

**Salhouse 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
<ul style="list-style-type: none"> <li>• Strong progress</li> <li>• Confident and independent learning behaviours</li> <li>• Full access to curriculum for all with positive social integration.</li> <li>• Positive behaviour and attitudes</li> <li>• Parents supported to focus on child's learning, health and safety</li> <li>• Good attendance</li> <li>• Effective multi agency partnership</li> <li>• Effective parent partnership</li> </ul>	<p>100% good or better teaching            High levels of parent, pupil and staff satisfaction            Good progress for all children from their starting points            Positive impact on the progress of children moving into the school across all year groups and arriving with gaps in learning            All pupils enjoying full access to the curriculum with high levels of engagement            Motivating curriculum design in part shaped by pupil voice with varied enrichment activities            Curriculum adjusted to meet needs of children with complex needs            Increasingly metacognitive classrooms            Upskilling of all staff to understand, identify and meet the needs of children with SEN particularly with SEMH needs            Peer and self-assessment evident and impacting positively on progress and attainment            Targeted support for pupils effective, relevant and dynamic            Learners who are motivated to achieve personal bests            Children motivated to continue their learning at home            Pupils are resilient            Safeguarding and Pastoral systems support emerging difficulties at early stages            Supportive ethos and environment which supports social inclusion            An openness to celebrate own and others' achievements            Good behaviour / no permanent exclusions / reduction in fixed term exclusions            Positive relationships throughout the school community            Effective multi agency partnership            Good parent partnership            Skilled SENCo having a significant impact on CPD / partnership strengths / funding applications / inclusion            Attendance in line with national averages            CPD supports staff to promote inclusion            Pupils report feeling happy and safe and share a love of learning            Indoor and outdoor learning environments support learning            Cohesive staff team who understand the needs of their children well.</p> <p><b>Our children report feeling happy and safe and able to enjoy their learning.            They are all given an educational foundation to 'soar on wings'.</b></p>



