

3 Year Pupil Premium strategy plan



SUMMARY INFORMATION			
Pupil Premium Strategy Plan	September 2020 – September 2023		
CURRENT PUPIL INFORMATION - 2020/2021			
Total number of pupils:	231	Total pupil premium budget:	£141,225
Number of pupils eligible for pupil premium:	105 pupils (45%)	Amount of pupil premium received per child:	£1345

COHORT INFORMATION – 2020/2021		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys (PP)	56	24%
Girls (PP)	49	21%
SEN support (PP)	31	13%
EHC plan	Awaiting confirmation on applications	Awaiting confirmation on applications

COHORT INFORMATION – 2020/2021

EAL	63	27%
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Year One Phonics Check

	<u>19/20 (subject to change in Autumn term due to delayed administration of tests)</u>		<u>18/19 (including Y2 resit)</u>	
	Working at	PP (11)	13%	PP (7)
Non PP (28)		59%	Non PP (12)	(48%)
All (39)		72%	All (19)	(74%)
National		Not Published	National	82%

END OF KS1

	<u>19/20 (Teacher assessment analysis)</u>		<u>18/19</u>		<u>17/18</u>	
	PP (11 pupils)	36%	PP (18 pupils)	11%	PP (18 pupils)	39%

% achieving expected standard or above in reading, writing and maths.	Non PP (8 pupils)	63%	Non PP (29 pupils)	62%	Non PP (20 pupils)	65%
	All (19 pupils)	47%	All (47 pupils)	43%	All (38 pupils)	53%
	National – Not published officially	62% (FFT)	National	65%	National	65%
% achieving expected standard or above in reading.	PP (11 pupils)	55%	PP (18 pupils)	22%	PP (18 pupils)	61%
	Non PP (8 pupils)	88%	Non PP (29 pupils)	66%	Non PP (20 pupils)	70%
	All (19 pupils)	68%	All (47 pupils)	49%	All (38 pupils)	66%
	National – Not published officially	71% (FFT)	National	75%	National	75%
% achieving expected standard or above in writing.	PP (11 pupils)	36%	PP (18 pupils)	11%	PP (18 pupils)	44%
	Non PP (8 pupils)	75%	Non PP (29 pupils)	62%	Non PP (20 pupils)	65%
	All (19 pupils)	53%	All (47 pupils)	43%	All (38 pupils)	55%
	National – Not published officially	66% (FFT)	National	69%	National	70%
% achieving expected standard or above in maths.	PP (11 pupils)	45%	PP (18 pupils)	39%	PP (18 pupils)	61%
	Non PP (8 pupils)	88%	Non PP (29 pupils)	86%	Non PP (20 pupils)	70%
	All (19 pupils)	63%	All (47 pupils)	68%	All (38 pupils)	66%
	National – Not published officially	72% (FFT)	National	76%	National	76%

END OF KS2

	<u>19/20</u>		<u>18/19</u>		<u>17/18</u>	
% achieving expected standard or above in reading, writing and maths.	PP (18 pupils)	39%	PP (19 Pupils)	37%	PP (21 Pupils)	24%
	Non PP (19 pupils)	58%	Non PP (13 Pupils)	15%	Non PP (12 Pupils)	25%
	All (37 pupils)	49%	All (32 Pupils)	28%	All (33 Pupils)	24%
	National - Not published officially	70% (FFT)	National	65%	National	65%
% achieving expected standard or above in reading.	PP (18 pupils)	39%	PP (19 Pupils)	58%	PP (21 Pupils)	33%
	Non PP (19 pupils)	68%	Non PP (13 Pupils)	23%	Non PP (12 Pupils)	25%
	All (37 pupils)	54%	All (32 Pupils)	44%	All (33 Pupils)	29%
	National - Not published officially	79% (FFT)	National	74%	National	75%
% achieving expected standard or above in writing.	PP (18 pupils)	44%	PP (19 Pupils)	53%	PP (21 Pupils)	52%
	Non PP (19 pupils)	63%	Non PP (13 Pupils)	62%	Non PP (12 Pupils)	75%
	All (37 pupils)	54%	All (32 Pupils)	56%	All (33 Pupils)	59%
	National - Not published officially	76% (FFT)	National	79%	National	78%
% achieving expected standard or above in maths.	PP (18 pupils)	39%	PP (19 pupils)	53%	PP (21 Pupils)	48%
	Non PP (19 pupils)	74%	Non PP (13 Pupils)	69%	Non PP (12 Pupils)	50%
	All (37 pupils)	57%	All (32 Pupils)	59%	All (33 Pupils)	47%

