



3 Year Pupil Premium Strategy Plan with Review

St. George's CVA, Derby

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2020

Pupil Premium Lead	Jennifer Lewis	Governor Lead	Karan O'Connor
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CURRENT PUPIL INFORMATION 2020

Total number of pupils:	343	Total pupil premium budget:	Circa £92k	Date of most recent PP Review	March 2017
Number of pupils eligible for pupil premium:	70	Amount of pupil premium received per child:	£1320	Date for next internal review of this strategy	October 2021
Proportion of disadvantaged pupils:	70				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	35	50%
Girls	35	50%
SEN support	17	24%
EHC plan	2	3%
EAL	28	40%

Assessment data for previous 3 years *

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	100	72.1	75	57%	74%	72%
% meeting EXP or exceeded in Reading	100	86	89	62%	79%	77%
% meeting EXP or exceeded in Writing	100	76	81	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100	87	89	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	61.5	71.4	69.1	57%	74%	72%
% meeting EXP or exceeded in Reading	92	95	93	62%	79%	77%
% meeting EXP or exceeded in Writing	75	91	87	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	66	94	87	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)			77.6	56%	73%	71%
% meeting EXP or exceeded in Reading				63%	79%	77%
% meeting EXP or exceeded in Writing				58%	76%	73%
% meeting EXP or exceeded in Number				66%	81%	79%
PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check				71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check				70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check				68%	83%	81%

KSI ATTAINMENT 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	57%	74	72	na	na	na
% meeting expected standard or above in reading	71%	79	78	62%	78%	75%
% meeting expected standard or above in writing	57%	77	74	55%	73%	69%
% meeting expected standard or above in maths	57%	81	78	62%	79%	76%

KSI ATTAINMENT 2017-18

% achieving expected standard or above in reading, writing and maths	50%	73	71	na	na	na
% meeting expected standard or above in reading	50%	82	80	60%	78%	75%
% meeting expected standard or above in writing	50%	78	76	53%	73%	70%
% meeting expected standard or above in maths	50%	80	78	61%	79%	76%

KSI ATTAINMENT 2016-17

% achieving expected standard or above in reading, writing and maths	67%	70	69	na	na	na
% meeting expected standard or above in reading	67%	78	78	61%	78%	76%
% meeting expected standard or above in writing	67%	76	76	52%	71%	68%
% meeting expected standard or above in maths	100%	87	88	60%	78%	75%

KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	75%	66%	67%	51%	71%	65%
Progress score in reading	+6.4	+3.5	+3.9	-0.62	0.32	0.03
Progress score in writing	+7	+3.9	+4.4	-0.50	0.27	0.03
Progress score in maths	+4.3	+0.9	+1.4	-0.71	0.37	0.03

KS2 DATA 2017-18

Ks2 Attainment RWM combined	85%	67%	71%	51%	70%	64%
Progress score in reading	0.6	1.6	+1.4	-0.60	0.30	0.03
Progress score in writing	-1	1	+0.4	-0.40	0.20	0.03
Progress score in maths	-0.9	-0.7	-0.7	-0.60	0.30	0.03

KS2 DATA 2016-17

Ks2 Attainment RWM combined	67%	51%	55%	48%	67%	61%
Progress score in reading	1.7	-1.2	-0.5	-0.70	0.30	0.00
Progress score in writing	4.2	3.2	+3.5	-0.40	0.20	0.00
Progress score in maths	-1.5	-0.8	-1	-0.60	0.30	0.00

ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	96.5	96.6	Na
2018-19			96%
2017-18			95.8%

* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	<p>Poor Communication and Language skills on entry into Foundation Stage</p> <p>Reception baseline assessments highlight that a large number of our new starters into FS lack the ability to use verbally constructed simple sentences across a range of contexts. This is rooted in poor educational experiences for parents/carers and their lack of understanding of the importance of basic skills and also an increasing number of children with EAL. This limits communication with other children and adults, which is vital for language and cognitive development and relationship building. This can also lead to self-esteem and friendship issues including preventing their chances of excelling in other subjects.</p>
B	<p>Low exposure to 'rich and ambitious' vocabulary</p> <p>It is widely acknowledged the impact that poor communication and language skills have on attainment and this can impinge academic performance throughout a child's education. There is currently a word gap between disadvantaged children and their peers when they start school. Some of our Disadvantaged children (throughout the school), in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading.</p>

External Barriers (such as poor attendance)

