



Walworth School 2020/21

Pupil premium Strategy Statement

(FSM) = Free School Meals (CPLA) = Children of Previous Looked After - (CLA) = Children of Looked After

SUMMARY INFORMATION			
Type of special educational needs and disability	<ul style="list-style-type: none"> • Communication and interaction. • Cognition and learning. • Social, emotional and mental health difficulties. • Sensory and/or physical needs. 	Date of most recent pupil premium review:	24 th October 2020
		Date of next review: 14 th Dec 2020	Dec 2020
		July 2021 (FINAL REVIEW) NEW STRATEGY TO BE DESIGNED (SEPT 21)	
Total number of pupils:	62	Total pupil premium and catch up funding budget:	Total £ 100,920 (PPG Funding)
Number of pupils eligible for pupil premium	44 = 71% (Ever 6 – FSM) 12 = 19% (LACP) 8 = 13% (CLA)	Amount of pupil premium received per child:	£1345 x 44 (FSM) = £59,180 £ 2345 x 12 (CPLA) = £28,140 £1700 x 8 (CLA PP+) = £13,600

Rationale

At Walworth Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed. We ensure that these pupils benefit from programmes and enriched learning opportunities based on an accurate understanding of what support best suits each pupil. Through this, we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not. Walworth School has now embedded a new assessment system for all pupils (Progression). Progress will be closely monitored with termly progress checks and data analysis. .

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	100% of learners have an Education, Health and Care (EHC) Plan that relates to SEMH. An increasing number of pupil's display complex behaviours and find it difficult to accept challenge in learning and social awareness.
B	Low self-esteem and self-confidence are issues for many pupils, especially when faced with academic challenge.
C	Complex mental health issues relating to anxiety, trauma, self-harm and attachment difficulties for a small group of pupils (some eligible for PP+) is having detrimental effect on their academic progress and means to communicate their emotions.
D	Engagement to learning is less likely due to extreme SEMH needs, challenging home circumstances and lack of parental engagement.

ADDITIONAL BARRIERS

External barriers

E	Attendance rates for some pupils are below national expectations or inconsistent which causes them to make less progress.
F	The majority of families live geographically some distance from the school so interaction with families can be limited.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Future implement positive de-escalation strategies to help pupils to manage their own behaviour and self-regulation in the learning environment when exposed with new learning and social challenges.</p> <ul style="list-style-type: none"> - Measured by the major incidents / individual behavior management log / progress data. 	<p>Fewer behaviour incidents recorded for identified pupils who are reluctant to engage academic or social challenges.</p> <p>(CPD - TEAM – TEACH Training techniques)</p>
B	<p>Pupils will have the opportunity to access to an enriched curriculum which promotes self – confidence and esteem in which they can make progress that is appropriate to them.</p> <ul style="list-style-type: none"> - Measured by children demonstrating a higher level of independent learning leading to mastery understanding in success. 	<p>All PP children access enrichment activities/ residential visits and show observable gains in their confidence, self-esteem and independent learning.</p>
C	<p>To establish a supported nurturing unit for children who need additional support and alternative curriculum.</p> <ul style="list-style-type: none"> - Measured using Boxall assessment profile and evidence from individual pupil management behavior logs and progress data. 	<p>Impact will be seen through the development of positive relationships with adults, and an increased capacity to manage social relationships, readiness to learn and improve rates of progress.</p>
D	<p>To develop an enriched and inclusive support service, where external professionals (CAMHS / FUTURE STEPS) can provide intervention support in school and at home, supporting issues around self- regulation, mental health, trauma, and motor coordination.</p> <ul style="list-style-type: none"> - Measured by OT assessment framework and Emotional Wellbeing and Mental Health assessment framework. 	<p>Specialised intervention support will help staff and parents/ carers to facilitate opportunities based on assessment, that allows children to express to self – regulate their emotions reducing the level of anxieties that are often displayed as aggression.</p>
E	<p>To increase and monitor attendance rates where this is below a set level.</p> <ul style="list-style-type: none"> - Measured using the attendance data. 	<p>All PP children's attendance will be at least 96% or above</p>
F	<p>To increase parental engagement and attendance to school events using remote online sources.</p> <ul style="list-style-type: none"> - Measured using parental feedback and alternative ways of increased attendance 	<p>Parents and carers will have additional and alternative support to engage in school life and events.</p>

STRATEGY STATEMENT

At Walworth School we are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, self-help skills, communication strategies, social interaction and independence.

