables children to access learning, make progress and be challenged
B.	Children with poor vocabulary identified early (EYFS assessment – eCAT and Development Matters) and all children develop vocabulary and oracy skills through a vocabulary-rich curriculum, high quality texts, implementation of oracy strategies (SDP Key Priority 2 & 3) *27% children in YrR (Sept 20) not at expected entry level in Speaking; last year this figure was 28%. For PPG pupils in YrR last year, 50% were not at the expected entry level for Speaking.*	• Children with poor language skills identified in EYFS • High quality language development opportunities (including focused interventions) in EYFS and KS1 ensure children's language develops • Oracy strategies evident in lessons across the school • High quality texts used in English and Reading lessons and children able to access and discuss them confidently • Gap between PPG and non-PPG children narrows in terms of vocabulary development as shown in reading and writing attainment at KS1 and KS2
C.	Improved emotional health and well-being leads to greater confidence and self-esteem. Improved learning behaviours lead to greater resilience, concentration and pride in achievements. Together these result in higher aspirations. (SDP Key Priority 2 & 3)	• Self-esteem & well-being improves for all children, especially PPG • Positive learning behaviours are taught explicitly, children can discuss them and consequently focus/attention improves • PPG children make progress at least in line with other pupils with similar starting points consequently diminishing the attainment gap. • PPG children have high aspirations and able to discuss their goals
D.	Learning interventions have a measurable impact on a specific skill or ability in a given subject, improving access to class-based learning. Interventions designed to support social and emotional needs result in increased well-being, self-regulation, positive behaviour choices and readiness to learn. (SDP Key Priority 1)	• Pupil progress meetings and assessment data are used effectively to identify children in need of interventions, prioritising PPG children • Interventions result in a measurable improvement in attainment/access to lessons • The gap in attainment between PPG and non-PPG children narrows • PPG children accessing specific SEMH/nurture support make progress as shown by the Boxall profile • ELSA sessions are shown to have a positive impact on pupil well-being

E.	Increased engagement with vulnerable families and signposting to additional support leads to greater support at home for learning and access to resources. Children who have poorer access to learning resources at home are not disadvantaged due to increased measures put in place in school. (SDP Key Priority 3)	• Vulnerable/PPG families engage positively with the school and feel supported • Additional resources (e.g. books, laptops, paper resources) are provided for those families who have poorer access to learning resources • PPG money is used in a targeted manner to ensure that PPG children are not disadvantaged due to lack of resources • There is no gap in attendance at parents' evenings between PPG and non-PPG families
F.	Continued work to build trusting relationships with vulnerable families leads to greater engagement with school and other support services. SEMH work in school supports children's emotional well-being and parenting support promotes resilience. (SDP Key Priority 2 & 3)	• Vulnerable/PPG families engage positively with the school • Parent surveys indicate that PPG parents feel supported • Vulnerable/PPG families access external support where appropriate • Families use strategies gained from parenting support services resulting in greater resilience and improved well-being • Pupil voice indicates that children feel that the school offers ways to improve their emotional well-being • Children will be exposed to a wide range of social, cultural, enrichment
G.	Close scrutiny of attendance and punctuality data for PPG children enables issues to be identified and addressed early. Families are supported to improve attendance and punctuality including home visits, coffee mornings, referral to external services. (SDP Key Priority 2)	• There will be no significant difference in attendance between PPG and non-PPG children • Attendance discussed and monitored weekly in Inclusion Meetings and any concerns regarding PPG families raised • Any attendance/punctuality issues will be addressed quickly with parents and meetings held to develop strategies and plans to resolve difficulties • Support from outside agencies sought if there are persistent concerns regarding attendance/punctuality for individual families

