

# Woodham Burn Community Primary School and Nursery Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Woodham Burn Community Primary School and Nursery
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	54.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kieran Pavey
Pupil premium lead	Fiona Anderson
Governor lead	Tracy Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 166,395
Recovery premium funding allocation this academic year	<b>£ 16,820</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 183,215</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodham Burn Community Primary School and Nursery, we believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school we will provide opportunities to break through barriers by adhering to our core values which demonstrate our high aspirations for all our children. The main barriers to learning for Pupil Premium pupils at our school tends to be lack of resilience, basic skills in reading, writing and maths (that impacts on their gaining of knowledge across all subjects) and having access to a wide range of real life experiences. We focus our Pupil Premium spending on delivering high quality teaching, quality interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their resilience and having a healthy body and mind. Our decisions to focus spending on these areas are based on data analysis and observation.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value

reading.
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Improve emotional resilience for all pupils through use of support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupils meeting the expected standard in phonics improves from 2020.
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure pupils are provided with organisers to support their learning.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Provide children with identified SEND, differentiated lessons and useful self-help tools to access learning.	An increase in participation of SEND learners. An increase in the proportion of learners with identified SEND in reaching ARE.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2022.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 83,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with all EYFS children across the year.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b>  <b>NELI - additional 10 months progress</b></p>	1
TA's in EYFS are deployed effectively based on need and deliver effective small group support to ensure disadvantaged children can close the gaps and achieve ARE and for some to achieve higher standard	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p><b>EEF toolkit: Teaching Assistant Interventions</b></p> <p><b>Member of SLT completed training on Making the Best Use of Teaching Assistants.</b></p> <p><b>Precision teaching intervention – to be rolled out to all TA's</b></p>	1
<p>Mental Health Support Team weekly session from CAMHS</p> <p>Use of RSE curriculum</p> <p>Targeted intervention where appropriate – CBT /</p>	<p><b>EEF: Improving Social and Emotional Learning in Primary Schools</b></p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggest that effective SEL can lead to learning gains of 4+months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly</p>	2

Talk About	important at a time when schools are implementing statutory Relationship and Health education.	
<p>During the Autumn term 2021, all staff to access new phonics training for Little Wandle phonics programme that is to be rolled out in the Spring term 2022 to ensure a consistent approach to phonics teaching.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme. The whole class teaching model allows for the mastery approach to learning for all. Added to this, daily individual and group 'keep up' sessions in the afternoon pick up on those children identified as at risk of falling behind.</p> <p>The Little Wandle programme also promotes importance of early reading, through carefully planned group reading sessions that take place 3x per week, teaching the children fluency, prosody and comprehension.</p>	3
<p>Progress for all groups identified as PP will continue to be at least in line with other learners in reading and writing.</p>	<p>Covid-19 has meant that learners have missed many months of quality face to face teaching time, (including key concepts in mathematics, phonics, reading and writing).</p> <p>PP children have been harder to engage during lockdown, many with limited technology for accessing online learning.</p> <p>Outcomes were:</p> <ul style="list-style-type: none"> <li>• Where possible, devices were loaned to pupils for use at home. Pre-loaded data SIMS were provided where there was no wifi. Where possible and where parents wanted to, PP children were invited into school during lockdown to have face to face teaching and to overcome technology difficulties.</li> <li>• Now: Intervention times have been added to the school day to ensure that children can keep up with their peers. These take place either before school, lunch time or after school. PP children are encouraged to attend these sessions.</li> <li>• Staff follow year group planning – based on focus education.</li> <li>• All staff have started Little Wandle phonics training. Any children in EYFS and KS1 will follow this programme for their daily phonics.</li> <li>• Little Wandle is a DfE accredited systematic</li> </ul>	4