We invest the pupil premium income received each year in providing additional support, staff training and resources to enable school staff better meet our pupils diverse learning and developmental support needs. This includes providing parent training opportunities as well as direct or group interventions with pupils day to day.

- **NHS CAMHS PRIMARY MENTAL HEALTH KEY WORKER** (+ 2 days per week) To promote good emotional health, prevent poor mental health issues and identify mental health issues early, aimed at the whole school community, pupils, parents and staff.
- **FUTURE STEPS OCCUPATIONAL THERAPIST** (+ 2 days per week) To assess, diagnose sensory processing disorders and provide practical and activity-based treatment to develop, maintain or recover the skills necessary for daily living and within the classroom. (Providing programmes of work and training to staff and parents)
- **PARENTAL SUPPORT ADVISOR** –To lead on parental engagement and team around the family support.
- **NUTURE GROUP-** To establish a provision that provide nurture principles that will successfully engage children presenting a higher need of support.
- **EDUCATIONAL PSYCHOLOGIST SUPPORT** (Additional School Level Agreement Contracted Support). To support school and families if a child is experiencing barriers to their learning and support with making recommendations for pupils transferring to year 7 placements. This may include assessing pupils, whole school staff training, staff coaching (INSET – Emotional Coaching) and working with families.

Quality of teaching and Targeted Support

Desired Outcome	Action / Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead & Cost	When will you review this?
<p>A.</p> <p>Future implement positive behaviour management and de-escalation strategies to help pupils manage their own behaviour in learning and social environments.</p>	<p>Team – Teach CPD Trainers Training.</p> <p>IN & MC to access accredited TT facilitators training so that they can train whole school staff in positive behaviour management strategies linked to BM policy.</p>	<p>Team Teach provides reasoned, researched and considered positive behavioural management strategies. Their approach to behaviour management is holistic which provides an understanding of the causes of disruptive behaviour and teach effective communication techniques for de-escalation, as well as safe positive handling. The aim is always to reduce the need for restraint, and increase the safety of your school.</p>	<p>Trainers will provide staff training to all newly appointed staff and refresher training to whole school staff at any point during the academic year.</p> <p>Trainers have necessary resources and equipment to deliver the staff CPD.</p>	<p>IN & MC</p> <p>Team – Teach Training Cost and Expenditure</p> <p>£ 2585</p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>June 2021</p>
	<p>To have behavioural reward certificates and special tangible rewards to promote positive behaviours observed.</p>	<p>The National Association of School Psychologists suggests that reward systems help motivate students.</p> <p>Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy.</p>	<p>Each class group will be allocated funding to purchase rewards, stickers and certificates that can be presented at weekly celebration assemblies.</p>	<p>E. Blenkinsop (SBM)</p> <p>Budget for class rewards</p> <p>£200 x 10 classes = £2000 Budget for class rewards</p>	
	<p>Staff CPD INSET Emotion Coaching</p>	<p>Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.</p>	<p>SLA – Educational Psychology Service Julia Dixon as Inset training 11th November 2020</p>	<p>ER & EB</p> <p>£ 2400</p>	