C	<p>EAL – We have a large percentage of children who speak little or no English at home, many of whom are pupil premium eligible. This has an impact on a range but subjects, but in the main, English Writing (including vocabulary) and reading comprehension.</p>
D	<p>Emotional Health Challenges (including post-lockdown return to school September 2020)</p> <p>We have a large number of children who suffer with anxiety. Many of these children (although not all) are our pupil premium children. Anxieties for these children are caused by a range of factors including issues at home. We recognise though that the loss of the summer term for many of these children and the changes made in school since lockdown may result in a rise in cases of poor mental health and emotional wellbeing among our children. School closures in the Pentecost (Summer) term of 2020, the transition to home learning during that time, missed transition opportunities and changes to the staff body are all likely to have an impact on families and the pupils' wellbeing. Identifying these emerging needs and responding to them appropriately is paramount in preventing them from becoming barriers to learning.</p>

Desired Outcomes

	Outcome	Success Criteria
A	<p>For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p>	<p>For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 90% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 90% of disadvantaged children.</p>
B	<p>For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.</p>	<p>20% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.</p>
C	<p>For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students.</p>	<p>At least 85% of EAL children leave KS2 at ARE and 15% at GD.</p>
D	<p>For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice. And for relationships between home and school to be mutually supportive</p> <p>See also Covid Catch-Up funding proposal doc</p>	<p>For children with identified existing emotional health concerns to show progress in intervention and nurture groups, measureable through pupil questionnaires and in group assessments.</p> <p>For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.</p> <p>For all parents to feel part of our school community with a real involvement in their child’s education.</p>

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)				
Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
<p>A. For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p>	<p>Change of Curriculum to allow for more PHSE activities about emotional needs and healthy relationships.</p> <p>One Decision to be purchased to allow for high quality PHSE related conversations to incorporate all children.</p> <p>Vocabulary is at the centre of all lessons throughout school, especially in reading and writing. Children have the opportunities for paired talk in all lessons to build confidence through shared conversation. New vocab is revisited throughout the year across the curriculum</p> <p>All children read with an adult in school 1:1 at least once per week. In EYFS this is daily.</p> <p>Each phase lead has mapped out a rigorous intervention timetable, to make use of the additional fund provided for Covid Catch-Up. Priorities are phase specific but reading and oracy have been identified as a priority across school, especially in Y1</p>	<p>Curriculum change for more PHSE immediate</p> <p>New scheme for PHSE purchased in Advent 2 2020. To be introduced before Lent 1 2021 and embedded by Pentecost 2021</p> <p>Throughout planning and evident in lesson obs/learning walks/displays</p> <p>September 2020 onwards</p> <p>Planned Advent 2 and rolled out with immediate effect.</p> <p>Reviewed termly in PPMs</p>	<p>£990 PSHE resources (CC). AB/BH/JY/RSP Leadership time £300</p> <p>Observed through monitoring (see monitoring timetable)</p> <p>Covid Catchup funding: see CC Stat doc</p>	<p>For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 90% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 90% of disadvantaged children.</p>