	<p>synthetic phonics programme. The whole class teaching model allows for the mastery approach to learning for all in EYFS and KS1. Added to this, daily individual and group 'keep up' sessions in the afternoon pick up on those children identified as at risk of falling behind.</p> <ul style="list-style-type: none"> <li>• Keep up sessions are also used in Y3 – 6 for children who require further phonics input.</li> <li>• The Little Wandle programme also promotes importance of early reading, through carefully planned group reading sessions that take place 3x per week, teaching the children fluency, prosody and comprehension. These reading sessions can be continued at KS2 for those children who require further reading support.</li> <li>• All children have been given tools so that they know what to do if they are struggling: Ask partner, ask someone on table, ask teacher.</li> <li>• Pupils given tools to support lessons, such as phonic cards, dictionaries.</li> <li>• Regular book checks will enable leaders to keep track of progress in reading and writing, so that needs are addressed quickly.</li> </ul>	
<p>Progress for all groups identified as PP will continue to be at least in line with other learners in mathematics.</p>	<p>Covid-19 has meant that learners have missed many months of quality face to face teaching time, (including key concepts in mathematics, phonics, reading and writing). PP children have been harder to engage during lockdown, many with limited technology for accessing online learning. Outcomes were:</p> <ul style="list-style-type: none"> <li>• Where possible, devices were loaned to pupils for use at home. Pre-loaded data SIMS were provided where there was no wifi. Where possible and where parents wanted to, PP children were invited into school during lockdown to have face to face teaching and to overcome technology difficulties.</li> <li>• Now: Intervention times have been added to the school day to ensure that children can keep up with their peers. These take place either before school, lunch time or after school. PP children are encouraged to attend these sessions.</li> <li>• All children have been given tools so that they know what to do if they are struggling: Ask partner, ask someone on table, ask teacher.</li> </ul>	

	<ul style="list-style-type: none"> <li>• All staff follow the school planning for mathematics, to ensure that there is a range of fluency and problem solving in weekly lessons.</li> <li>• Regular book checks will enable leaders to keep track of progress in mathematics, so that needs are addressed quickly.</li> </ul>	
<p>Progress for all groups identified as PP / SEND will continue to improve in reading and writing.</p>	<p>Referrals to outside agencies made for the PP / SEND learners whom are identified as having a significant barrier to their learning. This includes referrals to:</p> <ul style="list-style-type: none"> <li>• Cognition and learning team</li> <li>• Educational Psychologist</li> <li>• EWEL team</li> <li>• Behaviour panel</li> </ul> <p>SEND support plans are used to identify the need and provide the pupil with SMART outcomes to support their learning. Intervention times have been added to the school day to ensure that children can keep up with their peers. These take place either before school, lunch time or after school. PP children are encouraged to attend these sessions.</p> <p>Extra phonic sessions are provided for those SEND / PP children who require further input. From January 2022, the Little Wandle phonics scheme will be used to deliver whole class phonics lessons and then daily 1:1 and group 'keep up' sessions for SEND / PP learners who are at risk of falling behind.</p> <p>All children have been given tools so that they know what to do if they are struggling: Ask partner, ask someone on table, ask teacher.</p> <p>Regular book checks will enable leaders to keep track of progress in reading and writing, so that needs are addressed quickly.</p> <p>Staff follow year group planning – based on focus education.</p>	4
<p>Progress for all groups identified as PP / SEND will continue to improve in mathematics.</p>	<p>Referrals to outside agencies made for the PP / SEND learners whom are identified as having a significant barrier to their learning. This includes referrals to:</p> <ul style="list-style-type: none"> <li>• Cognition and learning team</li> <li>• Educational Psychologist</li> <li>• EWEL team</li> </ul>	

	<ul style="list-style-type: none"> <li>Behaviour panel</li> </ul> <p>SEND support plans are used to identify the need and provide the pupil with SMART outcomes to support their learning. Intervention times have been added to the school day to ensure that children can keep up with their peers. These take place either before school, lunch time or after school. PP children are encouraged to attend these sessions.</p> <p>All children have been given tools so that they know what to do if they are struggling: Ask partner, ask someone on table, ask teacher.</p> <p>Regular book checks will enable leaders to keep track of progress in mathematics, so that needs are addressed quickly.</p> <p>All staff follow the school planning for mathematics, to ensure that there is a range of fluency and problem solving in weekly lessons.</p>	
<p>Increase engagement with parents to support home reading.</p> <p>Provide increased opportunities in school to support and enthuse a love of reading.</p>	<p>Embed the use of Accelerated Reader from Y2 – 6 to increase reading levels and the love of reading for pleasure.</p> <p>The Little Wandle phonics programme (to be introduced in January 2022) promotes the importance of early reading (EYFS and KS1), through carefully planned group reading sessions that take place 3x per week, teaching the children fluency, prosody and comprehension.</p> <p>Reading leader to deliver parent sessions prior to the start of the phonics programme, so that parents understand how children will be taught to read and how they can support at home. (Sessions to take place in December 2022)</p> <p>Use of dojo to inform parents of further information regarding reading. Update parents regularly.</p> <p>Use of reading volunteers in school to listen to children read and support children to understand what they have read through asking them a range of comprehension style questions.</p>	6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41,598 plus £16,820 recovery premium funding