Desired Outcomes	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead & Cost	When will you review this?
<p>B.</p> <p>Pupils will have the opportunity to access to an enriched curriculum which promotes self – confidence and esteem in which they can make progress that is appropriate to them.</p>	<p><u>Educational Visits</u></p> <p>Support pupil premium to access educational visits to increase opportunities that broaden their experiences and life skills.</p> <p><u>Additional Cooking</u></p> <p>Children to have regular access to additional cooking experiences that promotes cultural days and festivals during the academic year.</p> <p><u>Durham Learning Resources SLA</u></p> <p>Children to have access to additional exciting practical artifacts and resources to help make learning real and practical in the classroom.</p> <p><u>Additional Music Service Support SLA</u></p> <p>Music Leader will access CPD Curriculum Leadership support and children to access additional instrumental teaching.</p> <p><u>Education City</u></p> <p>Online remote / interactive learning programme that is personalised to the individual's level of ability.</p> <p><u>Identified 1 to1</u> Support – Target intervention</p>	<p>All children, regardless of background are entitled to a well-rounded, culturally rich education.</p> <p>All children will have the opportunity to experience cooking for different theme days in relation to yearly festivals, exploring different cultures and religions around the world.</p> <p>Bringing lessons to life with stimulating resources carefully selected to support curriculum topics from our collection of over 300,000 items.</p> <p>The reading collections help to raise attainment by developing reading, comprehension and grammar. They also support reading for pleasure.</p> <p>Investing in music service support so our Music Leader can prepare a comprehensive INTENT for the whole school music curriculum to enable enriched learning opportunities throughout.</p> <p>Each Class will access instrumental music teaching.</p> <p>LAC children are set remote learning opportunities by teachers and are reviewed to show that the identified children are engaging in additional overlay of learning at home.</p> <p>Additional identified opportunities to access target intervention support beyond the school day in relation of identified need. (Any 4 areas of SEND)</p>	<p>Class Teachers will plan visits and enrich curricular activities that promote culture capital and enriched learning opportunities that will help children grow confidence accessing and succeeding in learning at their level of development.</p> <p>Class Teachers will order learning resources online linked to focused areas of learning.</p> <p>DHT will monitor curriculum intent and design for music.</p> <p>Music Leader will monitor the timetable for additional instrumental teaching.</p> <p>LAC – Coordinator to organise the order and distribution of Laptops to identified children.</p> <p>LSA – time to upload personalised learning and support the children to navigate the learning opportunities</p>	<p><u>HT & SBM to set budget</u></p> <p><u>Education Visits</u></p> <p>£600 per year x 10 Classes</p> <p>£6000.</p> <p><u>Cooking</u></p> <p><u>£200 per year x 10</u></p> <p><u>£ 2000</u></p> <p><u>SLA Cost @</u></p> <p><u>£ 2011 per year</u></p> <p><u>SLA Cost @</u></p> <p><u>£2480 per year</u></p> <p><u>ER & EB</u></p> <p><u>LAC pp £2400.</u></p> <p><u>+ LAC pp - £2520</u></p> <p><u>ER &EB</u></p> <p><u>LAC pp - £500</u></p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>June 2021</p>

Desired Outcomes	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead & Cost	When will you review this?
<p>C.</p> <p>To establish a supported nurturing unit for children who need additional support and alternative curriculum.</p>	<p>Educational Psychology Service & Emotional Wellbeing Effective Learning (EWEL)</p> <p>Staff Consultation</p> <p>To establish the governor and SLT working party.</p> <p>ER – AS review bespoke staff training in relation to Walworth Nurture Group Provision.</p> <p>Staff Training delivered by AS (LA EWEL – Advisory inclusion teacher)</p> <p>Resources to identify and order.</p> <p>Curriculum design and development.</p> <p>Identification of LAC children (carer / Local Authorities information leaflet- Local Offer website)</p> <p>Boxall Assessment Profile</p>	<p>Wider research into nurture models in line with the recommendations of Durham LA.</p> <p>Collection of staff understanding in relation Nurture Principles.</p> <p>All stakeholders are informed and have an opportunity to challenge pilot initiative / vision.</p>	<p>E Reed (Designated Senior Lead LAC) to coordinate the implementation of the actions identified and desired outcome.</p>	<p><u>E Reed and External Professionals.</u></p> <p><u>£ 5200</u></p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>June 2021</p>

Desired Outcomes	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead & Cost	When will you review this?
<p>D.</p> <p>To develop an enriched and inclusive support service, where external professionals (CAMHS / FUTURE STEPS) can provide intervention support in school and at home, supporting issues around self-regulation, mental health, trauma, and motor coordination.</p>	<p>CAMHS Key Worker 2 days a week.</p> <p>To have an identified Primary Mental Health Key Worker commissioned by CAMHS to support pupils, staff and parents / carers in relation to complex SEMH needs.</p> <p><u>FUTURE STEPS OCCUPATIONAL THERAPIST</u> (+ 2 days per week) To assess, diagnose sensory processing disorders and provide practical and activity based treatment to develop, maintain or recover the skills necessary for daily living and within the classroom. To provide programmes of work and training to staff and parents.</p>	<p>An early report suggested that primary mental health workers (PMHWs) from CAMHS could be employed to help tier 1 workers such as teachers to support the mental health of children, develop relationships within local areas, and be the link between schools and CAMHS. These PMHWs are, therefore, key to promoting good emotional health, preventing mental health issues and identifying mental health problems early.</p> <p>The Steps Programme Aims to;</p> <ol style="list-style-type: none"> 1. Reduce challenging behaviour in the classroom. 2. Develop the sensory system's effecting the child's presentation. 3. Provide an integrated approach and strategies so the child can succeed within their host school. 4. Improve engagement, motivation, behaviour, and educational success by unleashing the child's true potential. 5. Successful outcomes by combining the expertise of Future Steps and the child's host school 	<p>Mr Cooke to monitor and coordinate</p> <p>CAMHS Primary Key worker to work directly with class groups to model self – regulation programmes.</p> <p>CAMHS Primary Key Worker to work with teachers, teaching assistants and parents / carers so that they have the skills to model self-regulation techniques to children.</p> <p>Miss Bourne to monitor and coordinate</p> <p>To purchase 2 day a week of commissioned service from Future Steps as identified Occupational Therapists</p>	<p>Mr. Cooke / EWMH Lead Mrs Borrill CAMHS Key worker</p> <p>Cost @ £22,545 (FSM)</p> <p><u>Miss Bourne</u></p> <p>Cost @ £ 32,500 (FSM)</p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>June 2021</p>