7. Planned expenditure

Academic year	2020-2021

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

i. 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?
A: Teaching and Learning is of a consistently high quality	Staff CPD on T&L and pedagogy including feedback and mentoring Develop staff skills in providing feedback to move learning on & improve attainment Staff CPD to develop understanding of PP children Effective task design enables learning across all subject areas Develop staff approaches to support, enable, challenge all pupils Reduced class sizes in Years 3 & 4	EEF Guide to PP states "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Sutton Trust found that pupils from disadvantaged backgrounds gain 1.5 years' worth of learning over a school year with "very effective teachers". Therefore, investment in staff CPD as a whole school approach is valuable for all pupils, especially PPG. EEF Toolkit indicates high quality feedback is an effective way to improve attainment. Staff CPD to explore possible barriers for PP children in order to enhance understanding Staff CPD and ongoing feedback (including through Phase Leaders) to ensure that the needs of children are met and that tasks are appropriate for children's abilities and confidence within a lesson	Ongoing staff CPD through staff meetings/INSET and monitoring of how approaches are embedded Include HLTAs in staff training from Sept 20 Review of new marking and feedback policy (Sept 20) Use of Pastoral Support Worker to enable PPG/vulnerable children to access learning opportunities in class Maths manipulatives used to support the curriculum.	DHT	Termly, and modify CPD plans according to need Cost of INSET & training for HLTAs: £1043 Proportion of cost of a F/T teacher to reduce class sizes: £8840 Cost of proportion of salary of Pastoral Support Worker: £4,870 Proportion of cost of maths manipulatives: £130

A: Children are engaged and motivated by a high quality curriculum offer	Curriculum development work ensures that learning units meet the needs of our children Curriculum drivers influence the content of our curriculum Opportunities are sought to broaden horizons and provide experiences children may otherwise not have	Our Curriculum Drivers (Our place in our world, Language & Oracy, Learning Skills and Healthy Body, Healthy Mind) have been selected with our children and community in mind. Children who are engaged in their learning and well-motivated will achieve more highly.	Ongoing evaluation of curriculum and modifications made as a result of review Breadth of curriculum evaluated by SLT and subject leads as well as how Curriculum Drivers are being used to direct curriculum choices	DHT SLT	Cost of leadership time equivalent to ½ day per week: £6804
B: Children with poor language skills are identified early	Rigorous assessment processes enable children in EYFS to be identified with a particular focus on the understanding and speaking elements of Language and Communication	"Children eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) EYFS goals than children not eligible for FSM." EEF Early Language Development Report "Language variation in children is complex and difficult to attribute to a single cause. Regardless of the causes, low levels of vocabulary set limits on literacy, understanding, learning the curriculum and can create a downward spiral of poor language which begins to aspect all aspects of life." Kate Nation, University of Oxford	Pupil Progress Meetings held at least termly to review progress with particular focus on PPG pupils EYFS lead to monitor children's attainment within Language and Communication section of ELGs. EYFS staff to receive additional training to undertake training in use of ECAT	EYFS lead	Cost of release time for ECAT training to be added once known
B: Vocabulary and language skills are developed for all children	Development of staff's knowledge of oracy skills and approaches Promotion of oracy skills across the school to develop vocabulary and expressive language skills High quality texts used within English, whole class reading and other curriculum areas to develop vocabulary	The Voice21 Oracy Project states, "On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. This gap widens to a 5 year difference by age 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties." "The act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills." Philip Gough & William Tunmer	Continued staff CPD to improve skills in developing oracy SLT to monitor how strategies are being used in classrooms and offer feedback to staff Staff CPD in use of whole class reading lessons and provision of reading spines for each year group to ensure class readers are of a high standard Monitoring of texts used within a range of subject areas to ensure opportunities are taken to develop vocabulary	Reading lead SLT	Proportion of cost of reading training and newly purchased reading texts: £92

