



## 3 Year Pupil Premium Strategy Plan 2020-2023

St. George's CVA, Derby

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION 2022

Pupil Premium Lead	Jennifer Lewis	Governor Lead	David Booth	Trust Lead	Kate Mann
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#### CURRENT PUPIL INFORMATION 2022

Total number of pupils (as at 12/10/22):	321	Total pupil premium budget (£1385 per pupil):	£106,644 (this figure is based on last year's census)	Date of most recent PP Review	March 2017
Number of pupils eligible for pupil premium:	84	Recovery Premium Grant	£11,165	Publish date	<b>December 2023</b>
		School contribution to NTP (School Led Tutoring) – 40% of cost	<b>£7668</b>	Statement Authorised by:	
Proportion of disadvantaged pupils:	26%	Amount of pupil premium received per child:	£1385	Total funding	£117,809 - <b>£7668</b> = <b>£110,141</b>

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	43	51%
Girls	41	49%
SEN support	17	20%
EHC plan	4	5%
EAL	19	23%

BARRIERS TO FURTHER ATTAINMENT	
In-School Barriers (such as poor literacy skills)	
A	<p><b>Poor Communication and Language skills on entry into Foundation Stage</b></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><b>Low exposure to 'rich and ambitious' vocabulary</b></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><b>EAL</b> – 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 most subjects, but especially, English writing (including vocabulary) and reading comprehension.</p>
D	<p><b>Emotional/Mental Health Challenges</b></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 that the pandemic has resulted in a rise in cases of poor mental health and emotional wellbeing among our children. Some loss of learning in the previous two academic years is likely to have an impact on families and the pupils' wellbeing. Identifying these emerging needs and responding to them appropriately has been paramount in preventing them from becoming barriers to learning, and this will continue to be so.</p>

Desired Outcomes		
	Outcome	Success Criteria
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.	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.
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.	20% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.
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.	At least 85% of EAL children leave KS2 at ARE and 15% at GD.
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>For children with identified existing emotional health concerns to show progress in intervention and nurture groups, measureable through pupil questionnaires (including PASS tests) 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> <p>Personal Development to be made explicit within lessons and on MTPs so that we ensure a full coverage of the areas of personal development that we have identified as being critical to ensure excellent outcomes for pupils</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 (per annum)	Success measure
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>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 (initially)</p> <p>Observed through monitoring (see monitoring timetable)</p> <p>Covid Catchup funding</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. 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 <b>(LESS SO DURING COVID)</b></p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p> <p><b>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</b></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 &amp; 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
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>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 &amp; VCT – Groups are assessed and changed half termly</p>	£45K (includes salary for JY, payment for dedicated hours of VCT and combined management team for those listed below)	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>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>To give disadvantaged children the opportunity to experience wider provision in order to build confidence and develop interests in areas that they may not have the opportunity to experience otherwise</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>A full suite of extra-curricular activities (e.g. eco-club; archaeology club; arts and crafts club, Book and a Biscuit club; cooking club, plus a range of sports clubs etc.) timetabled after/before school. Places for PP children given priority (early booking available to these families)</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>Staff earn a day off in lieu of running half a term of clubs – cover JL/RSP.</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: 2022/23

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.	One Decision, Life to the Full and Caritas established and refined in line with identified areas of need (e.g. bringing sexual harassment units forward in line with KCSIE)	We recognise that the impact on children's learning caused by the events of last two academic years may be substantial. In order to prevent worries and anxieties becoming a barrier, we have dedicated enhanced time and resources to PSHE <b>DfE research: 'Developing Character Skills in Schools' 2017 NCB Research and Policy Team</b>	PHSE to be monitored through Pupil Voice and PASS test analysis	RSP/NJ/JY	Termly
		Vocabulary is at the centre of all lessons throughout school. 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. Vocabulary games have been shared with staff through our reading lead, which can then be used across other subjects	Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non-disadvantaged children (Alex Quigley). We continue to build on the foundations that we have laid in the last two years <b>Closing the Vocabulary Gap – Quigley, A: 2018</b>	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. In KS2, we continue to complete Fluency assessments, which measure fluency, accuracy and understanding when reading which allows us to accurately pinpoint where most support is needed for individual pupils.	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. <b>EEF suggest that 1:1 tuition can provide +5 months</b>	TAs hours increased in FS2, Y4 and Y6. (through covid catchup funding)  School led tutoring will continue in the 22/23 academic year (see separate plan)	SLT data reviews to measure impact	Half termly

