

Summary information					
School	Hookstone Chase Primary School				
Academic Year	2021 / 2022	Total PP budget	£88,000	Date of most recent PP Review	N/A
Total number of pupils	311	Number of pupils eligible for PP		Date for next internal review of this strategy	Autumn 2022

### 2019 School Assessment

#### Year 2 Assessment - Achieving Expected Standard (EXS) and Greater Depth Standard (GDS)

	School PP EXS+ 2019	School 'All' EXS+ 2019	National 'Other' EXS+ 2019	School PP GDS 2019	School 'All' GDS 2019	National 'Other' GDS 2019
Reading	36%	70%	78%	0%	24%	28%
Writing	27%	62%	73%	0%	16%	17%
Mathematics	36%	62%	79%	0%	18%	24%

#### Year 6 Assessment – Achieving Expected Standard, Greater Depth Standard, and Progress From KS1

	School PP 2019 EXS+	School 'All' 2019 EXS+	National 'Other' 2019 EXS+	School 'PP' 2019 Progress	School PP 2019 GDS	School 'All' 2019 GDS	National 'Other' 2019 GDS
English Grammar, Punctuation and Spelling	71%	63%	83%		7%	16%	41%
Reading	50%	58%	78%	-1.90	7%	13%	31%
Writing	57%	66%	83%	-0.60	0%	0%	24%
Mathematics	50%	53%	84%	-3.09	0%	8%	32%
Combined	36%	45%	71%		0%	0%	13%

**PUPIL PREMIUM TIERED MODEL**  
**Hookstone Chase Primary School 2021 - 2022**

1. Teaching	2. Targeted Academic Support	3. Wider strategies
<ul style="list-style-type: none"><li>Quality first teaching supported by additional CPD for teachers and regular in school time CPD for support staff.</li><li>Rigorous and methodical approach to teaching basic skills remotely: number bonds, times tables, spelling, handwriting and phonics.</li><li>Whole school focus on reading and number skills across curriculum.</li><li>Implementation of best available evidence, including how to deliver Remote learning effectively, to improve reading, writing and maths.</li><li>All staff are effectively trained and equipped to support language development and comprehension.</li></ul>	<ul style="list-style-type: none"><li>Targeted group teaching in all year groups.</li><li>Bespoke interventions planned and tracked using Provision Map software.</li><li>Teacher led interventions in class or online (same day where possible – pre and post teaching sessions)</li><li>Support staff led interventions using quality intervention programmes.</li><li>Temporary teaching post funded to boost groups and address gaps in learning in year 6</li><li>Assessment programme in place for reading and maths</li></ul>	<ul style="list-style-type: none"><li>Broad and engaging curriculum that capitalises on outdoor learning opportunities in all year groups.</li><li>Breakfast club with Pastoral Leader for targeted individuals.</li><li>Wide range of visits, visitors and clubs.</li><li>Outdoor curriculum embedded.</li><li>Nurture provision in place and all staff trained in nurture techniques and attachment friendly strategies.</li><li>Pastoral leader position is funded by pupil premium grant.</li></ul>
<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A</b>	Lost learning time due to Covid has led to gaps in learning that are impacting on attainment levels	
<b>B</b>	Lack of cultural capital for most disadvantaged students does not support reading comprehension, language and vocabulary acquisition.	
<b>C</b>	Pupils have primary learning difficulties that are masked by behavioural difficulties that lead to gaps in learning in core subjects, especially reading and writing.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D</b>	An increasing number of children are reporting significant issues of concern in their home lives that impact on their well-being and hindering their sense of resilience.	
<b>E</b>	Some pupils have complex home backgrounds and some parents require support with parenting: e.g. boundary setting, behavior management and routines. As a result, pupils may have experienced interruptions in their social and emotional development.	

