



3 Year Pupil Premium Strategy Plan with Review

St. George's CVA, Derby

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021

Pupil Premium Lead	Jennifer Lewis	Governor Lead	David Booth (as of November 2021)
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CURRENT PUPIL INFORMATION 2021

Total number of pupils:	337	Total pupil premium budget:	Circa £100k	Date of most recent PP Review	March 2017
Number of pupils eligible for pupil premium:	83	Amount of pupil premium received per child:	£1320	Date for next internal review of this strategy	September 2022
Proportion of disadvantaged pupils:	23%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	40	49%
Girls	41	51%
SEN support	19	23%
EHC plan	2	3%
EAL	24	30%

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2021-22			
2019-20	96.5	96.6	Na

* 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 most subjects, but especially, English writing (including vocabulary) and reading comprehension.</p>
D	<p>Emotional/Mental Health Challenges</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	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
<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 and nuanced level.</p>	<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>Subject leads (especially reading lead) to run masterclasses based around use of vocabulary in lessons. Half termly.</p>	<p>Subject Lead management time</p>	<p>20% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.</p>

<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: 2021/22

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.	<p>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)</p>	<p>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</p>	<p>PHSE to be monitored through Pupil Voice and PASS test analysis</p>	RSP/NJ/JY	Termly
		<p>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</p>	<p>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</p>	<p>Monitoring: planning scrutinies; learning walks; lesson obs; book looks; pupil voice</p>	Subject leads	Termly
		<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. 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.</p>	<p>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.</p>	<p>TAs hours increased (most part-time TAs have taken on extra hours through catchup funding (separate budget)</p> <p>In addition, school led tutoring will begin in December 2021 (see section C below)</p>	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</p>	<p>We recognise the fact that COVID has also affected the academic achievement</p>			

		<p>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>of many children (though not all). We have identified learning gaps through baselining and, using CC funding and school-led tutoring. We are targeting specific children to bridge those gaps</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> <hr/> <p>Classroom reading areas to be refreshed and texts updated.</p> <hr/> <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>CDP for all staff to enhance and recap their understanding of the importance</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> <hr/> <p>A comfortable space for children to read and enjoy books in each class room to be re-established (post covid) as this will enhance further the reading experience. Funding where necessary from the PP budget.</p> <hr/> <p>Retrieval of information is central to our curriculum and having sight of new</p>	<p>Regular updating of class and school libraries and Book Blog books.</p> <hr/> <p>Reading areas inspected early Advent 1</p> <hr/> <p>Monitoring across all subjects includes the requirement to assess quality of teaching of vocabulary (especially in reading and writing)</p>	<p>JL – reading lead</p> <p>RA – Learning Environment Lead</p>	<p>Termly</p>
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		<p>of teaching vocabulary explicitly.</p> <p>-----</p> <p>Class room displays list vocabulary and definitions.</p> <p>Vocabulary is woven into each lesson, often used as a recap from previous learning or even diagonally, from another subject.</p>	<p>vocabulary is an important part of that.</p>	<p>-----</p> <p>Termly monitoring of learning environment includes assessment of quality of vocabulary.</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>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>-----</p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p> <p>-----</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 carried 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>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>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</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>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>JL English lead</p> <p>Subject leads and SLT</p> <p>Subject leads</p> <p>Reading lead and SLT</p> <p>Reading lead</p> <p>Phase leads</p>	<p>Termly</p> <p>At least termly and half termly for core subjects</p> <p>Termly</p> <p>Termly</p> <p>November 2020</p> <p>Termly data</p>