<p>B. For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated level. They enjoy a passion for reading and enjoy sharing that passion with their peers.</p>	<p>Children develop a real passion for reading and all learners have access to excellent quality texts. They can talk about the works of famous novelists.</p> <p>Additional Library resources children’s newspapers, journals, specifically selected fiction and nonfiction resources to ensure tailored reading choices.</p> <p>Staff understand how to draw out ambitious vocabulary from children. Talk for Writing CPD cont’d</p> <p>In addition, T4W begins in early years (beginning with story telling and oracy only) and our teaching teams ensure that the story texts chosen are vocabulary rich and repetitive so that children quickly adopt these words for use in their own speech.</p>	<p>Where necessary, PP children will be given a suite of high quality texts, suitable for their ability to both read at home and keep – From PP funding.</p> <p>Throughout Advent Term</p> <p>Continues in Lent term</p> <p>Throughout the year</p>	<p>JL – Lent term (£500)</p> <p>KC – leadership time and £500</p> <p>Non contact time for all staff (rota basis) £1000. Covered in the main by TA support. Dean Thompson’s time has already been budgeted for.</p>	<p>20% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.</p>
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<p>C. For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students.</p>	<p>Reading 1:1 on a 3x weekly basis either in class or in intervention groups</p> <p>Paired talk is used in all lessons across the curriculum and strategies are devised within classrooms to enable all pupils to 'have a voice' e.g. Lollysticks, random selection tools AND talkless teaching strategies are employed in classrooms to allow less confident children to engage in group work (LESS SO DURING COVID)</p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p> <p>Y5 and 6 reading team (when covid rules allow) will become buddy readers for other children in school having been trained in how to read 1:1 by our school's reading lead</p> <p>Reading fluency assessments to be carries out across KS2 in order to identify PAN for groups of children in order to create targeted interventions specifically for fluency and basic reading skills.</p> <p>T4W continues to be the vehicle to drive writing improvement in school (includes repetition of and discussion around the text which allows ALL learners to become more confident in both reading and writing). Continued support from T4W consultant in school (when Covid permits) Our planning modelled has been adjusted to suit our learners and will be consolidated this year.</p>	<p>TTs for reading devised and rolled out in Advent 1</p> <p>Planned for throughout the year</p> <p>To start in Advent 2 (UKS2 only) and rolled out to other year groups post-covid</p> <p>Fluency assessments carried out in Advent 2 – Targetted interventions to begin prior to Christmas.</p> <p>Ongoing. Planning and delivery reviewed on a half termly basis through Learning walks, book scrutiny and pupil voice interviews.</p>	<p>Within reading lead's non-contact time (Total £200)</p> <p>TA time 15mins x 200 sessions (50 hours) Circa £500 plus the cost of the fluency test £150</p> <p>Writing lead – supply cover (poss. TA) £300</p>	<p>At least 85% of EAL children leave KS2 at ARE and 15% at GD.</p>
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
B. For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	CPD for teachers to understand how to implement strategies for encouraging use of new vocabulary in all lessons through Masterclasses and the use of Chris Quigley materials	Subject leads (especially reading lead) to run masterclasses based around use of vocabulary in lessons. Half termly.	Subject Lead management time	20% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.

<p>C. For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students.</p>	<p>Writing intervention specifically geared towards use of tenses and subject verb agreement to be implemented (also as part of Covid catch-Up) To follow reading interventions, given that reading skills aide writing outcomes.</p> <p>Maths interventions (small groups with targeted plans for each group) planned for all Year 6 children in the Advent and Lent terms with priority given to PP and EAL learners, not least to increase confidence in terms of understanding mathematical vocabulary. Y5 in the Pentecost Term in order to promote the very best outcomes for all learners.</p> <p>Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use. CGP test materials purchased for Y2 and Y6 learners</p>	<p>TAs across school (especially in UKS2 to transition from Reading intervention into writing for certain learners (EAL and PP) in order to ensure that optimum progress is made.</p> <p>PS to use QLA information provided by class teachers and more close analysis for each test cycle to prioritise objectives for weekly intervention for individual groups</p> <p>Lent 1 –Assessment lead Advent 1 – Assessment lead & HH</p>	<p>Covid Catchup funding</p> <p>UPS3 x 12 hours per week £12k</p> <p>£100 £1000</p>	<p>At least 85% of EAL children leave KS2 at ARE and 15% at GD.</p>
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WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
<p>A. For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p>	<p>Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children’s team staff</p> <p>Nurture Groups are timetabled for all (especially PP eligible) children identified by class teachers and health care professionals as being vulnerable</p>	<p>JY to monitor attendance daily and ensure all PP children attend school at least 96% of the time. Clear and robust follow up strategies are in place.</p> <p>JY & VCT – Groups are assessed and changed half termly</p>	<p>£45K (includes salary for JY, payment for dedicated hours of VCT and combined management team for those listed below)</p>	<p>For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 90% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 90% of disadvantaged children.</p>

