

Catch-up Premium Strategy 2020-2021 (A)

School's name	Hartington C of E Primary School		Date	September 2020 - 2021
School's universal catch-up premium fund (total amount)	£		Number	Percentage
Total number of pupils on roll	NOR = 18	Pupils eligible for the pupil premium/ disadvantaged	2	
		Pupils eligible with SEND	7	
		Pupils eligible who are LAC and/or PLAC	0	
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	Phonic phases to be delivered to support reading, writing and spelling
2.	Key skills in numeracy – multiplication tables, number bonds
3.	Difficulty with the fluency and decoding of words when reading
Behaviour and Attitudes	
4.	Loss of confidence when attempting work within the curriculum and low self esteem
5.	Poor attitude to learning – lack of resilience
Personal development (including social and emotional health and wellbeing)	
6.	Pupils becoming unnecessarily anxious coming into school,
7.	Renewing friendship groups – co-operation, turn taking, sharing
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: <i>HT, SLT and GB.</i> Spring: <i>HT, SLT and GB.</i> Summer: <i>HT, SLT and GB.</i>

Catch-up Premium: Academic Objective 1: To improve children's phonic ability in Years 1, 2 and 3					
Reasons for the approaches taken:					
Success criteria - what will tell you that you have overcome the barrier?					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
1 Children are struggling to read age related books and access age related texts and comprehension tasks. Children are unable to match the grapheme to the corresponding phoneme so are struggling to write, read and spell	Children will be fast tracked within their progress and attainment when reading – link to the Accelerated Reading Programme, Black Cat Programme etc	Delivery of specific phonic programme –Black Cat - daily Specific APPS on personal Ipad to promote independent and individual learning to take place in spelling and grapheme development. Accelerated Reading Programme will be accessed by pupils from Year 2-Year 6 (Phonic specific books for younger children to promote phonic skill development) Staff to celebrate the positive outcomes i.e. what have children achieved not what they have got wrong. Guided reading and comprehension tasks differentiated to specific groups of pupils. Targeted intervention language programmes for very young children – communication and language.	Autumn Term 2020 Review by class teachers, head teacher and report to Governing Body Accelerated Reading Co-ordinator	Children's individual records will be updated at the end of each term. A baseline assessment will be undertaken in September. Children's achievements and successes will be evident through their ability to access age related books, etc. with increasing understanding and accuracy. Children beginning to set their own targets when accessing phonics and spelling programmes – challenge	The funding for the delivery of these programmes will be included within the daily staffing ratios present within the school. This can be achieved due to the number of pupils and creation of class 'bubbles' - movement of pupils between bubbles can occur due to the size of the school in order for high quality targeted teaching to take place.
Catch-up premium plan: Academic Objective 2..... To be able to recall key skills and concepts in number and apply to own work					

Reasons for the approaches taken: Success criteria - what will tell you that you have overcome the barrier?					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar

2	<p>Children are struggling to recall and apply number facts i.e. addition bonds, multiplication and division facts,</p> <p>To begin to close the attainment gap for pupils due to the Pandemic and enforced Lock down periods resulting in learning from home.</p>	<p>Ability to recall key facts and apply to daily mathematical work Children becoming more confident in lessons and greater willingness to work independently, set own targets, see themselves as being a successful learner. To close the gap in their attainment so it is coming in line with end of year expectations. Pupils access to work within their year group – being able to see connections between strategies and methods taught within different units of work – layered approach</p>	<p>Class teachers to attend specific on-line training to support the delivery of key skills within mathematics at key stage 1 and 2. To ensure quality first teaching takes place and the home learning provision also reflects individual targets and layered learning. The availability of personal iPads for all children with relevant apps to promote individual learning and practice – e.g. fractions, number bonds etc. plus the opportunity to revise key concepts, e.g. time, addition, subtraction, multiplication and division facts. Where possible appropriate websites to support skill recall and speed to be uploaded and made available on the Learning Platform for children accessing the curriculum from home. The provision of intervention for individual pupils including those children on the SEND register. This can be in the format of TA support, smaller cohorts, additional focused lessons to be delivered by the TA in addition to the numeracy lessons.</p>	<p>Class teachers Learning Platform Co-Ordinator TA</p>	<p>Daily monitoring and target setting. Children to challenge themselves and set own targets with support from the class teachers. Written / verbal reports to governors and parents. Lesson observations and teacher appraisals focused on closing the attainment gap.</p>	<p>Funding for courses for CPD for staff will be taken from the School's Training Budget. National College – virtual training courses £50 per course. Payment for TA hours to deliver intervention programmes and lessons.</p>
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Catch-up premium plan: **Academic attainment level** **Objective3 To be able to read differentiated texts and answer direct and inferred questions specific to current attainment level**

