

Salhouse 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 overseen by a teacher. Teachers provided high quality home learning activities and welfare support throughout the lockdown period. All our children demonstrated resilience. There was excellent engaged with remote learning. Parents and carers shared their high level of satisfaction in the support they and their children were offered.

Impact of our work

Learners

All our children:

- 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 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 giving and receiving 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 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, fun and purposeful classrooms
- aim to do their best
- can organise themselves within the lesson
- can set themselves targets which they work towards
- accept support from all the adults who work with them
- maintain good standards of behaviour when out of the classroom and during unstructured times
- are confident and increasingly resilient even when vulnerable
- progress within a session
- feel safe from discrimination within school
- recognise inappropriate behaviour in others and most seek to discourage it
- evidence expected progress with their learning
- are enthused and motivated to attend school and value the education they receive

Teachers

Our teaching team:

- know pupils well
- have been more open to the benefits of peer support and learning from others' specialisms impacting the quality of their teaching and sustaining capacity for growth
- have developed metacognitive practice to support children's independence with learning
- know what good and better progress looks like

- involve children in their learning journeys
- are able to readily identify what they want to improve/develop own practice and how they can support others
- have sound 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