<p>D. For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice. And for relationships between home and school to be mutually supportive</p>	<p>Children from disadvantaged backgrounds have similar social experiences to those who are not disadvantaged - Pupils have an opportunity to develop SMSC skills at after and before school clubs and on residential visits.</p> <p>Enhancement of cultural capital across the school through redesigning and widening the curriculum offer in order to deepen learning.</p> <p>We have seen huge benefits in children learning a musical instrument and are expanding that to percussion type instruments including music created on electronic devices .This allows children from all backgrounds to enjoy playing music.</p> <p>We have also change the way we teach foundation subjects, focussing initially on basic facts, figures, historical characters, locations etc. This is in a bid to ensure that no child misses the basic building blocks of history, geography and science that all children should know.</p> <p>To continue to ensure that the progress that our PP children make over the course of their Primary schooling continues in to Secondary school, initially with our MAT secondary schools and rolling out to others over the next few academic years.</p>	<p>PP children are identified (JL/LDM) and parents notified that they are entitled to Breakfast and After School clubs should they choose to make use of it. PPG children attend after and before school clubs and experience residential visits and other school trips.</p> <p>Planning and delivery scrutinised through annual deep dives of foundation subjects.</p> <p>Music assessments through pupil voice to be carried out in Advent 2</p> <p>POP Tasks created across all foundation subjects to assess learning. To be carried out as per our assessment timetable.</p> <p>During transition, PP children are highlighted and current provision shared with secondary staff. On-line meetings in Pentecost term set up SPECIFICALLY for transition of PP children.</p> <p>Online meetings set up with secondary schools during Advent Term/Lent Term to catch up with Y7 children to gauge their feelings about transition from primary to secondary school and assess whether there is anything more that can be done to aide this.</p>	<p>JL Mgt time</p> <p>SLT Mgt time</p> <p>HH Non-contact time</p> <p>Assessment lead/ subject leads - Termly</p> <p>PP Lead mgt time</p>	<p>For children with identified existing emotional health concerns to show progress in intervention and nurture groups, measureable through pupil questionnaires and in group assessments.</p> <p>For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.</p> <p>For all parents to feel part of our school community with a real involvement in their child's education.</p>
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PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Change of Curriculum to allow for more PHSE activities about emotional needs and healthy relationships. One Decision to be purchased to allow for high quality PHSE related conversations to incorporate all children.	We recognise that the impact on children's learning caused by the events of last academic year (and possibly this one) may be substantial. In order to prevent worries and anxieties becoming a barrier, we have dedicated enhanced time and resources to PSHE	CPD roll out in Advent 2. Use of one decision will be monitored by our PHSE lead through pupil voice and LW	AB	End of Yr
		Vocabulary is at the centre of all lessons throughout school, especially in reading and writing. Children have the opportunities for paired talk in all lessons to build confidence through shared conversation. New vocab is revisited throughout the year across the curriculum	Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non-disadvantaged children. We took the opportunity to make it a central part of our re-planned curriculum and continue to build on this	Monitoring: planning scrutinies; learning walks; lesson obs; book looks; pupil voice	Subject leads	Termly
		All children read with an adult in school 1:1 at least once per week. In EYFS this is daily. For PP and Low PAG children, we are committed to stretch this to 3 x weekly where possible.	Reading is the core skill that all children need to learn. Widening vocabulary and understanding syntax, all comes from reading. We recognise that some children don't have that opportunity at home.	Evidence from Guided Reading notes and 1:1 reading folders	KC (reading lead)	Half Termly
		Each phase lead has mapped out a rigorous intervention timetable, to make use of the additional fund provided for Covid Catch-Up. Priorities are phase specific but reading and oracy have been identified as a priority across school, especially in Y1	We recognise the fact that COVID has also affected the academic achievement of many children (though not all). We have identified learning gaps through baselining and, using CC funding we are targeting specific children to bridge those gaps	TAs hours increased (most part-time TAs are now F/T until year end) Phase leads analyse data and create a timetable of intervention targeting specific areas/skills.	SLT data reviews to measure impact	Half termly

B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	<p>Children develop a real passion for reading and all learners have access to excellent quality texts. Additional Library resources children’s newspapers, journals, specifically selected fiction and nonfiction resources to ensure tailored reading choices. Reading areas (POST COVID) provide an opportunity for children to choose quality texts</p> <p>-----</p> <p>Staff understand how to draw out ambitious vocabulary from children. Talk for Writing CPD cont’d In addition, T4W begins in early years (beginning with story telling and oracy only) and our teaching teams ensure that the story texts chosen are vocabulary rich and repetitive so that children quickly adopt these words for use in their own speech.</p>	High quality texts (both fiction and non-fiction), welcoming reading areas and the positive promotion of reading in school can significantly impact children’s reading habits and attitudes towards reading.	<p>Regular updating of class and school libraries and Book Blog books.</p> <p>POST COVID reading area inspections</p>	KC – Reading lead	Termly
C	For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students.	<p>Reading 1:1 on a 3x weekly basis either in class or in intervention groups</p> <p>-----</p> <p>Paired talk is used in all lessons across the curriculum and strategies are devised within classrooms to enable all pupils to ‘have a voice’ e.g. Lollysticks, random selection tools AND talkless teaching strategies are employed in classrooms to allow less confident children to engage in group work (LESS SO DURING COVID)</p> <p>-----</p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p>	<p>Promotes positivity around reading</p> <p>This is something that has supported the development of all learners in our school previously, both academically and in terms of development of confidence. Given the hiatus in our schooling last academic year, it is necessary to ensure a return to this style of teaching and learning to maximise individuals’ engagement.</p> <p>Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non-disadvantaged children. We took the opportunity to make it a central part of our re-planned curriculum and continue to build on this</p>	<p>Pupil voice interviews</p> <p>Monitoring of all subjects</p> <p>Monitoring: planning scrutinies; learning walks; lesson obs; book looks; pupil voice</p>	<p>KC/JL English leads</p> <p>Subject leads and SLT</p> <p>Subject leads</p>	<p>Termly</p> <p>At least termly and half termly for core subjects</p> <p>Termly</p>

