



Review: last year's aims and outcomes

Context:

Covid restrictions during the academic year 2020-2021 significantly impacted on the work that we could undertake with parents and other professionals in school. During the second school closure, January 4th to March 8th 2021, many of our disadvantaged pupils were working remotely and being supported through live lessons, family learning mentor and early help.

Aim	Outcome
Increased parental engagement and awareness around the importance of education and employability	<p>Covid restrictions have meant that parents haven't been able to come into the school building this year and everything we have done as a school, has had to be remote. We have had a whole school focus on improving growth mind-set and attitude towards learning. Some of our disadvantaged families have been particularly hard to reach so we have had to use additional/different resources to what was planned:</p> <ul style="list-style-type: none">• 1:1 support for disadvantaged families during remote learning (school closures). This allowed parents to better support their children and provided the children with teacher support where parents did not feel able to.• Chrome books provide for all disadvantaged children who needed a device/more devices. This allowed them to access the remote support.• Parental engagement lead has worked with families to provide support and encourage engagement in learning through fun challenges, activities and competitions.• Unfortunately, the second school closures postponed plans for the 'world of work curriculum' however, staff training has taken place and staff have collectively written a new world of work curriculum which will be introduced in September. This has been shared with parents and parents are aware of the expectations and rationale.• Introduction of key employability skills and attitudes – these are inter-wove within lessons and as a result children are more aware of how the things they learn in class, link to the 'real' world.• Tutors were allocated to children who have significant gaps in learning due to school closures.

<p>Provide support for children's personal, social, emotional and mental-health in order to break down barriers to learning and increase engagement in learning activities</p>	<p>Children have been allocated support within bubbles, which has looked slightly different to what was originally intended.</p> <ul style="list-style-type: none"> • Nurture group provision has been offered to disadvantaged pupils in KS2 who have struggled emotionally and mentally with the effects of the last 18 months. Exit reports provided by Nurture group leaders show significant improvements in children's self-esteem, confidence and emotional and mental health. This has also been reflected in the classroom in children's books and in their contributions within lessons. Although attainment of these children is still below expected (gaps made larger as a result of the pandemic), progress is at least good. As a result of good communication between school and parents, parents have a good understanding about how nurture can improve outcomes for children and reduce/remove barriers to learning. They are well informed about the specific barriers to learning their child has and how these will be addressed. • 8 disadvantaged pupils from EYFS and KS1 and 8 pupils from KS2 have had 9 weeks of equine therapy. This has increased their confidence and the children are more engaged and vocal in class. Behaviour of children has improved and the children's self-belief which has had a positive impact on them and the progress they have made in class, which has been accelerated over the year in all areas. • 8 disadvantaged children took part in a 24 week riding project which focused on improving mental health and well-being. Entry assessments showed high levels of anxiety, poor self-esteem and also, several of the pupils had environmental barriers to learning. After 24 weeks (with a short break in between due to the lockdown restrictions), 90% of the group showed a marked improvement in their mood, confidence and self-esteem. Their behaviour in class has improved and they respond well to praise and can now constructive feedback with regards to improving their work. • There has been an increased focus on forest schools and outdoor learning and all children, whether in school or remotely have engaged in outdoor activities. As a result, children's well-being has improved and they have shown a great deal of resilience and have adapted well to all the changes of the last 18 months. Very little time was lost after the school closures in settling children back in to school.
<p>Improve attendance rates for specific children</p>	<ul style="list-style-type: none"> • Attendance for this academic year is slightly above national at 95.65%. Disadvantaged attendance is slightly below national at 94.43% however, this is an improvement on last academic year, despite the challenges of the last 18 months. • SAP meetings are very well embedded as part of the termly good practice and the schools' early help support is actively involved in this, supporting families and the school.

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