

Fleggburgh Pupil Premium 2020– 2021 Summary Evaluation of Impact

This academic year was further impacted by the pandemic. The school was able to offer places throughout lockdown for keyworkers' children and those deemed most vulnerable. All teaching to children attending school was led by a teacher. Teachers provided home learning activities and welfare support throughout the lockdown period. Support staff remotely delivered targeted intervention and 1 to 1 support to support teachers to effectively assess and meet need. All our children demonstrated resilience. Most engaged well with remote learning.

Impact of our work

Learners	Teachers
<p>All our children:</p> <ul style="list-style-type: none"> - are invested in and enjoy their learning and can talk about what they have learned and do well - have been able to overcome hurdles supported by accurate assessment and intervention from teachers - are able to apply skills that they have learned in real contexts - demonstrate increasing independence in the application of their learning - benefit from and contribute to strong relationships and high expectation for social and relational skills - respond positively to written and verbal feedback - choose activities that provide appropriate challenge and focus on personal bests - work effectively in groups, pairs or as individuals with and without direct adult input - show consistent on task behaviours - are confident to act as 'experts' to teach others - ask questions to expand their knowledge, skills and understanding - take increasing pride in their work - feel safe to make mistakes and take risks with learning - support learning by being respectful to each other, adults and themselves - contribute to effective classrooms - aim to do their best - can organise themselves within the lesson - can set themselves targets which they work towards - produce the same standard of work and achieve the same outcomes no matter which adult works with them - maintain high standards of behaviour when out of the classroom and during unstructured times - are confident and resilient even when vulnerable - all achieve within a session - feel safe from discrimination within school - recognise inappropriate behaviour in others and seek to discourage it - evidence progress with their learning - are enthused to attend school and value the education they receive 	<p>Our teaching team:</p> <ul style="list-style-type: none"> - have been more open to the benefits of peer support and learning from others' specialisms impacting the quality of their teaching and building capacity for growth - have developed metacognitive practices to support children's independence with learning - know what good or better progress looks like - increasingly involve children in their learning journeys - are more readily identifying what they need to improve/develop own practice - have strong subject knowledge - plan and teach well structured sessions that take account of the individual needs of children - develop and sustain positive relationships - know what age related expectations and rate of progress are and how this fits in to the whole school picture of attainment and progress - treat every learner individually and equally - ensure vulnerable individuals and groups are identified and teaching and support adapted appropriately - make accurate and productive use of assessment - manage behaviour effectively - model high standards and expectations for learning and social behaviours - support parents to support their child's learning - value input from other professionals - provide opportunities for learners to take risks in a safe and supported environment - tackle and address low expectations of work and behaviour - inspire and engage learners - are enthused to come to work and take pride in all they achieve for themselves and the children - show resilience and determination and team work when there are tricky barriers to learning to be lifted