		<p>Each phase lead has, again, 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. In Upper KS2, maths and reading are areas which are receiving most time, in recognition of the lost learning through lockdowns.</p> <p>School-led tutoring will also be used to improve oracy and early reading.</p>	<p>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, <b>using CC funding</b> and school-led tutoring. We continue to targeting specific (mostly PP) children to bridge those gaps</p> <p><b>EEF research suggests that small group tuition can provide +4 months</b></p>			
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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 level.</p>	<p>In order to expand yet further our children's love of learning, we have directed a sum of money towards our library area in order to expand the range and quality of the books that are available for the children to enjoy. To be rolled out across Advent term</p>	<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> <p><b>As a school, our reading results have continued to improve year on year and remain above national, despite covid – our approach to reading works for the children in our school.</b></p>	<p>Regular updating of class and school libraries and Book Blog books.</p>	<p>JL &amp; KC (reading lead)</p> <p>RA – Learning Environment Lead</p>	<p>Termly</p>
		<p>Staff understand how to draw out ambitious vocabulary from children. 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, high quality and repetitive so that children quickly adopt these words for use in their own speech.</p>	<p>Retrieval of information is central to our curriculum and having sight of new vocabulary is an important part of that.</p> <p><b>Closing the Vocabulary Gap – Quigley, A: 2018</b></p>	<p>Monitoring across all subjects includes the requirement to assess quality of teaching of vocabulary</p>		

		<p>CDP for all staff to enhance and recap their understanding of the importance of teaching vocabulary explicitly.</p> <p>-----</p> <p>Class room displays list vocabulary and definitions. Vocabulary is woven into each lesson, often used as a recap from previous learning or even diagonally, from another subject.</p>		<p>-----</p> <p>Termly monitoring of learning environment includes assessment of quality of vocabulary.</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>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</p> <p>Feedback is immediate (and through discussion during periods of learning) in many cases and lessons begin with whole class feedback</p> <p>-----</p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p>	<p>Promotes positivity around reading <b>EEF suggest that 1:1 tuition can provide +5 months</b></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 in previous years, it is necessary to ensure a return to this style of teaching and learning to maximise individuals' engagement. <b>EEF Guidance'Teacher Feedback to Improve Pupil Learning' Collin &amp; Quigley, A</b></p> <p>Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non-disadvantaged children.</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>JL English lead</p> <p>Subject leads and SLT</p> <p>Subject leads</p> <p>Reading lead and SLT</p>	<p>Termly</p> <p>At least termly and half termly for core subjects</p> <p>Termly</p> <p>Termly</p>

		<p>Y5 and 6 reading team 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 carried out across KS2 by teachers 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>-----</p>	<p>We took the opportunity to make it a central part of our re-planned curriculum and continue to build on this</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 scaffolding and repetition of and discussion around the text which allows ALL learners to become more confident in both reading and writing).</p> <p><b>‘Supporting pupils with worked examples’ – Pritchard, B – blog – June 2022</b></p> <p>-----</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/School led tutoring budget</p> <p>Lessons obs, book scrutinies, planning scrutinies all planned in on Monitoring cycle</p> <p>Formative assessments throughout the year – measured first in Lent 1</p> <p>Pupil Voice conversations to glean children's confidence in maths and English</p> <p>Pass tests at year end.</p>	<p>Reading lead</p> <p>Phase leads</p> <p>Writing Lead (JL)</p>	<p>September 2022</p> <p>Termly data analysis</p> <p>Half termly</p> <p>-----</p>
TOTAL estimated budgeted cost?						£5000

## 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, writing and maths in order to equal the attainment and progress of non-EAL students.	<p>Reading and then 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>In addition – carry on with rollout of child conferencing to set mutually agreed writing targets.</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><b>(1:1 live feedback being most effective)</b></p>	<p>Phase leads to set up in Lent 1 or 2 (dep on phase) to follow reading interventions (CC)</p> <p>Monitoring by writing lead</p>	<p>Writing lead</p> <p>As above</p>	<p>Monitor from Lent 1</p> <p>Monitor from Advent 2</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 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>-----</p> <p>Covid catch-up funding to cover LKS2 Maths intervention, targeted at speed of recall of times-table facts (Y4)</p> <p>-----</p> <p>NTP (School led tutoring) to be rolled out for PP students (for the mostpart) in Advent 2/Lent 1 and then again in Lent 2/Pentecost 1</p>	<p>Targeted intervention in small groups increases mathematical confidence and has been successful in school for the last 3 years.</p> <p>Small group intervention delivered weekly</p> <p>1-3 children in each group (see separate plan for NTP. <b>EEF suggest that 1:1 or small grp tuition can provide +5 and +4 months (respectively)</b>)</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>Maths lead to identify children who will receive this with an emphasis on PP. CA to deliver</p>	<p>Phase lead – data analysis</p> <p>Phase lead</p> <p>Maths lead</p>	<p>Half termly</p> <p>Lent 1</p> <p>Advent 1</p>
TOTAL estimated budgeted cost?						£20k (+£7668 – school's contribution to NTP) = £27668