	<p>-----</p> <p>T4W used to improve writing confidence and writing outcomes in school</p> <p>-----</p> <p>School Led Tutoring Initiative to be rolled out during Lent 1</p>	<p>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>-----</p> <p>As per the Government grant – 75% of this will be funded by Central Gov (£7492.50) COST from this budget = £2497.50</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>-----</p> <p>--</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>Writing Lead (JL)</p> <p>-----</p> <p>Writing lead, reading lead and maths lead (JL, FW and RA)</p>	<p>analysis</p> <p>Half termly</p> <p>-----</p> <p>Set groups up by end November 2021</p> <p>Monitor half termly</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 and writing 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> <hr style="border-top: 1px dashed black;"/> <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>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 intervention for</p>	<p>Writing lead</p> <p>Phase lead – data analysis</p>	<p>Monitor from Lent 2</p> <p>Half termly</p>

		Revision books and guides purchased and given to PP children to ensure that they have high quality resources at home to use.		individual groups	Phase lead	Lent 1
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TOTAL estimated budgeted cost? £15,000

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.	Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children's team staff 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)	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. 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.	Results: data analysis Attendance data Pupil questionnaire Positive Parental Engagement - Questionnaire	SLT VCT SLT/VCT SLT	Half-termly Half-termly report Twice Annually Annual

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 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. 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.	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 have re-planned that to include ukulele (a more simple instrument to play). 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)	JA – 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

		<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>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>Attendance and family support officer (and VCT lead) to continue in that role.</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>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>Investing School cloud and Edukey subscriptions enable staff to communicate more regularly with parents.</p> <p>Our family support officer has an excellent relationship with our families and it is through her that our attendance percentages have increased over the last 6 years and continue to remain</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.</p>			
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TOTAL estimated budgeted cost?					£81,540 (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.	

REVIEW OF 3 YEAR STRATEGY (October 2021 – October 2022)

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
A	<p>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)</p> <p>-----</p>	<p>High – formative assessment shows that our children’s attainment in PHSE/RSE is high. They are able to articulate their understanding and feelings around a wealth of world issues and they feel confident in having these conversations. Evidenced through Lesson observations, pupil voice and formative assessments</p>	<p>Yes – this will continue DfE research: ‘Developing Character Skills in Schools’ 2017 NCB Research and Policy Team</p>
	<p>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</p> <p>-----</p>	<p>High – Children are able to use advanced vocabulary across school within lessons, from the youngest to the oldest children, regardless of background. There is a difference in general vocabulary used at a conversational level though.</p>	<p>Yes – in line with our school’s external barriers Closing the Vocabulary Gap – Quigley, A: 2018</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. 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.</p> <p>-----</p>	<p>High – our reading data in fluency tests and KS assessments 2022 suggests that our children’s reading attainment is excellent as is their progress. KS1: EXS = 85% and GDS = 35% PP: EXS = 77% and GDS = 33% KS2: EXS = 89% and GDS = 40% PP: EXS = 92% and GDS = 23% (see further data below)</p>	<p>Yes – EEF suggest that 1:1 tuition can provide +5 months</p>