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
<p>Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as they are able through the golden ticket scheme.</p>	<p><b><u>Effective Provision of Pre-school Education (EPPE) project findings</u></b></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later.</p> <p><b>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</b></p>	1
<p>Embed the use of Accelerated Reader from Y2 – 6 to increase reading for pleasure.</p> <p>All staff to be trained in Little Wandle phonics. It is a DfE accredited systematic synthetic phonics programme. The whole class teaching model allows for the mastery approach to learning for all. Added to this, daily individual and group 'keep up' sessions in the afternoon pick up on those children identified as at risk of falling behind.</p> <p>The Little Wandle programme also promotes importance of early reading, through carefully planned group reading sessions that take place 3x per week, teaching the children fluency, prosody and comprehension.</p> <p>Parent reading volunteers support children being heard read to an adult for an increased number of times during the school week.</p>	<p>Studies from the EEF state that:</p> <p>AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</p> <p>Studies from EEF regarding phonics state that:</p> <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p>	6
<p>Improve emotional resilience for all pupils through use of support and intervention.</p>	<p>Where need is identified, to refer to the EWEL team for further assessment of emotional needs.</p> <p>Use of RSE curriculum to educate and support our children to develop emotional resilience.</p> <p>Targeted intervention where appropriate – CBT interventions / Talk About intervention for those children identified as requiring further support out of the classroom (eg children with interventions recommended as part of a EWEL report or SEND report).</p>	2

	<p>Evidence from the EEF's Teaching and Learning Toolkit suggest that effective SEL can lead to learning gains of 4+months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are implementing statutory Relationship and Health education.</p> <p><b>EEF: Improving Social and Emotional Learning in Primary Schools</b></p>	
<p>A supply teacher will be tasked to provide tuition for 50% of the week.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p> <p>School to share a staff member with Vane Road Primary School (Archway Federation)</p>	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager to have specific time set aside to support children with challenging behaviour.	<p><i>An increase in social, emotional and behavioural issues for children and parents during Covid-19 has had a detrimental impact on attainment and progress.</i></p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p>	2, 5
Pastoral Manager to monitor and implement strategies to improve attendance.	<p>School attendance data improved by ??% since the Pastoral Manager was first employed.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	5
Free breakfast club – encourage PP children to	Where children can be encouraged to get into school early to attend breakfast club, there is increased	5

<p>attend to get a free breakfast and be at school on time and readiness to learn</p>	<p>productivity in what they are achieving in class as well as a positive behaviour for learning. Children are also at school on time, to start the day and not miss out on essential minutes of learning.</p> <p><b>EEF Magic Breakfast Club findings:</b> Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p>	
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**Total budgeted cost: £ 183,215**

### **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

### **A need was identified:**

*An increase in social, emotional and behavioural issues for children and parents during Covid-19 has had a detrimental impact on attainment and progress.*

DHT has enrolled on the NPQ Leading Behaviour and Culture course due to start October 2021.

*This course is fully funded, due to the school being in an area of need. This course will have a positive impact in supporting us to recognise the behaviour challenges that we face at Woodham Burn Community Primary School and Nursery and the strategies that we can implement to support our pupils to make positive behaviour choices and in turn make progress within the classroom.*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

#### Teaching Strategies

Gaps in reading, writing, GPS and mathematics at ARE and Greater Depth to be closed.

