

Fleggburgh Pupil Premium 2019– 2020 Summary Evaluation of Impact

This academic year was negatively impacted by the pandemic. The school was able to offer places throughout lockdown for keyworkers' children and those most at risk. The school reopened in June in line with national guidance. All pupils had the opportunity to touch base with school before the full reopening in September 2020. Teachers provided home learning activities and welfare support throughout the lockdown period. Children returned to school in September ready to learn.

Desired Outcome	Impact / Progress with success criteria
<ul style="list-style-type: none"> • Strong progress • Confident and independent learning behaviours • Full access to curriculum for all with positive social integration. • Positive behaviour and attitudes • Parents supported to focus on child's learning, health and safety • Good attendance • Effective multi agency partnership Effective parent partnership 	<p>Supportive ethos which promotes inclusion All pupils able to fully access the curriculum 100% good or better teaching in KS2. The majority of lessons in EY/KS1 good or better Pupils meeting age related or above expectations March 2020 All children making expected or stronger progress from their starting points March 2020 Progress evident in books and through formative assessment Pupils able to confidently give and receive feedback Pupils increasingly able to effectively self and peer assess in KS2 Pupils able to constructively use and give feedback Pupils able to celebrate own effort and achievements and those of others All pupils well engaged with lessons and showing increased independence Increase in consistent metacognitive practice Pupils taking increasing ownership of school and home learning activities Pupils reporting feeling happy and safe and demonstrating a joy in learning Sustainable friendships Minimal incidents of negative behaviour recorded / no exclusions Pupils consistently regulating emotions Staff applying CPD Pupils more fully accessing curriculum Positive relationships with adults Attendance in line with national averages Parents more aware of their accountability with school attendance Effective partnership with other agencies / multi agency approach Effective parent partnership with increased focus on learning Systems in place for assess/plan/do/review cycles Skilled SENCo having impact on supporting SEN needs Cohesive team around the child Increasing role. Good local reputation for being inclusive. Improved indoor and outdoor learning environments Safeguarding / pastoral / SEND systems able to intervene at early stages of difficulty Evidence of high impact on SEN / LAC pupils who have joined school. Targeted SEMH support effective</p>