	<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>High – see results above.</p> <p>High impact – outcomes for children in receipt of school led tutoring were high in terms of progress made (in line with EEF predictions that 1:1 and small group tutoring can make 4-5months difference).</p>	<p>Yes – this is a critical element of allowing that catch-up EEF suggest that small group tuition can provide +4 months</p> <p>Yes – again, this have proved important in terms of filling gaps. School Led Tutoring across RW and M has shown enormous benefits in terms of increasing children’s confidence and this will also continue last year (although, school will have to find 40% of the cost from the Pupil Premium Grant).</p>
B	<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> <hr/> <p>Classroom reading areas to be refreshed and texts updated.</p> <p>-----</p>	<p>High - Our children enjoy reading and in our reading child voice interviews, our PP children were positive about their reading experiences. 92% of PP children made expected or better progress from KS1 – KS2. 38% of PP made better than expected progress. PP children made better progress than non-PP (85% and 24%)</p> <p>All lessons (both core and non-core) are built around vocabulary. CPD has been delivered throughout the last</p>	<p>This is ongoing over the course of three years.</p> <p>This has been successfully carried out – there is no more expense here in the next 12 months.</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>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>few years in line with changes made to the curriculum. Impact has been strong in school. This is borne out in reading results across school.</p> <p>As above</p>	<p>Yes – focus to remain on vocabulary and building the depth of all children’s language experiences. Closing the Vocabulary Gap – Quigley, A: 2018</p> <p>As a revisit</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</p> <p>-----</p> <p>Exposure to high quality vocabulary in all lessons (QFT)</p> <p>-----</p>	<p>Impact here is good, however, we have not had the opportunity to expand to as much as 3 x per PP child (staff absence etc)</p> <p>Great impact – all children are empowered to join in with lessons. This is evident through lessons obs and learning walks. All children are prepared to answer questions, discuss learning etc.</p> <p>As previous</p>	<p>Yes, this target must continue EEF suggest that 1:1 tuition can provide +5 months</p> <p>Yes – this must continue EEF Guidance ‘Teacher Feedback to Improve Pupil Learning’ Collin & Quigley, A</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 carried 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>-----</p> <p>School Led Tutoring Initiative to be rolled out during Lent 1</p>	<p>This has worked superbly well! Children (both buddies and readers) have really enjoyed this experience.</p> <p>Impact is purely that we are able to identify areas of weakness in reading for all children and can then develop appropriate interventions.</p> <p>The scaffolding nature of T4W has had a positive result on writing outcomes 'Supporting pupils with worked examples' – Pritchard, B – blog – June 2022</p> <p>High – we saw huge improvements in terms of confidence and progress with the children who received school led tutoring – and our end of KS results reflect that. We conducted pupil and staff voice surveys and analysed the results of EoY assessments.</p>	<p>As previous</p> <p>Yes – the intention is for this to continue</p> <p>Yes – it is intended that this will continue, although we will also continue to refine the process so that it is tailored to our school</p> <p>Yes, we will continue with T4W but we must address the reliance that children have on the scaffolding. We must find a way to remove scaffolds when it appropriate for different learners.</p> <p>Yes – the intention is to roll out 2022-23 school led tutoring during Advent 2</p>
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
B	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	High – as explained previously	Yes

	Quigley materials		
C	<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>-----</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>Mid – this could have been better targeted.</p> <p>High – maths outcomes are good, although GDS requires attention</p> <p>Good uptake – results were good for PP in 2022 and above national (see appended results)</p>	<p>In a way – we are moving towards pupil conferencing to set targets WITH children for writing and the tenses and subject verb agreement, where this is an issue, should form part of the conversation with each child (1:1 live feedback being most effective)</p> <p>Keep and have a further intervention plan specifically for GDS.</p> <p>Yes</p>

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 – PASS results show that children are overwhelmingly happy in school. In addition, relationships with parents are very positive and attendance for PP children is good.</p> <p>High – children feel positive in school because of the fantastic work that they do in groups.</p>	<p>Yes</p> <p>Yes</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. 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 history, geography and science etc that all children should know.</p>	<p>High RESEARCH</p> <p>Yes – children are able to converse about a wide range of content and are confident in their knowledge. When speaking to external visitors, for example, they are able to clearly articulate their understanding and enjoy doing so.</p>	<p>Yes</p> <p>Yes</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 over the next few academic years.</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>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>Attendance and family support officer (and VCT lead) to continue in that role.</p>	<p>High</p> <p>Low – so far– not really able to kick this off again due in part to CV19</p> <p>High – PASS tests give us a clear idea of how our children feel in school and which children we should be targeting for intervention</p> <p>High – staff and children in school are happy (as information in PASS 2022 data and our Staff survey 2022 suggests).</p> <p>High – communication with parents is a priority for us and on-line communication is an important part of that.</p> <p>High – this role is integral to building on relationships with families.</p>	<p>Yes</p> <p>Yes – relationships with our secondary schools is more important now than ever before.</p> <p>Yes</p> <p>Yes – more work to be done around mental health of parents including re-introducing 'Tea and Talk' mornings</p> <p>EEF Sept 2019 'How can schools support parents engagement...' Universities of Plymouth and Exeter</p> <p>Yes – research shows that creating a nurturing environment for families increases the chance of better</p>
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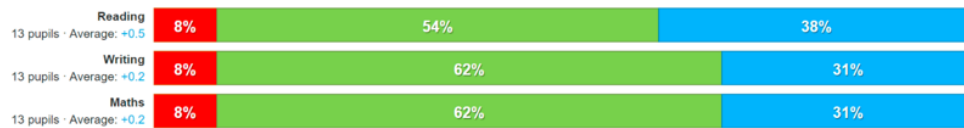
	<p>Personal Development to be made explicit within lessons and on MTPs so that we ensure a full coverage of the areas of personal development that we have identified as being critical to ensure excellent outcomes for pupils.</p>	<p>Mid – so far – this is still being rolled out</p>	<p>outcomes:EEF Sept 2019 ‘How can schools support parents engagement...’ Universities of Plymouth and Exeter</p> <p>Yes – it forms part of our SIP</p> <p>DfE research: ‘Developing Character Skills in Schools’ 2017 NCB Research and Policy Team</p>
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2022 data – progress and attainment (internal data)