	Success criteria statement	Success criteria breakdown
<b>A.</b>	From their individual starting points all children make good progress and wherever possible, achieve ARE in Reading, Writing and Mathematics. Individual needs are met. Children expected to achieve Greater depth in reading and writing are targeted to fulfil their potential.	<ul style="list-style-type: none"> <li>✓ Children in receipt of Pupil Premium achieve in line with similar group nationally (within 10% of national other peers).</li> <li>✓ The gap in attainment and progress narrows across the school.</li> <li>✓ Assessment of children's starting points and termly progress is measured using standardised tests.</li> <li>✓ The vast majority of pupils in receipt of pupil premium make the expected rate of progress or above.</li> <li>✓ Monitoring of teaching and learning demonstrates that staff are appropriately challenging all pupils to ensure good or better progress is made.</li> <li>✓ The governing body and Trust directors are knowledgeable about children's achievement.</li> </ul>
<b>B.</b>	Children are offered rich experiences and literature to invest in their cultural capital. They are curious and inquisitive and are keen to investigate and further their experiences and skills, knowledge and understanding through a wide range of enrichment and extra-curricular activities. Children enjoy coming to school and have opportunities to explore the wider world beyond their home and school. Children's vocabulary is improved.	<ul style="list-style-type: none"> <li>✓ Feedback from Parents and Pupils show that children enjoy coming to school and are making good progress.</li> <li>✓ Monitoring activities (CPOMS reviews and external behavior reviews) show that children's behaviour for learning is effective and is helping them to make excellent progress in their learning.</li> <li>✓ 100% children in receipt of Pupil Premium are offered places to attend an extra-curricular club and have had the opportunity to take part in enrichment activities and school trips / excursions.</li> <li>✓ Every child has the opportunity to access a school trip by the end of the academic year.</li> <li>✓ Rich literature is on offer to all children.</li> </ul>
<b>C.</b>	Children's needs are identified at the earliest possible point in their academic journey. Teachers are well equipped to meet needs because of a robust professional development plan that is bespoke to individual and whole school priorities. Nurture and ACEs (Adverse Childhood Experiences) training is embedded across school.	<ul style="list-style-type: none"> <li>✓ All staff are skilled in planning for children with additional needs.</li> <li>✓ SENCO support is timetabled to assist teaching staff in delivering quality first lessons that meet all children's needs. SEND specialist to support (5 days) SENCO in expediting applications for EHCPs.</li> <li>✓ Provision mapping shows clear good progress of all children with SEND.</li> <li>✓ Staff expectations of all children with SEND are high as demonstrated in learning walks, data, work scrutinies and pupil voice.</li> </ul>
<b>D.</b>	Gaps in Social and Emotional Development are addressed in order that children are emotionally secure and ready to learn.	<ul style="list-style-type: none"> <li>✓ Boxall Assessments show that children's social and emotional needs are met leading to improved outcomes.</li> <li>✓ Parents feel well supported in helping their children at home and in school.</li> <li>✓ School continues to develop pastoral strengths and has excellent relationships with all families, including those who are harder to reach.</li> <li>✓ Children's needs are understood and planned for in all areas of school life.</li> <li>✓ Nurture provision is provided for children in key stage 1 and 2.</li> </ul>
<b>E.</b>	Children enjoy coming to school and want to attend school every day. They are punctual. Attendance Strategy supports parents and	<ul style="list-style-type: none"> <li>✓ Attendance for children in receipt of Pupil Premium is in line with other children and they achieve the School Target of 97%. Persistent Absenteeism is reduced and is below the National Average.</li> </ul>

	children to achieve excellent attendance that is sustained and embedded. There is no disruption to children's learning.	<ul style="list-style-type: none"> <li>✓ Punctuality is improved.</li> <li>✓ Levels of fixed term exclusions are 0.</li> </ul>
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Planned expenditure				
Academic year		2021 - 2022		
The three headings below enable schools to demonstrate how we 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 & cost	When will you review implementation?
<ul style="list-style-type: none"><li>Improved retention.</li><li>Gaps in knowledge indentified to support planning and responsive teaching.</li><li>Students study more and push themselves.</li><li>Gap diminishes between PP and national other attainment</li></ul>	<p>Training in place to support improved assessment for learning in reading and maths – Simon Hayes, Deputy Head</p> <p>Embed Test Base questions in maths lesson Embed mental maths tests in class Establish format for core lessons to ensure consistency across school Invest in standardized tests to review year group termly progress compared to national standards.</p> <p>Evidence:</p> <ul style="list-style-type: none"><li>Testing support improved retention.</li><li>Testing identifies gaps in knowledge to support planning and responsive teaching.</li><li>Testing encourages students to study and push themselves.</li></ul>	Monitoring schedule – Work scrutinies, lesson observations, teaching and learning reviews, pupil interviews, data sampling	<p>S Hayes</p> <p>Test base = £260 plus VAT</p> <p>Standardised tests = £5000</p>	Summer 1 and Summer 2
<ul style="list-style-type: none"><li>Focused tutoring in year 3/4 with smaller class sizes</li></ul>	<p>Additional tutor in year 3/4</p> <p>Focus on target pupils indentified by teacher assessment as Working Towards Age realted expecations at the end of KS1.</p>	Monitoring schedule – Work scrutinies, lesson observations, teaching and learning reviews, pupil interviews, data sampling	VW to review as part of teaching and learning monitoring schedule	Half termly