		<p>Y5 and 6 reading team (when covid rules allow) will become buddy readers for other children in school having been trained in how to read 1:1 by our school's reading lead</p> <p>-----</p> <p>Reading fluency assessments to be carries out across KS2 in order to identify PAN for groups of children in order to create targeted interventions specifically for fluency and basic reading skills.</p> <p>-----</p> <p>T4W used to improve writing confidence and writing outcomes in school</p>	<p>Children sharing reading is mutually beneficial and can be empowering. Children who apply to be buddies will go through an application and training process in order to ensure a high quality of shared reading experience</p> <p>Necessary in order to pinpoint the issues within reading fluency that may be holding readers back</p> <p>T4W continues to be the vehicle to drive writing improvement in school (includes repetition of and discussion around the text which allows ALL learners to become more confident in both reading and writing). Continued support from T4W consultant in school (when Covid permits) Our planning model has been adjusted to suit our learners and will be consolidated this year.</p>	<p>Review of reading results and pupil voice interviews around enjoyment of reading</p> <p>CPD (Masterclass) by reading lead to train teachers and TAs</p> <p>Roll out of assessment in Advent 2 to be followed immediately by interventions timetabled with Covid Catch-Up funding</p> <p>Lessons obs, book scrutinies, planning scrutinies all planned in on Monitoring cycle</p>	<p>Reading lead and SLT</p> <p>Reading lead</p> <p>Phase leads</p> <p>Writing Lead (JL)</p>	<p>Termly</p> <p>November 2020</p> <p>Termly data analysis</p> <p>Half termly</p>
TOTAL estimated budgeted cost?						£3450

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	CPD for teachers to understand how to implement strategies for encouraging use of new vocabulary in all lessons through Masterclasses and the use of Chris Quigley materials	Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non-disadvantaged children. We took the opportunity to make it a central part of our re-planned curriculum and continue to build on this	Monitoring: planning scrutinies; learning walks; lesson obs; book looks; pupil voice	Subject leads	Termly
C	For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students.	<p>Writing intervention specifically geared towards use of tenses and subject verb agreement to be implemented (also as part of Covid catch-Up) To follow reading interventions, given that reading skills aide writing outcomes.</p> <p>-----</p> <p>UKS2 Maths interventions (small groups with targeted plans for each group) planned for all Year 6 children in the Advent and Lent terms with priority given to PP and EAL learners, not least to increase confidence in terms of understanding mathematical vocabulary. Y5</p>	<p>Identifying barriers to learning and in this case, writing, will allow for very specific small step targets to be set for EAL and PP children. We know that in homes where Standard English is not well modelled, that a child's ability to choose the correct tense and subject verb agreement is hindered.</p> <p>Targetted intervention in small groups increases mathematical confidence and has been successful in school for the last 3 years.</p>	<p>Phase leads to set up in Lent 1 or 2 (dep on phase) to follow reading interventions (CC)</p> <p>PS to use QLA information provided by class teachers and more close analysis for each test cycle to prioritise objectives for weekly</p>	<p>Writing lead</p> <p>Phase lead – data analysis</p>	<p>Monitor from Lent 2</p> <p>Half termly</p>

		<p>in the Pentecost Term in order to promote the very best outcomes for all learners.</p> <p>-----</p> <p>Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use.</p>		intervention for individual groups	Phase lead	Lent 1
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TOTAL estimated budgeted cost?						£15,000
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WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	<p>Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children's team staff</p> <p>-----</p> <p>Nurture Groups are timetabled for all (especially PP eligible) children identified by VCT, DSL, class teachers and health care professionals as being vulnerable (and this has been increased using covid catchup funding)</p>	<p>These roles has improved attendance year on year since the team was established. In addition, the relationships that have been built between school with parents of disadvantaged children is exceptional. This year, especially, these roles and responsibilities are crucial in keeping our children emotionally supported.</p> <p>Nurture, emotional support, behaviour and grief groups are set up in school to support our most vulnerable children. This allows children to have conversations in open forum about how they feel and it allows for their academic learning to thrive. When children are happy and feel listened to and supported, their outcomes are much more positive.</p>	<p>Results: data analysis</p> <p>Attendance data</p> <p>Pupil questionnaire</p> <p>Positive Parental Engagement - Questionnaire</p>	<p>SLT</p> <p>VCT</p> <p>SLT/VCT</p> <p>SLT</p>	<p>Half-termly</p> <p>Half-termly report</p> <p>Twice Annually</p> <p>Annual</p>