C: Emotional health and well-being improve through whole school approaches	Whole school PSHE scheme offers concrete teaching of topics that contribute to well-being Weekly themes for PSHE support transition back to school from lockdown Assemblies promote well-being across the school community Children are encouraged to discuss feelings and well-being	Maslow's Hierarchy Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to satisfied before they can focus on the needs higher up and achieve their potential.  	PSHE themes promoted and monitored by SLT and PSHE lead. Assembly schedule follows weekly PSHE themes for Autumn term and also includes topics to promote well-being. Review in staff meetings of children's well-being and regular discussion in phase meetings to ensure well-being is high priority	PSHE lead DHT SLT	Cost of proportion of salary of PSHE lead: £282
C: Children demonstrate greater resilience, pride and concentration	The whole school values (Believe, Excellence, Safe and Team) are fully embedded and promoted through assemblies, PSHE lessons and 'ad hoc' discussions The school values are visible around the school and on documents produced by the school	Effective schools and teachers provide children on a daily basis with mastery experiences, opportunities to experience success and enjoy achievement that also serve to foster intrinsic motivation, self-efficacy, and persistence in the face of failure". Masten, Herbers, Cutuli and Lafavor (2008)	School values are evident around school and noticeable to visitors Assembly themes written termly to ensure school values remain a key focus and needs of school are met.	All staff	
C: Children have higher aspirations for their futures	Opportunities are made for children to have greater awareness potential future career choices Careers fair for years 5 and 6 promotes a range of future employment opportunities and results in raised aspirations	Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.	SLT to review wider opportunities available through the curriculum and school in general, drop-ins, planning review, DHT to organise a careers fair and feedback to be taken from children	SLT DHT	Cost of organising careers fair and providing resources: £300
G: Attendance of all pupil groups improves (dependent on covid-19)	Weekly scrutiny of attendance data (in Inclusion meetings) results in effective action being taken to address any children with poor attendance	If children are not present in school, they are unable to gain any educational, social or emotional benefit that setting may offer. The overall absence rate for pupils eligible for FSM was 7.6% compared to 4.3% for non FSM pupils. DfE Pupil Absence 2016-17	Minutes of inclusion meetings to include attendance data, DHT to track PPG and non-PPG attendance data, regular liaison between attendance officer, pastoral worker and SLT to keep track of key families.	Inclusion team SLT	Cost of use Family Support role to specifically monitor PPG attendance: £6,426
				Total budgeted cost	**£28787**

ii. 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?**
A: Teaching and Learning is of a consistently high quality	Effective task design ensures that learning is tailored to the needs of individual children Children with additional needs are supported appropriately to make progress	Sutton Trust found that, 'the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers'.	Monitoring of curriculum and planning documents to ensure tasks are designed well to meet pupil needs	SLT Subject leaders	Cost of leadership time equivalent to ½ day per week: £6804
B: Children with poor language skills are identified early	Individual and small group interventions offered for children identified as having poor language skills or difficulty expressing themselves Phonics interventions run fluidly to address language difficulties at an early stage (EYFS and KS1)	Children eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) EYFS goals than children not eligible for FSM. EEF Early Language Development Report	Monitoring of interventions and opportunities taken to address poor vocabulary/language skills	SENCo Phonics lead EYFS/KS 1 leaders	Cost of providing suitable resources and training: £150
D: 1:1 and small group interventions to support academic learning have a measurable impact on attainment	Pupil progress meetings held at least termly to review progress and attainment leading to children being identified for interventions PPG children are prioritised for interventions	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Guide to PP.	Effectiveness of Pupil Progress Meetings monitored and general themes/concerns reviewed. Monitoring of Interventions to ensure effectiveness. Review of provision for PPG children to ensure they are receiving the targeted support needed.	SENCo Class teachers/ phase leaders SLT	Proportion of cost of having TAs across all classes each afternoon to run interventions: £21,982

F: More trusting relationships built with vulnerable families resulting in greater engagement in support	Creation of Family Support role to focus on support for families and enable relationships to be built and sustained	A stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment. Goodall and Vorhaus, 2010	Ongoing reviews of engagement by PPG families through Inclusion meetings and informal discussions within Inclusion team and SLT. Ongoing review of Family Support role and the families being supported. Parent surveys used to gain feedback on support offered – monitoring of response rate for PPG families.	Inclusion team	Cost of use Family Support role to specifically engage PPG families: £6,426
G: Improved attendance and punctuality of PPG children	Weekly scrutiny of attendance data (in Inclusion meetings) results in effective action being taken to address any children with poor attendance A range of strategies e.g. home visits, coffee mornings to support attendance and engagement with school and external services	Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance issues.	Minutes of inclusion meetings to include attendance data, DHT to track PPG and non-PPG attendance data, regular liaison between attendance officer, pastoral worker and SLT to keep track of key families. PPG families targeted to attend coffee mornings to promote attendance and engagement in school life	Inclusion team SLT	See in above section
				Total budgeted cost	**£35,362**