			£25,600	
<ul style="list-style-type: none"> <li>Rigorous and methodical approach to teaching basic skills remotely: number bonds, times tables, spelling, handwriting and phonics.</li> </ul>	<p>Early Years Leader, SENCO and Phonics / English leaders to lead CPD for teachers and associate staff.</p> <p>Phonics reading scheme in place to support phonics scheme and application of phonics skills. (Recommended by Ofsted HMI in recent inspection)</p> <p>Additional books for class readers to encourage rich and varied reading and improve cultural capital / awareness</p> <p>TT Rockstars/Maths Circle, and TTRS and NumBots session bolt on</p> <p>Twinkl subscription including spelling scheme</p>	<p>Teacher and TA CPD – SLT to review impact of this in data outcomes Data checks on phonics achievement</p> <p>Data checks and pupil interviews</p> <p>Data checks and pupil interviews</p> <p>Data checks and pupil interviews</p>	<p>SLT</p> <p>£1053.83</p> <p>£500</p> <p>£388.24</p> <p>£204.99</p>	As per Monitoring schedule and data drops
<ul style="list-style-type: none"> <li>Difficulties with meta cognition, self-regulation are addressed and all teaching staff have the pre-requisite expertise in supporting pupils who struggle to self-regulate</li> <li>disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers.</li> </ul>	<p>Associate staff CPD schedule including on-line training and Nurture Group training.</p> <p>1 day training from specialist SEND support to help write Individual Education Plans that ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers.</p> <p>CPD support for Associate staff (back filling SENCO, Headteacher, Deputy and Pastoral Leader) to ensure that the deployment of teaching assistants is in line with the recommendations set out in Maximising the Impact of Teaching assistants programme</p>	As per Monitoring schedule	VW £1000	Termly data scrutiny Rapid progress meetings with SLT fortnightly
<ul style="list-style-type: none"> <li>Every moment in school is a language development</li> </ul>	CPD support and resources to enable language development and comprehension , including reading comprehension schemes	Monitoring schedule Termly data reviews	Literacy team £2,000	C Hazel and Simon Hayes Summer term

and comprehension moment. <ul style="list-style-type: none"> <li>Improved outcomes through first quality teaching</li> <li>Strengthened skillset of Associate staff to support language acquisition and comprehension</li> </ul>	Evidence: The language gap and links to socio disadvantage are well documented: At age 5 <ol style="list-style-type: none"> <li>There is a 27% gap between the lowest income quintile and the highest</li> <li>The lowest quintile are 16% more likely to have conduct problems compared to the highest quintile</li> <li>The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile. (Waldfoegel and Washbook).</li> </ol>			
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## 2. Targeted academic 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 & cost	When will you review implementation?
Put accountability for reading with pupils and families. Adopt a culture of regular reading for pleasure.	Adopt academic interventions to improve reading (Bug Club reading scheme). Reading leader to lead CPD and embed reading scheme across school. Reading incentives to encourage reading for pleasure.		Review of the use of Bug Club by Reading leader.  Review of reading fluency.	CH £1,153.99  £500	Termly data drop. Half termly review of use of Bug Club.

