

Summary of key strategies for using Pupil Premium and Recovery Premium 2020-21

Curriculum Design

Subject Leaders and teachers have adapted the curriculum to ensure key learning, impacted by the school closures, is addressed. Assessments have been used to target key areas of need for classes, groups and individuals.

Improving the quality of teaching of phonics and reading in Key Stage 1 and the Early Years

Staff have received high-quality training in the delivery of a new phonics and reading scheme to the school: 'Read, Write, Inc'. This will ensure all pupils in Early Years and KS1 work through a progressive programme and pupils who are less secure receive timely intervention to keep up with their peers. Children's reading books are also precisely matched to the phonological knowledge.

Targeted support is also in place for children who needs to secure their phonics in Key Stage 2.

Maintain improvements in children's attitudes to and time spent reading

Staff have received training in the use of Accelerated Reader in Key Stage 2. This is helping to promote positive attitudes to reading; supports the monitoring of children's reading habits and ensure children are reading books at their current level in order to make effective progress.

Access to information technology

We have purchased a further class bank of chrome books to enable all classes to have increased access and opportunities. This will support other strategies such as the use of **DoodleMaths**, Accelerated Reader and Times Table Rockstars in developing fluency in mathematics and reading.

Targeted individual and group support

Additional staff, including through the School-Led Tutoring, are in place to deliver interventions to groups and individuals. Additional interventions supported through the pupil premium and recovery premium include daily phonics in-line with RWI and Coaching in Maths building on the independent work of DoodleMaths.

Positive Mental Health and Wellbeing

At PaWS, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the **Zones of Regulation** curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

Tackling persistent absence

The school has robust procedures for promoting high attendance and tackling persistent absence of all pupils. This has resulted in improved attendance 2020/21 compared with the previous year and a reduction in persistent absence across the school.

Increase in engagement with home learning

We have held parent forums, raised expectations and introduced a range of incentives to increase engagement in learning outside of school with all pupils. Processes are underway to monitor and support children and families where regular routines for this are not yet in place.