iii. 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?**
Improved nurture provision, enabling children to have SEMH support	Employment of Pastoral Support Worker trained to offer ELSA sessions and other SEMH support	Young people's SEMH needs have a significant impact on their learning and progress through the curriculum (National Institute for Health and Clinical Excellence [NICE] 2008, 2009 One in ten children/young people have a clinically diagnosed mental health disorder (DfE, 2015) and many more (around 25%) have an identifiable mental health need (Weare & Nind, 2011). Half of lifetime mental illnesses start by age 14 (NCB, 2015).	Monitoring of support offered by Pastoral Support Worker, use of Boxall profile to identify children for SEMH support and review effectiveness of provision,	Pastoral Support Worker SENCo SLT	Cost of proportion of salary of Pastoral Support Worker: £9,739
Improved access to wider opportunities to raise aspirations and improve well-being and engagement	Whole-school approach to enabling wider opportunities linked to curriculum areas, our local community and the wider world. Additional support for PPG families to access clubs, visits, extended provision and other activities intended to broaden horizons	The emphasis in the Ofsted framework on supporting pupils' progression to the next stage of their learning, and the current inspection focus on the achievement of able disadvantaged pupils, should be reflected in the way we set ambitious goals for all. In other words, schools need to address gaps in cultural and social capital as well as in academic achievement, rather than limiting pupils' aspirations by focusing on gaps in achievement. David Birch 'Raising Aspirations of Disadvantaged Pupils'	Monitoring of opportunities offered through the curriculum and wider life of the school. Monitoring of participation of PPG families in these activities. All staff to ensure that families of PPG children are aware of opportunities open to them.	DHT SLT	
				Total budgeted cost	**£9,739**

8. Review of expenditure

Previous Academic Year	2019-2020

NB: The global covid-19 pandemic significantly limited progress towards the identified desired outcomes. This evaluation, therefore, is brief as impact is very difficult to ascertain for most objectives.

i. 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
To increase the level of vocabulary/oracy skills across the school	Participation in Voice 21 training and dissemination to staff Promotion of a vocabulary-rich curriculum	Member of staff completed LA Voice 21 training. Some oracy CPD provided to staff throughout INSET days and staff meetings. Resources provided to support oracy in the classroom and strategies to develop children's oracy skills. Some evidence of these being used seen prior to lockdown. Curriculum development work has included focus on vocabulary to ensure there is a progression of language within each subject. Completed during lockdown so no impact yet.	Continued promotion of oracy strategies in school across all year groups and subjects. No further participation in LA Voice 21 training due to changes in school priorities.	
To ensure the curriculum is designed to meet the needs of PPG pupils at The Pines	Complete review of curriculum resulting in a new 2-year curriculum cycle Identification of Curriculum Drivers to meet the needs of children at The Pines and use of these to drive curriculum decisions High quality curriculum offer that is designed to engage all pupils, including meeting the needs of PPG pupils	Two-year curriculum cycle developed with newly developed 'learning units' designed to ensure coverage of the National Curriculum as well as to meet the needs of pupils at The Pines Curriculum Drivers discussed and agreed during Sept 19 INSET and then used to drive curriculum planning throughout the year. On-going review and refocus during Summer 2019 and input during Sept 20 INSET. Ongoing review of curriculum throughout 2019-20 enabled adaptations to be made to ensure teaching and learning meets the needs of all pupils Impact of all curriculum work not yet seen.	Continue to review and monitor the curriculum and how Curriculum Drivers as used to inform curriculum decisions. Further monitoring of how the curriculum meets the needs of PPG pupils needed and also the impact of changes to the curriculum.	