- Staff were trained on the delivery of online learning. Lessons were sampled by the SLT to quality control what was being delivered.
- Children were provided with a range of quality learning opportunities, using powerpoint, videos by staff weblinks to enhance the teaching.
- EYFS and KS1 children were provided with daily online phonics lessons, to ensure that they did not miss out on vital phonics teaching.
- Children were closely tracked during lockdown, to ensure that children were engaging in online learning. Where there was little or no engagement, phone calls and visits were undertaken to see what could be done to support engagement.
- Data cards were supplied to families with wifi issues.
- Devices were provided where possible for those families with no device.
- Paper copies on learning were provided for those families who were struggling with online learning to enable a range of opportunities for children to engage.
- Reading was promoted during lockdown and on the return to school. All children from Y1 to 6 had access to Myon, where they could access virtual books. EYFS and KS1 children were delivered reading books, to support reading and for those children who like a physical book. When books were returned, they were isolated before being sent to another pupil.

#### Targeted Intervention

Progress for all groups identified as PP, will continue to be at least in line with other learners.

- Children were closely tracked during lockdown, to ensure that children were engaging in online

learning. Where there was little or no engagement, phone calls and visits were undertaken to see what could be done to support engagement.

- Data cards were supplied to families with wifi issues.
- Devices were provided where possible for those families with no device.
- Paper copies on learning were provided for those families who were struggling with online learning to enable a range of opportunities for children to engage.
- Staff were trained on the delivery of online learning. Lessons were sampled by the SLT to quality control what was being delivered.
- Children were provided with a range of quality learning opportunities, using powerpoint, videos by staff weblinks to enhance the teaching.
- Phonics identified as an area of weakness. A new phonics scheme to be introduced in January 2022 following all staff in school being trained to deliver it. Whole class mastery approach to be looked at.

### **Wider Strategies**

To ensure the attendance of disadvantaged children is not a barrier to success.

- Pastoral manager monitors attendance of pupils and works closely with the County attendance team to ensure that parents understand the importance of regular school attendance for their children.
- Pastoral manager checks in regularly with parents of those children with attendance concerns.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>

## Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities	<p>Clear identification of how to meet the outlined challenges.</p> <p>Proven strategies to be used in developing priorities (Nuffield, Little Wandle, Discovery Education (RSE))</p> <p>Effective contact with CAHMS, Cognition and learning team · Educational Psychologist · EWEL team · Behaviour panel and other external support in order to enable learning of PP Pupils.</p> <p>Constant assessment of requirements for TA Support</p> <p>Interventions taking place as they are identified to enable progress for all</p> <p>SEND Support packages in place</p> <p>Constant Encouragement of Home Learning through use of Class Dojo, parent readers and newsletters.</p>	<p>Monitoring 2/12/21 <i>C. E. Catmull</i></p> <p>C and S 9/12/21</p>
Targeted Academic Support	<p>Active encouragement to get EYFS age children in to a learning environment (Engaging families through newsletters, local media, social media)</p> <p>Potential to extend to 2 year old provision again to engage earlier</p> <p>AR well received by children, staff and parents and is effective.</p> <p>Little Wandle to be introduced (all staff to be trained)</p> <p>Parent Reading volunteers in school to read with all, increased need identified through reading records.</p> <p>Emotional needs addressed through RSE, EWEL Team, in some cases referred further for Parent Led</p>	<p>Monitoring 2/12/21 <i>C. E. Catmull</i></p> <p>C and S 9/12/21</p>

	<p>CBT and further assessment.</p> <p>More support/Training to be offered to the teaching staff in how to support the emotional needs that may be faced (confidence)</p> <p>Tutor for more targeted intervention with pupils with need, 8-12 week programmes. Tutor to be share 50/50 within the federation.</p>	
Wider Strategies	<p>Effective use of the PSM in supporting challenging behaviour, attendance and parental engagement.</p> <p>Volunteer ran Breakfast club, funded by Greggs. Very good take up on the free club, up daily 76 children.</p>	<p>Monitoring 2/12/21</p> <p><i>C. E. Catmull</i></p> <p>C and S 9/12/21</p>

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		