	National - Not published officially	78% (FFT)	National	79%	National	75%
Expected Progress in reading.	PP (18 pupils)	-3.9	PP (19 pupils)	-2.3	PP (21 Pupils)	-7.1
	Non PP (19 pupils)	-1.7	Non PP (13 Pupils)	-4.9	Non PP (12 Pupils)	-6.5
	All (37 pupils)	-2.8	All (32 Pupils)	-3.4	All (33 Pupils)	-6.9
	National - Not published officially	0	National	0	National	0
Expected Progress in writing.	PP (18 pupils)	-5.2	PP (19 pupils)	-4.8	PP (21 Pupils)	-1.6
	Non PP (19 pupils)	-2.1	Non PP (13 Pupils)	-2.6	Non PP (12 Pupils)	+1
	All (37 pupils)	-3.7	All (32 Pupils)	-3.9	All (33 Pupils)	-0.6
	National - Not published officially	0	National	0	National	0
Expected Progress in mathematics.	PP (18 pupils)	-3.9	PP (19 pupils)	-1.8	PP (21 Pupils)	-4.3
	Non PP (19 pupils)	-0.9	Non PP (13 Pupils)	-1.2	Non PP (12 Pupils)	-3.8
	All (37 pupils)	-2.4	All (32 Pupils)	-1.6	All (33 Pupils)	-4.1
	National - Not published officially	0	National	0	National	0

Barriers to future attainment (for pupils eligible for PP including high attaining)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

Pupils limited range of vocabulary and poor language skills linked to limited life experiences and exposure to/ availability of quality texts (Reading and Writing)

Limited life experiences resulting in PSED barriers (gross and fine motor development, speech development and overall physical development).

A significant proportion of children enter school with social, emotional and developmental needs which require support.

Staff require training, coaching and support to deliver and sustain quality first learning for all pupils.

External barriers (*issues which also require action outside school, such as low attendance rates*)

Low levels of parental support with learning, in particular reading and completing homework

Review of last year's aims and outcomes:

Aim:	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
<p>Pupils are confident users of language, using this to deepen their thinking. Widening experiences support the development of:</p> <ul style="list-style-type: none"> • control and content in writing, • inference in reading • Confidence in reasoning and problem solving in maths. 	<ul style="list-style-type: none"> - To improve, the content of writing needs to improve due to our KS2 progress and outcomes scores (please see data above). We have begun to look extensively at our curriculum to ensure there is relevant content for the children to build sequentially on. - KS2 reading outcomes have increased by 10% over this academic year. Inference is one of the main skills that is tested. We are going to build on this by implementing a new structure to our 'shared reading' approach to allow for a wider range of genres. - Mathematics results in attainment have slightly decreased by 2%, however this has been alongside a growing gap in those children who are Pupil Premium and those who are not. To tackle this, we have changed the scheme of learning we are adopting to ensure there is a mastery approach focused on giving the teachers the skills and subject knowledge to facilitate deeper thinking within mathematics. - CPD training in regards to motor control from Shonette, particularly in reference to Early Years.
<p>Children access early intervention after an early diagnosis so that any physical development or speech and language issues are addressed promptly to ensure that as children journey through the school, attainment gaps narrow.</p>	<ul style="list-style-type: none"> - There have been more frequent visits from the Speech and language specialists with this being coordinating for particular children. We have seen a dramatic increase in in our phonics data where speech and language skills are imperative (see phonics data) - IEPs are being monitored more frequently to ensure early intervention and provision. This being consistently developed by our inclusion team. Alongside this, a 'graduated approach' guidance has been written to disseminate to staff to build upon their expertise of - Outdoor learning sessions have been happening weekly to improve communication and physical development of 'hard to reach' children. Pupil voice has highlighted the enjoyment of sessions and has been used as a real positive enforcement during other lessons. - Early years provision has led the way with a wide range of provision and activities supporting physical development. EYFS (ELG) results show that 91% of children had a good level of development in /moving and handling.' - Building upon successes in interventions such as RWI, intervention are to be monitored and fed back at relevant times (pupil progress meetings) and analysed amongst the inclusion team