ii. 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**
To develop nurture and SEMH provision	Develop a Nurture room Employ a Pastoral Support Worker Pastoral Support Worker to complete ELSA training 1:1 and small group SEMH/ELSA support available for identified individuals	Pastoral Support Worker employed from Sept 19; Nurture Room developed throughout Autumn 2019. ELSA training completed by Pastoral Support Worker Jan-Jul 2020. Some 1:1 and small group SEMH support offered to children prior to lockdown with PPG (as well as children with CP needs) prioritised. Positive relationships built and work completed related to friendships, resilience and emotional well-being completed. Positive impact on individuals seen – increased engagement in learning, higher self-esteem, improvements in behaviour.	ELSA support to be offered to targeted individuals from Sept 2020. Continued focus on 1:1 and small group to support SEMH.	
To ensure all children and especially PPG children develop their vocabulary and language skills	To train all staff in Voice 21 Oracy strategies	Some training offered to staff on Voice 21 oracy strategies. Some focused work with PPG individuals to develop language skills. Minimal impact due to limitations of lockdown.	Continued focused work needed and development of a whole school approach to improve language skills and vocabulary Development of whole class reading strategy needed to promote language and vocabulary development.	
To raise standards for PPG pupils and ensure they have access to an appropriate curriculum	Make effective use of Teaching Assistants to deliver interventions each afternoon	Focused interventions timetabled during Autumn 2019 and first part of Spring 2020 (with priority given to PPG pupils) however staffing difficulties resulted in minimal impact. As staffing levels improved, the school went into lockdown.	Further training for TAs needed to enable effective interventions. Focus on QFT to reduce the need for interventions.	
To develop a new curriculum enabling children to make links by building on prior learning	Creating a new curriculum with explicit links between subjects and clear progression of skills	Two year curriculum cycle developed and reviewed during 2019-202 with a particular focus on creating progression of skill documents during lockdown. Significant progress made with curriculum development work but impact not yet seen.	Continued focus on curriculum development and evaluation of impact needed once children are in school full time after lockdown.	

To increase parental involvement	Make use of Pastoral Support Worker to engage families Hold coffee mornings and parent information sessions including targeting PPG parents with invites	Inclusion team (including Pastoral Support Worker) engaged vulnerable families and, particularly during lockdown, built strong, trusting relationships. Coffee mornings held but poorly attended. Ideas being developed to engage more parents but lockdown prevented this. A small group of parents attended a parenting course held at school.	Continued focus needed once Covid-19 restrictions make this more possible.	

iii. 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**
PPG children benefit from the wider opportunities offered by school	To include school trips and wider experiences as part of each new curriculum topic	A variety of trips were offered and PPG children supported to attend prior to lockdown. Curriculum planning includes a wider variety of 'hook' activities and opportunities for trips/visitors. Impact not yet seen.	Needs continued focus once covid-19 restrictions make this possible.	
Learning is deepened and curriculum decisions increase the breadth of children's experiences	To develop a mastery approach across the full curriculum	Curriculum development focuses on a mastery approach in all subjects. Staff CPD to encourage a deeper, slower approach to learning rather than superficial coverage. Two members of staff attended Maths Mastery training and disseminated approaches to staff through INSET and staff meetings. Impact not measurable due to lockdown and lack of data.	Maths Mastery needs continued development throughout the school. Ongoing review of the curriculum to ensure depth and breadth.	

9. Additional detail

During the lockdown resulting from the Covid-19 pandemic, the Inclusion Team at The Pines made very frequent contact with vulnerable families including home visits, phone calls and e-mails. Food parcels were prepared (and in some cases delivered) and PPG families were prioritised for these and the School Business Manager and Inclusion Team together ensured that families received food vouchers where eligible and some families were also given additional supermarket vouchers if they expressed a particularly high level of need. Children from vulnerable families and/or those without access to online learning were provided with paper-based learning packs. These were collected from school by the families or, in some cases, delivered. Teachers also made weekly contact with all families and a rigorous reporting system was used to ensure that any 'contact fails' were reported and followed up, especially with PPG/vulnerable families.

At the end of the Summer term, all parents were given a survey to enable them to give feedback on the learning that had been provided during lockdown and to identify any technological barriers to children completing work. Only a small number of PPG families (8) responded but, of those that did, 38% stated that difficulties with IT limited their child(ren)'s ability to access learning at home.