Desired Outcomes	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead & Cost	When will you review this?
<p>E. To increase and monitor attendance rates where this is below a set level.</p>	<p>To provide a range of pastoral support programmes that reduce attendance gap between PP and non PP students. Ensure that the journey to school results in all students being ready to learn</p> <p>To aim to increase attendance. Aim By the end of term one reach 95% By the end of term 2 reach 95.5% By the end of term three reach 96%</p>	<p>It is vital that parents are involved at all times in their child's education to provide encouragement and support from an early age. Parents also have a legal responsibility to ensure their child attends school and have a crucial role in the establishment of positive attitudes to attending school. Engagement with parents should therefore form an important element of every school's attendance policy and procedures. A school should inform parents and pupils regularly about expectations with regard to attendance and provide attendance information for parents on a regular basis. This can be on a school-wide basis with information communicated to all parents or on an individual pupil basis if the school has concerns about an individual pupil's attendance.</p>	<p>Head Teacher to challenge persistent lateness of identified pupils by sending a letter to parents / carers</p> <p>PSA to provide targeted intervention and support in areas of specific need working in partnership with the LA, Parents, Carers and social workers</p> <p>To promote good attendance and punctuality by reward celebration certificates / gifts or reward trip.</p>	<p><u>HT</u></p> <p><u>PSA</u> Cost @ £2700</p> <p><u>EB (SBM)</u> Cost @10 classes x £100 = £1000</p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>June 2021</p>

Desired Outcomes	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead & Cost	When will you review this?
<p>F.</p> <p>To increase parental engagement and attendance to school events using remote online sources.</p>	<p>To look at creative ways to reach out to parents who have difficulties to access school events.</p> <p>Look at Remote online opportunities to create an environment so that all parents can have access to events using online / digital technology.</p>	<p>Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with children's academic outcomes.</p>	<p>PSA to trial different approaches to engage parents remotely setting up a digital platform such as TEAMS / ZOOM.</p> <p>This will be monitored by AHT Mr Cooke who will seek feedback in relation to wider parental engagement opportunities.</p>	<p>Employment of a PSA- Costing related to direct time spent on outcome .Cost @ £12,080</p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>June 2021</p>