## 3. Wider strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
Broad and engaging outdoor curriculum that capitalises on outdoor learning opportunities in all year groups.	<ul style="list-style-type: none"> <li>Attendance and punctuality registers show all pupils in receipt of Pupil premium are attending school regularly and on time</li> <li>Children enjoy attending school (questionnaires)</li> <li>Writing outcomes improved to at least in line with national ARE</li> </ul>		Outdoor curriculum action plan. Outdoor curriculum CPD to ensure staff are upskilled in delivering outdoor curriculum.	Catherine Bridgeman £4000	Embedded by Spring 2
Breakfast club with Pastoral Leaders for targeted individuals.	<ul style="list-style-type: none"> <li>Target children arrive in lessons ready to learn</li> </ul>		CPD for breakfast club staff and supported by pastoral	Janet Peacock £500	

	<ul style="list-style-type: none"> <li>Children report that they feel safe and have secure outlets of support if they have concerns that need addressing</li> </ul>	lead with rich knowledge of families involved.		
Pastoral Leader position funded by Pupil Premium grant,	<ul style="list-style-type: none"> <li>Family intervention to support as appropriate an dlinke to personlaised support with behaviour and attendance</li> <li>Subsidised trips and residentials where appropriate – All children to attend residential trips</li> <li>Lunchtime and playtime clubs on offer</li> <li>Nurture clubs and activities offered as appropriate to meet additional needs of PP children</li> <li>Boxall Profile SEMH assessments – 300 tokens</li> <li>Fund to support children with clothing</li> </ul>	<p>Pastoral lead to work in close conjunction with Head.</p> <p>Support from wider Trust inclusion team.</p> <p>Up to date CPD attended.</p>	<p>Viv Watson (27000)</p> <p>Janet Peacock £1000</p> <p>Janet Peacock £2000 £340 £600</p>	<p>Annual review</p> <p>Ongoing and reviewed half termly.</p> <p>Ongoing and reviewed half termly.</p> <p>Half termly</p> <p>Annual review</p> <p>Termly review of progress and Boxall profiles / behavior logs / pupil voice</p>
Children struggling with social, emotional and behavioural difficulties have their needs meet in order to remove barriers for learning.	<ul style="list-style-type: none"> <li>Nurture group for KS2 – staff training and resources for the nurture rooms.</li> </ul>	Children with need for nurture are able to access a nurture programme in a bespoke provision (Rainbow Room)	£17,000	Termly review of Boxall profiles by SENCO and Pastoral team Inclusion review Internal monitoring
<b>Total budgeted cost</b>				<b>88,000</b>

### Review and Impact of Expenditure: September 2020 - 2021

Desired Outcome	Action/ Approach	Impact	Next Steps
From their individual starting points all children make good progress and wherever possible, achieve ARE in Reading, Writing and Mathematics. Individual needs are met.	Children in receipt of Pupil Premium achieve in line with similar group nationally. The gap in attainment and progress narrows across the school. Assessment is accurate, diagnostic and informs planning.	<p>Significant improvement in Year 6 data outcomes demonstrate a positive impact of extra teacher and smaller teaching groups.</p> <p>Individual needs are increasingly met for children who present with SEMH (social, emotional and mental health difficulties).</p> <p>Remote learning was implemented with a guide to have face to face teaching in place for all children accessing learning from home.</p>	<p>Consider further teaching support in year 3 and 6 in Spring term.</p> <p>Continue to provide CPD for all staff to manage SEMH.</p> <p>Focus continues to be on first quality teacher</p> <p>Engage in 100 day plan to target immediate needs of the school.</p>

