



## 3 Year Pupil Premium Strategy Plan 2023 - 2026 St. George's CVA, Derby

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION 2023/24

Pupil Premium Lead	Jennifer Lewis	Governor Lead	Ceilidh Sherlock	Trust Lead	Patricia Chapman/ Tracy Churchill
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#### CURRENT PUPIL INFORMATION 2023/24

Total number of pupils in school:	347	Total pupil premium allocation (£1455 p/p):	£126,585	Date of most recent PP Review:	March 2017
Number of pupils eligible for pupil premium (from October census):	87	Pupil Premium carried forward from 2022/23:	£0	Publish Date:	<b>December 2023</b>
Proportion of disadvantaged pupils %:	26%	Recovery Premium	£11,600	Statement authorised by:	Rachael Snowdon-Poole
		Total Funding	£138,185		

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	48	55%
Girls	39	45%
SEN support	20	23%
EHC plan	4	4.5%
EAL	21	24%

### Statement of Intent

At St. George's Catholic Voluntary Academy, it is our intention that all pupils, regardless of their background or their starting points, make excellent progress and achieve strong attainment across all curriculum subjects. The purpose of our pupil premium strategy is to focus on supporting disadvantaged pupils to achieve that aim.

Within our strategy we will consider the needs of all vulnerable and/or disadvantaged pupils.

First and foremost, high-quality teaching is at the centre of our strategy, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum's design is based on cognitive load theory and the known importance of revisiting learning. We also have specialist teachers in many foundation subjects ensuring the delivery of the curriculum is well considered. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education including an excellent level of pastoral care, close management of attendance, the offer of a range of after school provision and helping students develop a range of personal and social skills that will enable them to become well-

rounded, responsible, and engaged members of society. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Invest heavily in children's pastoral care and personal development offer

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers (such as poor literacy skills, SEMH)

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 EYFS2 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>
C	<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 resulted in a rise in cases of poor mental health and emotional wellbeing among our children and its impact continues. Some loss of learning is likely to have an impact on families and the pupils' wellbeing, which we have noted in some year groups more than others. 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>

External Barriers (such as poor attendance)	
D	<b>EAL</b> – We have a large (and increasing) 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.
E	<b>Increasing Parental Engagement</b> It is evident that the engagement of parents in some specific cohorts is particularly poor and this is presenting itself in outcomes for children being potentially lower than they should be. There are various reasons why that might be, but as a school, it is important that we identify this as being a barrier, so that we can do everything we can to lessen its impact.

Desired Outcomes/Aim for each barrier		
	Outcome/Aim	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 experience, have 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 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.	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.  For all parents to feel part of our school community with a real involvement in their child's education (linked to barrier E)  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

D	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>In KS1, at least 90% of children have the necessary support to pass the PSC</p> <p>In KS2, reading fluency and comprehension is tracked and monitored to identify key areas for improvement</p> <p>All children, throughout school, develop a real love of reading.</p> <p>At least 85% of EAL children leave KS2 at ARE and 15% at GD for reading and writing.</p>
E	For parents/carers/families to be more engaged with their children's schooling	<p>Specific parents are targeted to ensure more frequent attendance at school events.</p> <p>Class acts of worship are once again combined with lesson visits for parents to experience how learning happens in this school.</p> <p>Masterclasses for parents – maths/English skills/phonics</p> <p>To re-establish a PTFA so that parents feel like they have ownership of an element of school life</p>

### 3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)					
Member of staff responsible:					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1. To embed a well-structured and ambitious curriculum which is coherently planned and sequenced	A,B	- CPD to further upskill all (and especially less experienced) staff in subject management – giving them a clear understanding of identifying strengths and areas to develop.	Ongoing – review Sept 2024	£1100 per annum. £3300 over three years (to include supply costs for lesson cover)	All subjects will be well managed and will be consistently taught across school. Subject leads will confidently be able to talk about the Intent, Implementation and Impact of their subjects
		- To upskill teachers and TAs to teach RWI phonics where they do not already do so to allow for increased flexibility in terms of intervention time within the first two years	All teachers and TAs to have been trained by September 2026	£5000 (including the cost of supply to allow for training to take place Y2)	All teachers and teaching assistants, regardless of year group specialism can be used to teach phonics, to allow for more flexibility in groupings.
2. To ensure consistent delivery of the planned curriculum through quality first teaching.	A,B,D	- Monitoring systems are robust and carefully planned including: lesson visits, work scrutinies, pupil voice on a termly basis across all subjects.  -CPD towards different pedagogical approaches and how best to implement these in the classroom (masterclasses etc)	Termly  Termly masterclasses (as and when required) delivered by subject leads	£1500 per year to cover the cost of supply for subject leads to be out of class to take part in monitoring	All subjects are thoroughly monitored and any inconsistencies quickly identified and addressed in order to ensure delivery of a high quality curriculum in all subjects