Evaluation of Outcomes	Impact
<p>A</p> <p>Future implement positive behaviour management and de-escalation strategies to help pupils manage their own behaviour in learning and social environments.</p>	<p>Dec / Feb / July Review - September recorded 22 incidents it is worth noting that this is a significant decrease from the number of incidents in September 2019 (47). Out of the 22 incidents 5 involved repeated incidents and several involved those who were new to the school indicating reasons for incidents around anxiety, testing boundaries. A LA monitoring visit reviewing behaviour management shared that staff use a variety of de-escalation techniques with pupils which appear to be effective. This can be seen when comparing the time spent using de-escalating techniques compared to time spent in holds. Time spent in holds is minimal. Emotional Coaching training was cancelled in November due to LA Covid risk assessment and has been scheduled for Inset Training Day TBA. July 21 – Data shows that we are well within the suggested impact illustrating as April – 2.67 May 2.02 and June 1.82 for the summer term. NEXT STEPS will be to for Mr Cooke to rewrite and embed the school’s behaviour management policy that reflects relationships and supporting behaviour within the school</p>
<p>B</p> <p>Pupils will have the opportunity to access to an enriched curriculum which promotes self – confidence and esteem in which they can make progress that is appropriate to them.</p>	<p>Dec / Feb / July Review – The Covid pandemic made some of the identified actions during the 1st Half Term difficult to implement with regard to Education Visits, accessing resources from Durham Learning Resources. Alternative enrichment and flexible approaches have been adopted by school staff and other services. Online Virtual Music Teaching programmes were delivered by the Music Service, Cooking activities were carefully planned and timetabled in bubble cohorts and a curriculum focus around wellbeing was one of the school priorities. Virtual Tour, A social story and a return to school after Lockdown were published on the schools website to support children and families of the control measures in place. Observations identified that children actively engaged in learning focus opportunities and responded to whole school changes implemented due to Covid very well. It was difficult to collect academic data to identify progress during the 1st half term, however contextual information from observations identified that the majority of children’s social and emotional engagement to learning where successfully embedded considering changes in teaching groups, staff structures and school routines. 1 CLA child accessed 1 to 1 intervention during the 1st term. NEXT STEPS will be to train staff to use the new online music scheme to enrich curriculum delivery of whole school music. Mr Cooke and Miss Bourne to explore thrills for life as a outdoor learning resources where children work together to design and build their own forest school, promoting confidence, resilience and self-esteem.</p>
<p>C</p> <p>To establish a supported nurturing unit for children who need additional support and alternative curriculum.</p>	<p>Dec / Feb / July Review From Sept – Dec core group of children worked within Class 10 on pilot Nurture model of merging curriculum coverage with targeted intervention. Whilst there have been benefits in relation to positive responses, engagement and improved sense of wellbeing within the group it has been challenging to cover everything in the time we have. It is intended that we will continue with this model throughout the summer term and invite identified children from across school community to access some of the planned interventions. Parents and carers agree that this work is beneficial.</p> <p>During lockdown remote working was established with EWEL team and lead Nurture ER, Lisa Henson to explore theory and research underpinning Nurture Principles. A classic nurture model has been considered whereby enhanced provision runs alongside and in cohesion with main body of school with access timetabled. This is something which Miss Reed and Mr Cooke initially researched for consideration from September 2021. Examples of good practice have been shared and useful resources signposted by the EWEL team.</p> <p>Staff consultation to ascertain understanding of principles underpinning nurture, experience of implementing nurturing models and areas to develop has been undertaken. Finding fed into a bespoke information giving session delivered by EWEL team. Through conversation with COG interested governors (NR and SB) were invited to attend this virtual meeting and contribute towards a working party in the future.</p> <p>Documentation outlining Intent, Implementation and Impact of a proposed class model from September 2021 has been created</p> <p>Boxall Profile resources have been ordered and utilized for assessment of those children accessing intervention sessions</p> <p>Identified children from main body of school have started to access interventions an afternoon each week based upon assessed need.</p> <p>Next steps – Nurture practitioners and NR to attend CPD days linking theory and practice delivered by Nurture Lead EP. As this is best facilitated face to face we are awaiting confirmation of date in Autumn term 2021.</p> <p>Write Enhanced Nurture Provision policy</p> <p>Enhanced Provision curriculum and relating resources to be in place throughout Summer Term Seek to establish links with SEN provision that is currently running nurture sessions Whole school Nurture Audit to undertake. Update: June 2021 – identified children from across school community started to access enhanced</p>