Reasons for the approaches taken:

Success criteria - what will tell you that you have overcome the barrier?

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar

<p>A lack of confidence, motivation and willingness to read. Struggling to decode words within a text which hinders the fluency when reading. The development of received and expressive language for individual pupils.</p>	<p>Pupils to develop a love of reading and become self-motivated to read with independence, accuracy and understanding. Pupils to be able to close the attainment gap in their reading so it is coming into line with end of year targets and goals. To begin to access age related texts and be able to answer different types of questions accurately.</p>	<p>Accelerated Reading Programme will be accessed by pupils from Year 2-Year 6 (Phonic specific books for younger children to promote phonic skill development) Staff to celebrate the positive outcomes i.e. what have children achieved not what they have got wrong. Guided reading and comprehension tasks differentiated to specific groups of pupils. Targeted intervention language programmes for very young children – communication and language. Pupils who continue to access the Learning Platform are to access differentiated comprehension tasks and activities. EBooks linked to the Accelerated Reading Programme – Myon are to be accessed at home to support love and speed when reading and include the provision of comprehension tasks. Moderation training for class teachers. The provision of intervention for individual pupils including those children on the SEND register. This can be in the format of TA support, smaller cohorts, plus additional focused lessons to be delivered by the TA in addition to the literacy lessons.</p>	<p>Class teachers, Review half termly Learning Platform Co-ordinator. School governors</p>	<p>Individual pupil assessment and monitoring records. Through discussion and target setting with pupils. Reporting to governors and parents of progress and attainment. Lesson observations and links made to teacher appraisal. Closure of the attainment gap and individual pupils closing the attainment gap bringing it closer in line with the end of year 2, 3 targets.</p>	<p>Funding for courses for CPD for staff will be taken from the School's Training Budget. National College – virtual training courses £50 per course. Payment for TA hours to deliver intervention programmes and lessons.</p>
<p>Catch –up premium plan: Behaviour and attitudes Objective 4 Loss of confidence when attempting work within the curriculum and low self esteem</p>					

Reasons for the approaches taken:						
Success criteria - what will tell you that you have overcome the barrier?						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
4	<p>A lack of pupil confidence when accessing the curriculum, including challenge tasks.</p> <p>Perceptions of self, i.e. viewing self as a failing learner.</p>	<p>Children's self-esteem and confidence is raised and children are able to set own targets and challenges.</p> <p>Realisation that they cannot get everything correct all the time and that they must focus on their achievements and accept support when finding concepts more difficult to understand and internalise.</p>	<p>Adults are to use positive language when engaging with pupils within lessons and include activities which they can access easily to help promote confidence, self-esteem and resilience.</p> <p>Teachers are to review and adapt their teaching style and encompass a range of pedagogies within their delivery to support all learning taking place.</p> <p>Children are to be able to access apps on their individual iPads to promote overlearning of key skills which in turn will be determined by each child's individual progress and attainment.</p> <p>The continuation of an effective reward system within each class plus the marking system of two stars and a wish and next steps is to continue and be shared with the child.</p> <p>To include an effective physical and emotional well-being programme where all children access at their individual level which includes SEND pupils.</p>	<p>Class teachers, T.A.'s Review half termly Learning Platform Co-ordinator. School governors</p>	<p>Children's individual records will be updated at the end of each term. A baseline assessment will be undertaken in September.</p> <p>Children's achievements and successes will be evident through their ability to access age related books, etc. with increasing understanding and accuracy.</p> <p>Children beginning to set their own targets when accessing all curriculum areas which includes challenge activities and tasks.</p> <p>Monitor the effectiveness of PSHE activities linked to Mental and physical health.</p>	<p>The funding for the delivery of these programmes will be included within the daily staffing ratios present within the school. This can be achieved due to the number of pupils and creation of class 'bubbles' - movement of pupils between bubbles can occur due to the size of the school in order for high quality targeted teaching to take place.</p>