		<p>Parent voice suggests this was well led and supported good progress being made:</p> <ul style="list-style-type: none"> <li>99% of parents who responded to a parent questionnaire believe that the remote learning environment created by staff is <b>safe and supportive</b>.</li> <li>72% of parents agree or strongly agree that their children are <b>keeping physically active</b>. 14% of parents responded that they were unsure if their children were <b>keeping physically active</b>. This was lowest in LKS2.</li> <li>81% of parents agreed or strongly agreed that <b>enough work was being provided</b> for their children. 10% of parents were unsure if enough work was being provided.</li> </ul> <p>Teacher assessment showed in year 6 where additional PP funding was used to provide additional teaching support and reduce class sizes shows a positive impact for pupils in general but more focus is needed to ensure the gap does not widen between PP children and other children. PP with SEND and SEMH continue to be a concern for the school but the introduction of nurture groups has supported in this area and we are beginning to see the green shoots of the success of nurture groups. It is acknowledged that whilst some children responded well to additional interventions, the needs of other children in crisis warranted more personalized provisions and this reduced staff capacity to effectively engage in all planned interventions.</p> <p>Concern remains around % of children WTS in reading, writing and maths. In part, these figures are cohort specific. 11 of 12 children in year 6 who attracted PP funding also presented with SEMH or SEND. Case studies demonstrated effective support in place for vulnerable children and families but due to additional needs more challenges needed to be overcome to meet national expectations.</p>	
Children demonstrate excellent behaviour for learning and show increased confidence and their attitudes	Feedback from Parents and Pupils show that children enjoy coming to school and are making good progress.	Good progress made with most children who are experiencing SEMH and level of fixed term exclusions reduced significantly from previous year.	Further development of Inclusion team to support PP children with SEND.



to learning are consistently positive. They love the challenge of learning and are resilient to failure. They are curious and inquisitive and are keen to investigate and further their experiences and skills, knowledge and understanding through a wide range of enrichment and extra-curricular activities.	Monitoring activities show that children's behaviour for learning is effective and is helping them to make excellent progress in their learning. 100% children in receipt of Pupil Premium attend an extra-curricular club and have had the opportunity to take part in enrichment activities.	School events focusing on well-being and good mental health have had positive impact on pupils. Pupil voice demonstrates children feel safe (emotionally and physically in school) and know how to ask for help if they need it. Provision map demonstrates many interventions focusing on emotional health and well being and a children are able to articulate how they are feeling and adopt taught strategies to support themselves and manage their feelings. Informal pupil voice demonstrates positive attitudes to learning and engagement with extra curricular clubs, including out of hours sports coaching schools.	Continued CPD for all staff to understand and know how to support children experiencing trauma.
Children enjoy coming to school and want to attend school every day. They are punctual. Attendance Strategy supports parents and children to achieve excellent attendance that is sustained and embedded. There is no disruption to children's learning.	Attendance for children in receipt of Pupil Premium is in line with other children and they achieve the School Target of 97%. Persistent Absenteeism is reduced and is below the National Average. Punctuality is improved.	Attendance remains near to national expectations and where there are any concerns, these can predominantly be explained by COvid disruptions. During lockdown all children who were deemed vulnerable by school were invited to attend school for face to face sessions. School actively contacted families who are entitled to Pupil premium and FSM. Devices were shared with families as appropriate in order to access home learning. Parent voice was positive from parents of children who receive PP. Additional pastoral support for families and additional clubs run at lunchtimes and for children with additional needs that struggle in class (Nurture groups) have had a positive impact on attendance and well-being. Pupils who attract pupil premium were robustly supported by Head and Pastoral team during lockdown to ensure they could attend school or access remote learning. Take up of this support was good but a small minority of families continued to be disengaged and needed further challenge about persistent absenteeism. Families were supported by home visits, remote meetings, sharing of IT equipment and teaching and learning resources and support via external agencies that we have worked closely with.	Plan more parent events to gain buy in from hard to reach families. Attendance meetings and policy to be clear to all stakeholders. TAs to led catch up sessions during day for any lost learning.
Parents feel supported to tackle difficult parenting issues and are confident to ask for help to address problems. They have access to a wide range of support	Feedback from parents show that they feel supported in school and communication is effective.	Pastoral support has been targeted at the most vulnerable children and families and school is aware that 'There is a substantial gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have significantly grown since school closures.' With this in mind, children deemed vulnerable were invited to attend	Continue to plan a programme of safe outdoor events to engage with parents. Weekend planting events.