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. Our PASS test results for the last two years have shown that our children are happy in school</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>

			Our PASS test results for the last two years have shown that our children are happy in school			
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>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. In addition, a wide range of extra-curricular clubs are to be offered this year for the wider school community. PP children will be invited to attend these clubs free of charge. They will also be approached prior to non-PP children.</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 all subjects that all children should know.</p> <p>-----</p> <p>We have seen huge benefits in children learning a musical instrument and have re-planned that to include ukulele (a more simple instrument to play).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</p>	<p>Equality of opportunity AND helps to maintain an excellent attendance percentage.</p> <p>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.</p> <p>Consolidating work started last academic year</p> <p>Work on this pre-covid and there were definite benefits to working with</p>	<p>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.</p> <p>Monitored through annual deep dives to check on progression of skills throughout school.</p> <p>Regular assessment of children's skills and knowledge and enjoyment monitored through PV (PP specifically)</p> <p>JL to timetable meetings with PP leads in other secondary schools in the Lent Term and to</p>	<p>WE</p> <p>SLT</p> <p>JA – Music lead</p> <p>JL</p>	<p>Throughout the year</p> <p>Monitored termly</p> <p>Termly</p> <p>Ongoing</p>

		<p>over the next few academic years.</p>	<p>secondary colleagues to ascertain what good PP practice looks like from KS3 onwards and to build relationships to aide transition</p>	<p>organise online meetings with ex-pupils (Pupil Premium-Y7 and poss Y8)</p>		
		<p>Nurture groups interventions measureable through pupil questionnaires (including PASS tests) 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>Our own experience in the last 6 years of having a well planned intervention programme for emotional wellbeing has taught us that this makes a significant difference to many of our children. Issues around children's mental health have become increasingly obvious and the work that our VCT team does is becoming more and more important.</p>	<p>PASS tests annually and half termly in school questionnaires</p>		<p>Half termly</p>
		<p>For all parents to feel part of our school community with a real involvement in their child's education through 'School Cloud' and 'Edukey' both of which aim to be useable from home which can be less threatening for some parents.</p> <p>MH coffee mornings hosted weekly prior to class assemblies for all parents to attend. During these we talk about the importance of mental health in children and in adults and we promote conversations between parents and staff (SD – our MH lead and JY our family support/attendance officer)</p> <p>Attendance and family support officer (and VCT lead) to continue in that role.</p>	<p>Investing in School cloud and Edukey subscriptions enable staff to communicate more regularly with parents.</p> <p>EEF Sept 2019 'How can schools support parents engagement...' Universities of Plymouth and Exeter</p> <p>Our family support officer has an excellent relationship with our families and it is through her that our attendance percentages have</p>	<p>Parent questionnaires/ feedback to measure impact</p>		<p>As and when we have a parental event</p>

		<p>Personal Development to be made explicit within lessons and on MTPs so that we ensure a full coverage of the areas of personal development that we have identified as being critical to ensure excellent outcomes for pupils.</p> <p>To give disadvantaged children the opportunity to experience wider provision in order to build confidence and develop interests in areas that they may not have the opportunity to experience otherwise</p>	<p>increased over the last 6 years and continue to remain high and at least in line with national</p> <p>Personal development is a large part of our current SDP and our curriculum maps and we have a number of CPD opportunities for staff to develop an understanding of PD and how we are delivering this through our curriculum. <b>DfE research: 'Developing Character Skills in Schools' 2017 NCB Research and Policy Team</b></p> <p>A full suite of extra-curricular activities (e.g. eco-club; archaeology club; arts and crafts club, Book and a Biscuit club; cooking club, plus a range of sports clubs etc.) timetabled after/before school. Places for PP children given priority (early booking available to these families)</p>	<p>Subject monitoring of MTPS</p> <p>staff earn a day off in lieu of running half a term of clubs – cover (this also helps with staff's mental health) JL/RSP.</p>	<p>Subject leads</p> <p>RSP/JL</p>	
TOTAL estimated budgeted cost?					£85,141 (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.	

# REVIEW OF 3 YEAR STRATEGY (Review of 22-23)

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A			
B			
C			
Priority Area			
B			
C			

WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A			
D			

## ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Emailed to all teaching and educational support staff Emailed to lead Governor (David Booth) Uploaded to school website DB invited to pupil premium meetings with JL to discuss end of year outcomes and priorities for next year. Shared more widely at the Advent 2 meeting of Governors, who then had the opportunity to ask questions of both the HT and the PP lead.
How do you know staff understand the strategy and apply correctly?	Staff meeting in October around PP generally and to share the PP strategy doc. Allowed time for staff to identify the needs of their PP children and to discuss effective working practices.