D	For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice. And for relationships between home and school to be mutually supportive	Children from disadvantaged back grounds have similar social experiences to those who are not disadvantaged - Pupils have an opportunity to develop SMSC skills at after and before school clubs and on residential visits. -----	Equality of opportunity AND helps to maintain an excellent attendance percentage.	Robust processes are in place for when a child joins the school to check PP eligibility. Regular communications with parents ensure an understanding of where the benefits are for their child.	LDM	Throughout the year
		Enhancement of cultural capital across the school through redesigning and widening the curriculum offer in order to deepen learning. We have changed the way we teach foundation subjects, focussing initially on basic facts, figures, historical characters, locations etc. This is in a bid to ensure that no child misses the basic building blocks of history, geography and science etc that all children should know. -----	Curriculum redesign has led to a broader knowledge base for the children. The curriculum relies on strong foundations and then regularly revisiting the learning in keeping with our development and understanding of the cognitive load theory.	Roll out began Advent 2019 and continues this year. Monitored through annual deep dives to check on progression of skills throughout school.	SLT	Monitored termly
		We have seen huge benefits in children learning a musical instrument and are expanding that to percussion type instruments including music created on electronic devices .This allows children from all backgrounds to enjoy playing music. -----	Consolidating work started last academic year	Regular assessment of children’s skills and knowledge and enjoyment monitored through PV (PP specifically)	HH – Music lead	Termly
	To continue to ensure that the progress that our PP children make over the course of their Primary schooling continues in to Secondary school, initially with our MAT secondary schools and rolling out to others over the next few academic years.	Work on this began last year and there were definite benefits to working with secondary colleagues to ascertain what good PP practice looks like from KS3 onwards and to build relationships to aide transition	JL to timetable meetings with PP leads in other secondary schools in the Lent Term and to organise online meetings with ex-pupils (Pupil Premium-Y7 and poss Y8)	JL	Ongoing	

TOTAL estimated budgeted cost?	£71,540 (inc. salaried hrs of VCT, teacher hrs for curriculum redesign, mgt time for monitoring, one-fifth of the WOPPS (music) contribution and the contribution to ASC, BC and any school trips for PP children.
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REVIEW OF 3 YEAR STRATEGY October 2021

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<p>Baseline test; well-being; PHSE activities; overweight; lacking routine; great improvements in IT skills; Safeguarding issues; PASS testing data; negative attitudes; TikTok issues; children being; return to school reviews with children; many of our vulnerable children were in school (almost 50% of our school community)</p> <p>Domestic violence increase</p> <p>Well being phonecalls have continued</p> <p>Anxieties</p>	<p>PHSE to build stamina and resilience</p> <p>More opportunities for children to discuss</p>
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<p>Academic:</p> <p>Century diagnostics</p> <p>Baseline data</p> <p>Emotional:</p> <p>Nurture groups</p> <p>Child interviews</p> <p>Emotional sign in sheets in all classrooms</p> <p>PASS assessments</p>	<p>Baseline children again this year to identify gaps in understanding/learning</p> <p>Increase revisits dependent on findings of baseline</p> <p>Create a program of tailored interventions per child using PASS website</p> <p>Replan nurture groups dependent on need</p>
What work have you done to establish the impact on pupils and their families?	<p>Constant communication - Well-being phonecalls</p> <p>Breakfast club/ after school club</p> <p>Learning mentor and family support team carried out home visits throughout and continue to do so.</p> <p>Organised IT equipment for vulnerable and PP families.</p> <p>Parish helped with food/clothing over the</p>	<p>Continue with regular phonecalls to vulnerable families (especially where absence or DV is evident)</p>