<p>and will actively engage with different agencies to support their children's development</p>		<p>school face to face provision during lockdown. Other children who attract PP or are vulnerable were tracked and support with regular contact from pastoral team and Headteacher. This led to a smooth transition back to school with settled behaviours. Interventions and targeted support for families and vulnerable children will continue in to the new year. Parental feedback overwhelmingly demonstrates how well supported parents felt in managing their children's education and emotional needs during lockdown. Parental feedback:</p> <ul style="list-style-type: none"> <li>• Fully appreciate all efforts by Mrs Fitzgibbon and Mrs Warrington to engage the children in learning and manage behaviour / learning opportunity.</li> <li>• We are happy with the online lessons and the tasks that are set each day! It fits in well with a younger brother and working from home.</li> <li>• I think the effort and support that has gone into creating home learning has been excellent.</li> <li>• Thank you to all involved in continuing to provide the education and support in this unsettling and difficult times.</li> <li>• We're really grateful for the support provided and it's been helpful that my daughter can contact Mr Hayes independently with any queries or questions. These queries and questions have been answered promptly as have any I have had as a parent. Thank you.</li> <li>• The live lessons and tasks are great and engaging, and I applaud the teachers for that.</li> <li>• Really like the zoom classes. Lots of work set...loved her one to one reading with Mrs W. And cannot wait for more. She loves bug club too.</li> <li>• My daughter is happy and is enjoying her school work and loves to see her friends on line.</li> <li>• My daughter loves bug club as she can progress through it quicker and she likes the interactive questions. Really impressed with the live lessons.</li> <li>• We are very pleased with everything that Mr Adams and Mrs Mccann have done for our son this</li> </ul>	
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		<p>half term and appreciate their hard work. Having live sessions for core maths and English is really helpful and has helped with routine. He has really enjoyed the additional sessions with Mrs M - art, spelling, reading and even green club.</p> <ul style="list-style-type: none"> <li>• We really appreciate all the hard work and effort that this has taken, the work provided has been a good amount to keep him busy</li> <li>• You're doing a great job. Thank you 😊</li> <li>• Mrs McCarthy is a very supportive teacher, she's always double checking that children are ok and supportive of the parents. She has provided additional time for guidance to help me best understand and teach my son which has brought me back from the brink of tears and insanity, there's no pressure but a firm lead on what's happening through out the days and weeks, I also appreciate how hard it must be trying to teach remotely but again she handles everything with professionalism and a calm attitude, very pleased with the schooling on offer especially during these hard times.</li> <li>• We are happy with the remote learning. We think you are doing a great job. Thank you very much.</li> <li>• You have been amazing in my hour of need the other week thank you all so much.</li> <li>• My son is slowly gaining confidence in answering questions and speaking on teams as well as using it! He was a little unsure at first, he loves completing his tasks and seeing his friends on screen too, Mrs McCarthy is doing a great job with him(them) and introducing house points is great, he definitely feels proud when he receives one! Thank you for your hard work!</li> </ul>	
Gaps in Social and Emotional Development are addressed. A Nurture approach is embedded across the school;	Boxall Profiles are used to measure and plan for children with social and emotional needs. Children	Staff report that they are now confident in managing Boxall assessments and target setting and as a result, more members of the teaching team in upper keys stage 2 are managing the high tariff behaviours of children in their	All new staff undergo training with Pastoral leader.

children feel safe and secure resulting in improved outcomes.	feel school is a safe and secure place where they feel emotionally stable.	<p>classes without the need to utilize external support from SLT. Children with PP report in pupil interviews that they feel safe and cared for in school and know who to go to if they need help.</p> <p>More support is needed to ensure consistency or practice across all phases and classes in school.</p>	
Parents are confident to support their children in their learning are there are high levels of parental engagement.	<p>A higher percentage of children read regularly at home and have help with their homework. Children are supported to complete Homework Challenges which challenge and inspire and engage parents and children in learning. High proportion of parents attend Parents' Evenings in the Autumn &amp; Spring Terms. There is high attendance at School Performances, Class Assemblies and Information Evenings. 100% parents use the Marvellous Me App and become better informed about their children's learning.</p>	<p>See parental comments above. There was significant support from most parents in managing remote learning during lockdown. Attendance is high and communication with the school was increased by the introduction of class emails so parents could have direct contact with class teachers.</p> <p>Children set challenges to work on at home and EY classes were provided with a learning pack of resources to help support their creative development.</p> <p>Bug Club highly effective in engaging home reading and all children accessed this provision.</p>	<p>Continue to develop website links.</p> <p>Teaching staff to provide filmed teaching methods for phonics, comprehension and maths.</p>