<p>Children are able to ;</p> <ul style="list-style-type: none"> • self-regulate emotions • build relationships with their peers and adults • Settle to learn well through trusting relationships with adults. 	<ul style="list-style-type: none"> - Positive external SEN review in January with areas to develop to work on. Overview of positives were: relationships, - Pupils are much more aware of how they feel and what they can do as a results of this. Use of positive play on a 1:1 basis has provided a platform for children to engage in these conversations regarding emotions. In turn, it also allowed for the development of trusting relationships between peers and adults. - This is going to be developed with the use of lunchtime lego clubs, which have been successful this academic year. - A revision of the behavior policy and introduction of class dojo to support self-regulation and interaction between parents.
<p>Staff require training on Instructional Coaching and support to deliver and sustain quality first learning for all pupils.</p>	<ul style="list-style-type: none"> - All NQTs and Trainees have successfully passed their training year or gained QTS. - We have successfully participated in a National Pilot using research underpinned resources to improve the quality of teaching. - Monitoring of more experienced staff has shown QFT it is not consistent. This is now an action an integral part of our school improvement plan. There has been a review of the performance management process in light of this and monitoring adapted accordingly.
<p>Parents are active partners in their children’s learning and are keen to take every opportunity to engage in the opportunities the school provides.</p>	<ul style="list-style-type: none"> - Parent mornings (‘stay and read’) were attended by parents in KS1. Over a third of parents attended at least one week out of 6. - As a whole school approach, parents evening will be restructured to ensure there is more on offer for parents once they attend. - Learning exhibitions have taken place throughout the year whereby children’s work has been showcased to parents. This was particularly successful when we transformed the hall into a showcase event at Christmas time. We now need to build upon this and introduce it at other points throughout the academic year. - It has been highlighted in external reviews that communicating and liaising with parents has been a daily success, particularly in reference to behavior and pastoral aspects. This has confirmed the impact of parental engagement with school.
<p>Increased attendance and punctuality. Pupils arrive at school on time.</p>	<ul style="list-style-type: none"> - ‘Attendance HERO (Here every day on time) initiative was launched with assemblies/certificates issued on a weekly basis in assemblies. This raised the profile of the importance of attending on time and every day. There was also a section during Friday’s assembly where parents/guardians were invited to - For more detail, please see below.

OTHER DATA			
<p><u>Attendance</u></p>	<ul style="list-style-type: none"> - The number of children in receipt of Pupil Premium who are above the national average in reference to attendance has increased from 42% to 72% from 18/19 – 19/20. <p>Building relationship with EWO to target persistent absentees had led to more awareness of issues and use of professional expertise to enable this.</p>		
<p><u>LFADM overall attendance:</u> 18/19 – 93.9% 19/20 – 92.5% (until March 20th – lockdown)</p>	<p><u>National Attendance</u> 18/19 – 95.8% 19/20 – Not published</p>	<p><u>LFADM PP attendance:</u> 18/19 – 92.2% 19/20 – 90.9% (until March 20th – lockdown)</p>	<p><u>National PP attendance</u> 18/19 -94.3% 19/20 – Not published</p>
<p><u>Behaviour & data/exclusions</u></p>	<ul style="list-style-type: none"> - Behaviour incidents recorded have dropped throughout the academic year of 19/20. We have identified particular early and they are on behavior plans to ensure their behaviour is closely monitored with parents and class teachers. - Implementation of Class Dojo and CPOMS tab to provide more clarity and recording of particular incidents will ensure the correct incidents are being recorded. 		

<p><u>Safeguarding referrals</u></p>	<ul style="list-style-type: none">- Approximately 20% of PP families are working with an external agency during 19/20. All meetings have been attended.- 60% of CPOMS logs are PP children. Monitoring this closely has enabled us to act swiftly for these vulnerable. All staff have been trained and use the system efficiently. To improve further, and reacting to staff being familiar, we are going to centralize our behavior recording on CPOMS as well.- 26% of our social care referrals are PP children. Please refer to priority involving SEMH/pastoral needs in relation to supporting these children.	<ul style="list-style-type: none">- Due to the logistical/emotional and operational demand on our community with such social care/external agency involvement, we are expanding the capacity of our new 'inclusion' team. This will involve an SLT overseeing strategic responsibility for this area.
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LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) Children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.
- 2) Staff receive training in Instructional coaching and support to deliver and sustain quality first learning for all pupils.
- 3) Parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides.

Due to lockdown imposed on schools in March and only the partial reopening in the summer term, we feel it is vital to carry on the progress we were making in regards to the areas highlighted above. We only had approximately 23 weeks to implement this strategy so sought to build upon these priorities. You will see below we have very similar targets with other areas tweaked to reflect the current climate.