	period of lockdown.	
Do families know the impact of the pandemic on themselves and their child/ren?	We've spent a lot of time discussing this with parents. Regular phone calls to discuss how children are adapting. Parents evening in March was a 'how your child has adapted and what more can we do' which initiated a conversation	Continue with open conversations during Parents Evenings.
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	PASS tests The enthusiasm for learning has definitely dipped, more so in terms of resilience and stamina. Gains – family time for some children was plentiful. Some children moved away from devices and were more engaged with their parents. Digital literacy	Work to be done within the curriculum in terms of personal development over the Advent term. Use of Teams in school to complete assignments on a more regular basis
What learning/experiences positive and negative took place (influences) and what was the impact?	Possible incorrect teaching (parents), misconceptions embedded. Domestic violence increased Regular scheduled lessons. Timetabled activities to try and establish normality. Smaller groups within the school setting: children really enjoyed learning. New friendship groups Improvement to digital literacy Increase in family time	
Impact of your strategies to mitigate/lessen the impact of lockdown?	Expectations lowered Increased PHSE Nurturing groups increased More time to socialise with their friends	
What did children miss out on the most	Cultural capital, Knowledge, routines,	School trips

<p>during the pandemic and their time away from their usual school routine? What do they need more of?</p>	<p>Relationships with trusted adults, missing social time with friends, experiences, discussions, School trips, residential, Afterschool clubs, swimming, Assemblies together and singing together Home routines have altered; sleeping patterns have changed – children are trying to get back into their routine</p>	<p>Residentials Experiences Swimming Assemblies and worship collectively from Advent.</p>
<p>Have you identified more vulnerable groups because of this?</p>	<p>PASS tests have revealed children that we may not have already identified.</p>	<p>A series of interventions within the PASS website to be used to construct a program of tailored interventions</p>

TEACHING PRIORITIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A	<p>Change of Curriculum to allow for more PHSE activities about emotional needs and healthy relationships. One Decision to be purchased to allow for high quality PHSE related conversations to incorporate all children.</p> <p>-----</p> <p>Vocabulary is at the centre of all lessons throughout school, especially in reading and writing. Children have the opportunities for paired talk in all lessons to build confidence through shared conversation. New vocab is revisited throughout the year across the curriculum</p> <p>-----</p> <p>All children read with an adult in school 1:1 at least once per week. In EYFS this is daily. For PP and Low PAG children, we are committed to stretch this to 3 x weekly where possible.</p> <p>-----</p> <p>Each phase lead has mapped out a rigorous intervention timetable, to make use of the additional fund provided for Covid Catch-Up. Priorities are phase specific but reading and oracy have been identified as a priority across school, especially in Y1</p>	<p>Mid – excellent feedback from children around their enjoyment of One decision program</p> <p>High impact – across school, there is evidence of children’s general vocabulary improving. Children are using new vocabulary in writing across the curriculum</p> <p>High impact - Reading results are higher than previous.</p> <p>Mid: bubble closures and school closure has set this back and as such this will continue next year, although there is evidence across school (in test results and end of years TAs) that gaps have been addressed.</p>	<p>Definitely continue – reinvest for next year.</p> <p>Focus on the importance of vocabulary to be carried through and the progression of vocabulary to be evaluated during the course of the 2021-22 academic year.</p> <p>Continue to expand the amount of independent reading that takes place in school. Training for voluntary readers coming into school and master classes for parents as we move into the new academic year</p> <p>Continue following gap analysis from base-line assessment early in the advent term (21)</p>
B	<p>Children develop a real passion for reading and all learners have access to excellent quality texts. Additional Library resources children’s newspapers, journals, specifically selected fiction and nonfiction resources to ensure tailored reading choices. Reading areas (POST COVID) provide an opportunity for children to choose quality texts</p>	<p>High: Investment in more quality and diverse range of texts has impacted on excitement around reading.</p>	<p>Continue to ensure diversity of texts for children to relate to (ethnicity/background/ disabilities etc considered).</p> <p>Re-establishment of reading areas within classrooms.</p>