Catch –up premium plan: **Behaviour and attitudes Objective 5** Poor attitude to learning – lack of resilience

Reasons for the approaches taken:

Success criteria - what will tell you that you have overcome the barrier?

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
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5	<p>A lack of pupil confidence when accessing the curriculum, including challenge tasks.</p> <p>Perceptions of self, i.e. viewing self as a failing learner.</p>	<p>Children's self-esteem and confidence is raised and children are able to set own targets and challenges.</p> <p>Realisation that they cannot get everything correct all the time and that they must focus on their achievements and accept support when finding concepts more difficult to understand and internalise.</p>	<p>Adults are to use positive language when engaging with pupils within lessons and include activities which they can access easily to help promote confidence, self-esteem and resilience.</p> <p>Teachers are to review and adapt their teaching style and encompass a range of pedagogies within their delivery to support all learning taking place.</p> <p>Children are to be able to access apps on their individual iPads to promote overlearning of key skills which in turn will be determined by each child's individual progress and attainment.</p> <p>The continuation of an effective reward system within each class plus the marking system of two stars and a wish and next steps is to continue and be shared with the child.</p> <p>To include an effective physical and emotional well-being programme where all children access at their individual level which includes SEND pupils.</p>	<p>Class teachers, T.A.'s</p> <p>Review half termly Learning Platform Co-ordinator.</p> <p>School governors</p>	<p>Children's individual records will be updated at the end of each term. A baseline assessment will be undertaken in September.</p> <p>Children's achievements and successes will be evident through their ability to access age related books, etc. with increasing understanding and accuracy.</p> <p>Children beginning to set their own targets when accessing all curriculum areas which includes challenge activities and tasks.</p> <p>Monitor the effectiveness of PSHE activities linked to Mental and physical health.</p>	<p>The funding for the delivery of these programmes will be included within the daily staffing ratios present within the school. This can be achieved due to the number of pupils and creation of class 'bubbles' - movement of pupils between bubbles can occur due to the size of the school in order for high quality targeted teaching to take place.</p>
<p>Catch-up premium plan: Personal development Objective 6 Pupils becoming unnecessarily anxious coming into school,</p>						
<p>Reasons for the approaches taken: Success criteria - what will tell you that you have overcome the barrier?</p>						

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
<p>6</p> <p>Disrupted routines accessing school due to pandemic leading to children becoming anxious.</p> <p>Disrupted routines accessing school due to pandemic leading to a negative effect on friendship groups and developing positive personal relationships.</p>	<p>Children being able to negotiate disruptions within their relationships with each other. Children to be able to work collaboratively with each other, take turns, share, deal with a range of feelings and emotions more effectively etc. without becoming unnecessarily upset.</p>	<p>To identify pupils to attend the Positive Support Programme. (All staff have been trained as practitioners within this programme). Target pupils to attend either one hourly session or two half hourly sessions per week. Six hours to be allocated initially to each pupil but this is to be reviewed and dependent upon individual outcome.</p> <p>TA to be identified for the ELSA programme (Emotional Literacy Support) and attend training to become accredited leader and the school to become an ELSA School – Follow up yearly support to be received via the Educational Psychology Service</p>	<p>T.Blackwell L.Robinson</p> <p>Positive support programme to begin in December – timescale to be determined by individual pupils progress and need.</p> <p>ELSA training to be undertaken by designated TA – Thursday 4-2-21 Contract to be signed between school and Educational Psychology Department – commitment to programme made. Six week programme of training to commence and be completed. (Spring Term)</p>	<p>Sessions recorded – targets set and assessed by pupil outcome, observations and pupil interactions, attitudes to each other, interactions etc.</p> <p>Successful completion of training and assignments by the designated member of staff. Contents and future actions for the school and the programme to be cascaded to all staff. School and trained facilitator of the programme to become accredited. To undertake work within the school with pupils in unison with the Educational Psychology Department.</p>	<p>Positive Support funding for TA for 6 hourly sessions_ Cost:</p> <p>Training for ELSA Programme: £550 This includes the on-line training and 6 reflective supervision sessions within the first academic year. (Note there will be an additional cost of £200 per year for on-going EP supervision – 6 sessions per academic year and title of ELSA in the school</p>