PRIORITY 1 - £47,000

Member of staff responsible: ELT

Objectives	Actions	Implemented effectively	By whom	Evidence and rationale for choice	When will implementation be reviewed?
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<p>Children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.</p>	<ul style="list-style-type: none"> • Read Write Inc provides a consistent and systematic teaching approach to the delivery of reading and writing. • Children read powerful words to develop a knowledge of exciting vocabulary. • Vocabulary is taught in the context of the stories. • 'Talk 4 Writing' (T4W) will be used to enhance the speech and language development of all pupils. • Consistency of vocabulary teaching practice throughout school. • Storytime with Favourite Five Book baskets are utilised every day. • Drill down in quality of teacher modelling and teacher-pupil interactions. • Awe and wonder experiences to hook in learners. • All children will experience enrichment activities. • Curriculum themed learning will begin with an open ended challenge question to illicit deep thinking. • Parental engagement workshops. • Positive play/nurture interventions • 'Recovery curriculum' • Artist in residence 	<p>Prepare: Clear vision from SLT established All staff trained in RWI English Lead delivers training in staff meetings</p> <p>Deliver: Coaching support for staff PPA supported planning sessions Team teaching with AHTs and English Lead</p> <p>Sustain: Learning walks Observations Drop ins Planning scrutiny Internal and external moderation Challenge from GB – designated governor QA from Stakeholders/Trustees</p>	<p>ELT</p> <p>English Lead</p> <p>RWI Lead/Reading Champion</p>	<p>EEF Teaching and Learning Toolkit strands</p> <p><i>Feedback</i> +8m impact</p> <p><i>Metacognition</i> +7m impact</p> <p><i>One to One Tuition</i> +5m impact</p> <p><i>Oral Language Intervention</i> +5m impact</p> <p>Guidance reports on <i>Preparing for Literacy, KS1 and KS2</i></p>	<p>Half Termly</p> <p>Staff meetings</p> <p>Weekly monitoring reports</p>
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Member of staff responsible: ELT/core subject leads					
Objectives	Actions	By whom	Implemented effectively	Evidence for rationale and choice	When will implementation be reviewed
<p>1. Staff receive training in Instructional coaching and support to deliver and sustain quality first learning for all pupils.</p>	<p>SLT and MLT will deliver a support programme of weekly coaching sessions to ensure QFT. HT will monitor to ensure QA</p> <p>Coaching will follow elements of ECF/TLAC/Walk Thrus CPD</p> <p>SEND lead will monitor provision of IEP programmes and delivery for all SEND pupils</p> <p>Use of relevant assessment data</p>	ELT	<p>Prepare:</p> <p>Vision from SLT and MLT is communicated clearly. Ensure all staff are outwardly looking Use of staff meetings to offer training</p> <p>Deliver:</p> <p>Coaching support for all staff CPD links SEND strategies highlighted</p> <p>Sustain:</p> <p>Observations and drop ins Planning Scrutiny Book scrutiny Staff briefing and meetings to reflect and evaluate</p>	<p>Guidance on EEF subject reports (Improving English and Mathematics).</p> <p>CPD from Leading Together (TF)</p>	<p>Performance managements</p> <p>QA cycle</p> <p>Intervention monitoring</p> <p>PPM Meetings</p>

Member of staff responsible: ELT					
Objectives	Actions	By whom	Implemented effectively	Evidence for rationale and choice	When will implementation be reviewed
Parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides	<ul style="list-style-type: none"> • Strategic placement of staff in morning to welcome families who require support/security of daily chat • Weekly assembly invites parents in to celebrate their child's achievements • Staff to set up and establish effective PTFA • Open classroom sessions when appropriate • Outdoor learning sessions • Come dine with me initiative • Coffee and Cake sessions partnership with JLT. • Parenting Courses • Reading Champion coordinates and checks all reading material going home • Sound books are issued to all RWI pupils • Class Dojo set up. 	<p>ELT</p> <p>Office staff</p>	<p>Prepare: House system Clear vision to highlight key diary dates for events to be mapped in</p> <p>Deliver: Parents evening Coordination of events Exhibitions</p> <p>Sustain: Social media strategy with regular updates.</p>	<p>EEF Teaching and Learning toolkit ; parental involvement consistently associated with pupil's success at school therefore getting parents involved and helping them to support their children.</p> <p>Parental Engagement +3 months impact</p>	<p>Half termly review</p> <p>Weekly parents invitations</p> <p>Termly Parent Consultation evenings once per term</p>