	<p>-----</p> <p>Staff understand how to draw out ambitious vocabulary from children. Talk for Writing CPD cont'd In addition, T4W begins in early years (beginning with story telling and oracy only) and our teaching teams ensure that the story texts chosen are vocabulary rich and repetitive so that children quickly adopt these words for use in their own speech.</p>	<p>Mid: CPD will be highly effective but this will be evident during the first few terms of 2021/22 and will be evident in non-fiction and particularly writing across the curriculum. All T4W texts across school are of high quality.</p>	<p>Re-evaluate effectiveness of texts within each phase of the school and use the strategies taken from CPD with Dean Thompson to improve conversation within the classroom and the quality of non-fiction writing.</p> <p>Move also to open conversation and debating around world issues etc. within lessons in order to build personal development and cultural capital</p>
C	<p>Reading 1:1 on a 3x weekly basis either in class or in intervention groups</p> <p>-----</p> <p>Paired talk is used in all lessons across the curriculum and strategies are devised within classrooms to enable all pupils to 'have a voice' e.g. Lollysticks, random selection tools AND talkless teaching strategies are employed in classrooms to allow less confident children to engage in group work (LESS SO DURING COVID)</p> <p>-----</p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p>	<p>High: strong improvements in reading</p> <p>High: children are confident in responding in class. They expect to be chosen.</p> <p>Talkless teaching strategies not over used this year</p> <p>High</p>	<p>Consolidate with use of well trained volunteers</p> <p>Talkless teaching strategies to be injected back into the curriculum again in advent 21/22 in order to increase engagement for all children and increase confidence.</p> <p>Continue as per SDP – review progression of vocabulary throughout curriculum.</p>
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
B	<p>CPD for teachers to understand how to implement strategies for encouraging use of new vocabulary in all lessons through Masterclasses and the use of Chris Quigley materials</p>	<p>High – Use of quality vocabulary evident in book looks and in planning scrutinies across all lessons.</p>	<p>Yes – continue to make use of Chris Quigley materials and training opportunities throughout the next academic year to grow vocabulary and PD.</p>
C	<p>Writing intervention specifically geared towards use of tenses and subject verb agreement to be implemented (also as part of Covid catch-Up) To follow reading interventions, given that reading skills aide writing outcomes.</p> <p>-----</p> <p>UKS2 Maths interventions (small groups with targeted plans</p>	<p>LOW: No opportunity to carry out these interventions</p> <p>HIGH: Interventions have seen</p>	<p>Yes – continue this next year</p> <p>Continue</p>

	<p>for each group) planned for all Year 6 children in the Advent and Lent terms with priority given to PP and EAL learners, not least to increase confidence in terms of understanding mathematical vocabulary. Y5 in the Pentecost Term in order to promote the very best outcomes for all learners.</p> <p>-----</p> <p>Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use.</p>	<p>exceptional results in year 6</p> <p>Non purchased</p>	<p>Re-order next year (21/22)</p>
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WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A	<p>Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children’s team staff</p> <p>-----</p> <p>Nurture Groups are timetabled for all (especially PP eligible) children identified by VCT, DSL, class teachers and health care professionals as being vulnerable (and this has been increased using covid catchup funding)</p>	<p>High: Exceptional results for vulnerable children; excellent feedback from parents</p> <p>High: children’s confidence continues to increase thanks to the work done by our VCT – PASS results point to this</p>	<p>Continue</p> <p>Continue</p>
D	<p>Children from disadvantaged back grounds have similar social experiences to those who are not disadvantaged - Pupils have an opportunity to develop SMSC skills at after and before school clubs and on residential visits.</p> <p>-----</p> <p>Enhancement of cultural capital across the school through redesigning and widening the curriculum offer in order to deepen learning. We have changed the way we teach foundation subjects, focussing initially on basic facts, figures, historical characters, locations etc. This is in a bid to ensure that no child misses the basic building blocks of history, geography and science etc that all children should know.</p>	<p>Mid: Many PP children have taken the opportunity to join ASC and BC – these have been different this year (CV19) but they have still been valuable in terms of children making different friend groups</p> <p>High: curriculum is widening knowledge and deepening it too. Conversations with children demonstrate a real understanding of the knowledge categories that they have been learning.</p>	<p>Continue: Next academic year, BC and ASC to expand and opportunities for activities will widen thanks to increased numbers of staff.</p> <p>Continue – wider work to be done in PE, computing, DT and Art and work consolidated in other subjects.</p>

	<p>-----</p> <p>We have seen huge benefits in children learning a musical instrument and are expanding that to percussion type instruments including music created on electronic devices .This allows children from all backgrounds to enjoy playing music.</p> <p>-----</p> <p>To continue to ensure that the progress that our PP children make over the course of their Primary schooling continues in to Secondary school, initially with our MAT secondary schools and rolling out to others over the next few academic years.</p>	<p>High: Children’s musical knowledge increases year on year, not just in understanding notation, but also their conversation around classic composers and their backgrounds</p> <p>Suspended this year due to Covid, although relationships with Trust secondary schools continues to build</p>	<p>Continue: expand further children’s depth of understand about composers and composing.</p> <p>To be taken up again in the 21/22 year.</p>
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ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	Available on our website. Staff and governors are sign posted to reading it. Shared with staff in staff meeting dedicated to PP.
How do you know staff understand the strategy and apply correctly?	Staff meetings, ATMs and Pupil Performance meetings where PP children are central to conversation; strategies discussed.