Catch-up premium plan: **Personal development Objective 7** Renewing friendship groups – co-operation, turn taking, sharing

Reasons for the approaches taken:

Success criteria - what will tell you that you have overcome the barrier?

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
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<p>Unable to attend school / interrupted attendance of school causing disruption within friendship groups.</p> <p>Change of routines both at school and at home caused by the outcome of the Covid 19 Pandemic.</p> <p>Personal feelings and emotions becoming more pronounced and heightened resulting in individuals over reacting to situations (due to the Pandemic) creating a lack of resilience and inability to use strategies effectively to compromise, deal with unwanted emotions etc.</p>	<p>Children being able to negotiate disruptions within their relationships with each other. Children to be able to work collaboratively with each other, take turns, share, deal with a range of feelings and emotions more effectively etc. without becoming unnecessarily upset. Children demonstrating increased resilience and using appropriate strategies to deal with upset including empathy and respect for others.</p>	<p>School is to take part in physical and mental well-being activities which can be delivered throughout a dedicated week or planned to be included each week for a day. These activities are to include children who are learning from home.</p> <p>To link mental and emotional well-being to the PE curriculum and the delivery of Collective Worship- Young Leaders Award, and include making links to the community and school's Christian Values through the development of a refectory area outside, the development of a wildflower garden and vegetable patch. Links are also to be developed and linked to supporting the elderly in the community through PE and the Active Across Ages Project. (Second phase) which will also be linked to work with the National Park Ranger. The delivery of a dedicated personalised programme for specific individuals via the Positive Support Programme – Linked to the use of the Early Help Funding. The school is to also access advice from the LA through CAHMS for individual families and make referrals if required.</p>	<p>T.Blackwell L.Robinson Positive support programme to begin in December – timescale to be determined by individual pupils progress and need.</p> <p>L.Jones L.Broomhead T.Blackwell Development of the PE programme to make links to a mental health and wellbeing series of days / week to target pupil anxiety and resilience. Links are also to be made regarding links to the community projects plus promoting activity for the elderly who live alone, are inactive etc.</p> <p>LJones T.Blackwell M.Teeboon The delivery and introduction of the Young Leader Award linked to the delivery of a revised Collective Worship Programme which</p>	<p>Positive Support Sessions recorded – targets set and assessed by pupil outcome, observations and pupil interactions, attitudes to each other, interactions etc.</p> <p>The successful implementation of links with the community regarding the wildflower development project, the continuation of the reflective seating space and multi-faith mural within the school grounds and the AAA project phase 2. This will help promote resilience within the children and members of the community and develop confidence, and positive friendship groups.</p>	<p>Positive Support funding for TA for 6 hourly sessions_ Cost:</p> <p>The payment for the National Park Ranger to attend school and support the community project. Cost:</p> <p>Payment for materials for mural and the participation of a local artist to support the development and making of the multi-faith mural for the school. Cost:</p>
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				includes the development of a reflection space and multi faith mural.		
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Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.		Phonic phases to be delivered to support reading, writing and spelling	<p>Dedicated programme of study delivering phonics / SPAG programme continued on a daily session to target pupils with success. All pupils made progress. SPAG work was cascaded into independent writing and reading and greater independence was achieved. The introduction of the targeted iPad programmes was also successful and all made progress. It allowed the opportunity for pupils to set own targets which had a positive outcome on resilience, attitude and performance. This varied from individual to individual but all experienced progress in overcoming the barrier to learning. Independent writing activities were more accessible and pupils were confident to undertake extended pieces of work and review and improve the content. Pupil confidence, ability and willingness to undertake and complete differentiated comprehension tasks, be involved in research projects within a group or individually was improved and demonstrated links to the schools' values.</p> <p>Outcome data summer term: 72% of pupils achieved working at expected or at greater depth in literacy.</p>	<p>The continued pupil progress in the Accelerated Reader Programme of those that were eligible, varied from pupil to pupil due to the level of support provided by home in regards listening to their child read each evening, asking questions about the content, characters etc. This then resulted in school staff timetabling in and undertaking additional reading sessions within the school day.</p> <p>The training for the teaching staff regarding 'Shape coding' made a positive impact with specific pupils on the SEND register regarding language and communication and its links into reading and writing. The structured programme helped the content of the curriculum used as the vehicle of delivery to be more relevant and accessible content to the children This programme will continue next year and will be delivered via the ELSA member of staff.</p>
2.	Ac.	Key skills in numeracy – multiplication tables, number bonds	Teaching staff undertook on-line training in this area to support a revised delivery of the curriculum and a	Despite putting in more targeted support it was found that following lockdown pupils were