	<p>nurture provision, according to upper/ lower school bubbles. Positive feedback from stakeholders including carers, social workers, virtual school and class teaching teams Relevant teaching teams introduced to Boxall profiles. LSA leads for next academic year identified, meetings held to share information. Job description completed. LSA training dates for Autumn term in place July 2021- Long term planning overview in place. Resources ordered. Cohort of children for next academic year identified.</p>
<p>D</p> <p>To develop an enriched and inclusive support service, where external professionals (CAMHS / FUTURE STEPS) can provide intervention support in school and at home, supporting issues around self- regulation, mental health, trauma, and motor coordination.</p>	<p>Dec / Feb / July Review – CAMHS Rebecca Borrill Primary Mental Health Clinician provided a range of face to face and virtual support in relation to whole School Emotional Wellbeing and Mental Health. Whilst school did not allow any external services during lockdown, Rebecca continued to have contact with Mr Cooke (EWMH Lead) every week, sharing caseload work, work completed with parents and assessment tasks for ASD / ADHD pathways. Rebecca supported the children and families and designed wellbeing information resources so parents could access these on our school website and facebook page to deploy emotional regulation and sleep support strategies in the home. Families identified as at greater risk, Rebecca completed face to face home visits following a risk assessment and developed consistent working relationship with the Parental Support Advisor and Head of Care.</p> <p>Future Steps – During lock down Future steps liaised with VB and to discuss children who were having sensory difficulties at home. Once children had been identified Future Steps contacted the parents and then created home programmes to assist the parents/Carers with their children’s physical and sensory needs in the home environment. Feedback and follow up communication were made by Future Steps to parents/Carers. NEXT STEPS – To review children’s EHCP and identify SLCN within plans – organize a SLC commissioned service to support direct intervention of S&L assessment recommendations.</p>
<p>E</p> <p>To increase and monitor attendance rates where this is below a set level.</p>	<p>Dec / Feb / July Review – Due to Covid 19 lockdown in January Attendance has been affected significantly. 47 Children attended school on a part time basis throughout the lockdown. Remote learning was set for the other days. In March when the children returned to school full time an increase in attendance was evident and we are working hard to improve it further. This is being done by rewards and incentives for children who attend 100% to school. We are working closely with parents/carers, RB and PSA of children whose attendance is low. July 21 Review 75.8% April, 78% May 79.6% Jun</p> <p>NEXT STEPS VB and LA have continued to do half-termly meetings around attendance. We also sent out attendance letters to all parents of the children who had less than 96% attendance. We will continue to put attendance as a key focus in September 21.</p>
<p>F</p> <p>To increase parental engagement and attendance to school events using remote online sources.</p>	<p>Dec / Feb / July Review – Due to lockdown restrictions and the inability to travel the Parental Support Advisor organised a Zoom 'Open Day' for parents. They had the chance to 'join' their child in the classroom and speak to their child's teacher. The children were able to show their parent/carer their work they had completed so far, topics they were covering, their classroom and speak with them. The feedback from the parents was great, new parents and children who had gone into a different class enjoyed the chance to see the teacher and chat. The staff felt it was really beneficial. They got to catch up with known parents and meet unknown parents of new the starters for the first time. A great deal of the work involved centred round GDPR and consent forms, as well as strong communication with parents/carer's and staff. Parental concerns gathered Aug 2020 for return to school in September. This gave the parents/carer's chance to share their concerns about their child returning to school in September. This was then shared with the SLT's and actions to reassure were implemented and fed back to parents. Christmas gifts for every parent including a medal to acknowledge the work they have put in supporting their child throughout the pandemic and how difficult it has been for some of them.</p> <p>Setting up the traffic light system to identify and monitor every child and their family throughout the pandemic. Regularly contacting parents as part of school's risk assessment during the pandemic and also offering support for all our families if they needed it. Being inclusive in sharing events in school that the children participate in - using the parent's Facebook page and Teachers 2 parents app. Sharing photos of Christmas events, Comic relief, Walworth Book Day that the children took part in but parents were unable to experience because of the distance away from the school the majority of them live. Alongside Richard, supporting parents with remote learning, sharing content on how to access it, trouble shooting and encouraging parents to support their child to access remote learning. Identifying, providing and delivering laptops to those children that struggled to access remote learning. Monitoring the remote learning recording form and identifying and contacting parents of the children not accessing it.</p> <p>Purple Mash purchased in Autumn Term. Training to teachers and LSA's that cover classes took place virtually on 7th January 2021. This training was recorded and uploaded to the school system. Staff were given until 29th January to get used to using Purple Mash within school. During this time starter</p>

	<p>packs were created by RButler and sent home to all children. These included How to guides and login information along with a school letter explaining the purpose of Purple Mash going forward. All of this information was also published on the school website by RButler, posted on the Parents Facebook Page by SMatthews and by text message from the school office. Work was set for the week beginning 1st February and staff were expected to track the engagement of pupils. This was then recorded on a Remote Learning Register to allow RButler to collate the data so figures could be shared with stakeholders. The recording also allowed SMatthews and any other members of staff to use the information when conducting Welfare calls during the Second Lockdown.</p> <p>School took advantage of the DfE equipment scheme ordering 36 devices (10 netbooks and 26 iPads) to loan to children if needed. Contracts and a loan register was created to keep track of equipment loaned out to allow children to access remote learning.</p> <p>During Lockdown we also used Zoom and Teams to make contact with a number of families who were classed as being vulnerable to make sure we could offer support. NEXT STEPS – To collect parent feedback using a parent survey in relation to school operations and support.</p>

How the PP money is spent and across the grant funding?

FSM total of £ 59,180 spent on outcomes **A and D**

CLAP total of £28140 spent on outcomes **B, E and F**

CLA total of £13,600 spent on outcomes **B, A, and C**