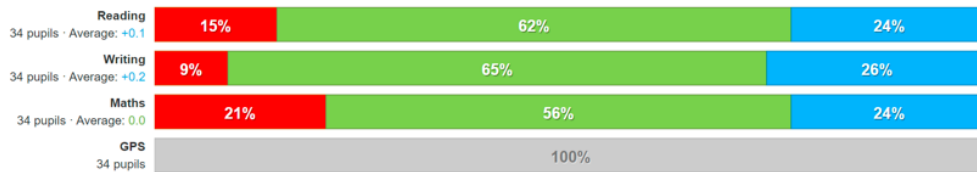
Data across school is very positive for all learners. Data tells us that where PP children are not also SEN, their outcomes are in line with other learners. It also tells us that all children are making good or better progress.

Assessment for all year groups is focussed around achievement of objectives and the level of understanding/ability to apply learning the children are working at. We use our SRSCMAT Assessment Framework which measures the children’s ability to retrieve key learning and their ability to apply that learning across a range of contexts. We have 3 overall assessment points in the year, but our formative assessment everyday feeds into the overall picture at the end of each term. In addition, we summatively assess children termly to help support our judgements.

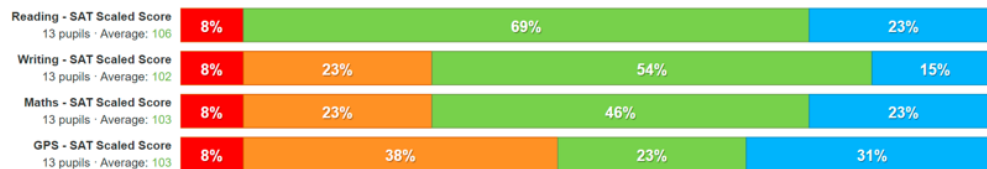
PP children – progress from KS1



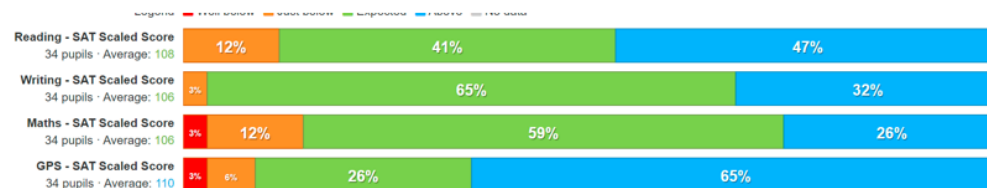
Non-PP children – progress from KS1



PP children – KS2 Attainment



Non PP children – KS2 Attainment



ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Emailed to lead Governor initially (lead Gov has now changed to 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 beginning of the year with all 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.