			<p>refresher on current good practice. The introduction for pupils to complete daily number work using apps and programmes on their iPads was received with great success. This provided pupils with the opportunity to overlearn key skills such as their number bonds, multiplication facts whilst also re-visiting the content of other units previously delivered such as fractions, time or place value. It also allowed pupils to set their own challenges and ability to recall facts at greater speed which in turn cascaded in to their number work in class. For example, recall of multiplication facts, mental addition and subtraction and for younger children, number conservation, formation language. Pupil groups were determined by attainment not always by cohort and programmes such as 'active maths' were used. Lesson plans and resources were also integrated into the lessons for the key stage 2 pupils which was provided by the Oak Academy. This was in unison with White Rose, Abacus, twinkle espresso and other schemes. A new programme of study has begun to be developed to help support teaching assistants and non-maths specialist teachers, when supporting the delivery of maths particularly in key stage one and lower key stage two due to the outcome of pupil progress and attainment during the year.</p> <p>Outcome data summer term: 55% of pupils achieved working at expected or greater depth in numeracy.</p>	<p>returning to school with greater gaps in their understanding of concepts and facts within number work. The school followed the recommendations set by the DfE regarding the specific units to be delivered. All pupils have made progress but some have been unable to make the accelerated progress required to achieve expected levels by the end of the academic year. Therefore, if further funding is to be made available to schools then additional work will take place through the National Teaching Programme but in unison with the Active Maths Initiative.</p>
3.		<p>Difficulty with the fluency and decoding of words when reading</p>	<p>Pupils completed a star reading challenge each term (six in total per year) to ascertain their individual ZPD level and the grade of difficulty books were to be chosen from. The expected rate of attainment for a pupil to achieve when completing the follow-up quiz was 85% or greater. Children were challenged to read X amount of books per term which was determined by their level and the length / difficulty of book. For some pupils this method was a motivator which was sustainable throughout the year but for others it was not despite them also achieving</p>	<p>The continued pupil progress in the Accelerated Reader Programme of those that were eligible, varied from pupil to pupil due to the level of support provided by home in regards listening to their child read each evening, asking questions about the content, characters etc. This then resulted in school staff timetabling in and undertaking additional reading sessions within the school day to maintain pupil progress for some pupils.</p>

			<p>stickers and prizes. Guided reading sessions were delivered and the text varied in genre, length, presentation and whether fiction or non-fiction. The development of language within a text and being able to answer both direct and inferred questions also became more evident as the year progressed and pupils demonstrated greater success and confidence when answering and asking questions. They also demonstrated a greater resilience when reader longer texts and an increase in reading stamina and speed.</p> <p>Staff undertake training around a language development programme delivered through the educational psychology department – ‘Shape coding’ This is a specific programme for pupils on the SEND register and helps to underpin communication and language development.</p> <p>Outcome data summer term: 94% of pupils have made progress with this target.</p>	<p>It was determined that the Myon Programme targeted pupils who were at the top of the ZPD scale and it was decided that the purchase of the programme would not be best value for money due to the number of pupils attaining this higher level. Therefore, individual books were purchased for these target pupils. The delivery of the Shape Coding Programme has had a positive impact and children in receipt of this have all made progress. Links have been made to other curriculum areas to help promote cohesion and layered learning to take place.</p>
4.	BA	Loss of confidence when attempting work within the curriculum and low self esteem	<p>Staff discussed with the school council the possibility of adapting of the current reward system and the acknowledgement of achievements of individuals within the school due to the restrictions as a result of the pandemic. This was changed to a sticker and prize system as it was felt it was more personalised to each individual’s success. It also proved to help promote a more positive attitude, help pupils to set their own personal targets. Staff focused heavily on positive praise where only successes were acknowledged and circumstances causing difficulty were ‘turned’ into an achievable outcome. Additional differentiated scaffolds, word mats, written processes etc. were supplied for pupils to follow and use to promote a defined structure when approaching work. These methods proved successful with all pupils when approaching written work as the year progressed and helped raise self-esteem and realise that it is alright to not succeed first time or find things harder to complete than their friends. Links were made to the Archbishop of York</p>	<p>Making links to the Award and the content of the collective worships help to embed the new reward system within the school and impacted the children by providing a positive and relevant forum in which to target their self-esteem, confidence and ability to feel worthwhile. It also allowed pupils to work through a forum to renew their contact with the community and become aware with key issues nationally through charities and initiatives. The pupils also demonstrated a greater ability to spontaneously support each other when facing challenge within the curriculum by being positive, sharing ideas, offering advice or demonstrating how or where to find the information needed to continue with the work.</p>

			<p>Young Leaders Award, the school's Christian values and the content of the collective worships. Through these links there was a marked difference from the beginning of the academic year to the end in pupil's empathy to each other, ability to work in a team and self-reliance.</p> <p>Outcome data summer term: 100% of pupils have made progress with this target.</p>	
5.		<p>Poor attitude to learning – lack of resilience</p>	<p>Staff discussed with the school council the possibility of adapting of the current reward system and the acknowledgement of achievements of individuals within the school due to the restrictions as a result of the pandemic. This was changed to a sticker and prize system as it was felt it was more personalised to each individual's success. It also proved to help promote a more positive attitude, help pupils to set their own personal targets. Staff focused heavily on positive praise where only successes were acknowledged and circumstances causing difficulty were 'turned' into an achievable outcome. Additional differentiated scaffolds, word mats, written processes etc. were supplied for pupils to follow and use to promote a defined structure when approaching work. These methods proved successful with all pupils when approaching written work as the year progressed and helped raise self-esteem and realise that it is alright to not succeed first time or find things harder to complete than their friends. Links were made to the Archbishop of York Young Leaders Award, the school's Christian values and the content of the collective worships. Through these links there was a marked difference from the beginning of the academic year to the end in pupil's empathy to each other, ability to work in a team and self-reliance. The use of positive language and focusing on achievement cascaded down to the pupil's interactions with each other who in turn also adopted positive praise with each other throughout the day, but especially within lesson time.</p>	<p>Making links to the Award and the content of the collective worships help to embed the new reward system within the school and impacted the children by providing a positive and relevant forum in which to target their self-esteem, confidence and ability to feel worthwhile. It also allowed pupils to work through a forum to renew their contact with the community and become aware with key issues nationally through charities and initiatives. The pupils also demonstrated a greater ability to spontaneously support each other when facing challenge within the curriculum by being positive, sharing ideas, offering advice or demonstrating how or where to find the information needed to continue with the work. The positive praise between the pupils themselves which had been modelled by all staff, was particularly effective and supported the successful outcome of the target. T</p>

			Outcome data summer term: 100% of pupils have made progress with this target.	
6.		Pupils becoming unnecessarily anxious coming into school,	<p>In conjunction with the Positive Support and the Nurture Programmes the Emotional Literacy Support Programme to develop language and communication skills within the school has met with success particularly with the SEND pupils. Developing children's ability to communicate their feelings and work with them to help them to understand the cause and effect of emotions positively impacted the whole school. Again using the Arch Bishop of York Young Leaders Award as a vehicle to deliver and explore the outcomes of these support programmes helped to support meaning and relevance to their content and objectives. The school also worked closely with individual families whose children/child required a more structured programme and the TA allocated to deliver these programmes provided the continuity and cohesion required between pupils and teaching staff to ensure the optimum outcome occurred. The routine at the beginning of the school day was discussed with pupils and staff before being put into place. The children becoming familiar with this repeated schedule also prompted them to be less anxious as they were all fully aware of the expectations placed on them. It also supported the development of an excellent work ethic, where they openly and spontaneously encouraged and celebrated each other's achievements throughout the school day.</p> <p>Outcome data summer term: 100% of pupils have made progress with this target.</p>	<p>The school has achieved ELSA accreditation and the support received from the educational psychology department will remain in situ for the next academic year in addition to the support package purchased with this service. This partnership will ensure further training and up-dates can be accessed and a mentoring programme for the ELSA facilitator will continue then the content cascaded to all staff. This in turn will promote continuity between all year groups, during the transition process for new pupils and for others when changing class. Due to the added experience of the staff potential concerns can be alleviated earlier and with quicker success.</p>
7.	PD	Renewing friendship groups – co-operation, turn taking, sharing	<p>The school took part in physical and mental well-being activities throughout the year making links with pupils being taught both at home and in school to promote continuity and the opportunity to engage with each other. The school purchased the 'Jump Start Johnny' Programme which has been integrated into the school day for all pupils to promote a healthy life style – Active and healthy body promotes and</p>	<p>The school was unable to work in unison with the National Park Ranger Service due to the constraints of the pandemic but contact has been made and a programme of work to be arranged for the next academic year government guidelines permitted. The work undertaken and completed within the Arch Bishop of York Young Leaders Award has</p>

			<p>active and healthy mind. The mental and emotional well-being of pupils has been linked to the content of the PE curriculum and the delivery of Collective Worship, The Arch Bishop of York Young Leaders Award, and included making links to the community, nurture and positive support programmes. The school's Christian Values have also been incorporated within these initiatives and programmes, plus the continued development of a refectory area outside, the development of a wildflower garden and vegetable patch, and the creation of a 'Quiet Garden'. Links have been renewed with the community and supporting the elderly members by sending cards, letters, friendship bracelets, food packages (celebrating, Christmas, Harvest, Valentine's Day etc.) This was a continuation of the Active Across Ages Project (AAA) the school was involved in during the previous academic year.</p> <p>The delivery of a dedicated personalised programme for specific individuals via the Positive Support Programme – Linked to the use of the Early Help Funding. The school has also been able to access advice and training from the LA through CAHMS for individual families and how to make referrals if required.</p> <p>Outcome data summer term: 100% of pupils have made progress with this target.</p>	<p>allowed the school to successfully re-new friendships with community members and develop work undertaken during the previous academic year when working with the Youth Sports Trust on a pilot Intergenerational Project (AAA). This has also made links to the development of Wildflower gardens throughout the village, a litter pick initiative, raising pupil awareness of the work undertaken by the Alzheimer's Society, the Quiet Garden's Initiative, Captain Tom's Golden Mile and the Smile Train Programme. Links were also made to the Royal Mails 'Heroes Stamp Design Competition where they again made links to themselves and their families. These programmes have supported pupil awareness and in particular the older members of the pupil's how even living in a small rural community can impact on others, including people they don't even know and that they can make a positive contribution and a difference. The content of the Awards and Initiatives also created a meaningful forum to produce specific work within different curriculum areas.</p>
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