3. To ensure that all learners make significant progress throughout their schooling	A,B,D	-- CPD to ensure that teachers are engaging with INSIGHT to track the ongoing progress that children make and also the end of term outcomes - Question Level Analysis is carried out once per term in RWM to ascertain where there are gaps in learning	Ongoing – monitored termly by subject leads and senior leaders Termly – class teachers	Teachers given time to analyse data in their subjects (mgt time – already budgeted in staffing costs)	INSIGHT is a working document used to identify gaps and is used consistently across all classes and subjects QLA identifies both personal gaps and year group gaps which leads to targeted support.
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## TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1. High quality reading intervention in Early years and KS1 to ensure that pupils keep up and not have to catch up	A,B,D	- Daily point of learning assessments in EY and KS1 to pinpoint gaps in understanding  - Half termly summative assessments by the RWI lead/ EY (EY & KS1) lead to check ability level and group suitability. Reading lead to be released from teaching during RWI to facilitate high level coaching and assessment  - Interventions (before school) with designated TAs to help carefully chosen children to keep up (not catch-up)	Ongoing – formally reviewed half termly	£6000 per year (1 hour per day for the RWI lead to be out of class).  £18k over 3 years	RWI is delivered consistently with excellent results. Deliverers are confident and well supported. At least 90% of pupils can decode fluently by the end of year 2.

<p>2. To deliver small group interventions where necessary (and where it is most needed) to fill any gaps in learning caused by absence</p>	<p>A,D</p>	<ul style="list-style-type: none"> <li>- Bi-annual fluency tests in KS2 to assess individual pupils progress in reading fluency, including tracking regular mistakes and comprehending the contents of the reading in order to design well-crafted interventions based on need.</li> <li>- Children identified for intervention through point of learning assessments, information in feedback books and careful question level analysis of summative assessments in reading and mathematics.</li> <li>- Pre-teaching time allocated to selected pupils across all subjects (where necessary)</li> </ul>	<p>1 in Advent Term</p> <p>1 in Lent Term by class teachers</p> <p>Ongoing – groups reassigned every six – eight weeks</p>	<p>No cost – already purchased the scheme</p> <p>Interventions costs £23,260 p/a (£69, 780 over 3 years)</p>	<p>Gaps are addressed early and filled. Outcomes and progress scores are strong in all areas of school and particularly at the end of each key stage.</p>
<p>3. To ensure that the most effective adaptations are made for pupils with SEND/ otherwise disadvantaged across the curriculum to allow them to access the knowledge being taught</p>	<p>A,B,D</p>	<ul style="list-style-type: none"> <li>- EEF’s 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience: <ul style="list-style-type: none"> <li>▪ Explicit instruction</li> <li>▪ Inclusion of cognitive and metacognitive strategies</li> <li>▪ Scaffolding</li> <li>▪ Flexible grouping</li> <li>▪ Using technology</li> <li>▪ PLUS, we have added a sixth initiative which</li> </ul> </li> <li>- 5 a day to be planned for across the curriculum in each year group</li> <li>-</li> </ul>	<p>By end of July Y1</p> <ul style="list-style-type: none"> <li>- Training to take place in school for all staff by end of Advent 1.(19<sup>th</sup> Sep)</li> <li>-Training for governors by end of Advent 2 (11<sup>th</sup> Dec)</li> <li>- Effective implementation is monitored as part of the monitoring process for each subject</li> <li>- Impact measured termly (formally)</li> </ul>	<p>£500 SENDCo release time for training (2 days of supply)</p>	<p>Children who have SEND make excellent progress from their start points (end of term data)</p> <p>They grow more confident about themselves as learners (PASS tests and other pupil questionnaires)</p> <p>Children with SEND are able to talk confidently about their learning (as part of our monitoring cycle, we conduct pupil voice interviews, ensuring that those with SEND are included)</p>



WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
<p>1. To give enhanced learning opportunities to ensure that children are familiar with the best things that have been said, written or created.</p>	<p>C</p>	<p>- Continue to use the Music Partnership to allow all children to access the best possible music provision – all children will learn to play musical instruments from voice to percussion to violin and clarinet</p> <p>-As they go through school, all children will have the opportunity to enjoy listening to and playing with the Halle orchestra</p> <p>-Violin afterschool club (paid but subsidised for PP children)</p> <p>- Music stands to be purchased</p> <p>-Leaders and Teachers continue to tweak key knowledge and design/consolidate the curriculum such that children learn about the greatest scientists, the greatest artists, the most significant people and key events in history and they have a deep understanding of human and physical geography of the planet as well as furnishing them with the skills and knowledge to succeed in computing, PE and French which will afford them the best opportunities to be successful citizens within their communities.</p>	<p>Ongoing – managed by the music lead</p> <p>Organised annually</p> <p>Ongoing with high quality CPD opportunities throughout the year including SEG (subject expert group) meetings in all subjects (organised by the Trust) and access to Chris Quigley’s Essentials Curriculum with training where necessary</p>	<p>£20,000</p> <p>Buses £300 per year</p> <p>£200 for 6 (only in year one)</p> <p>£1000 per year, ringfenced to cover supply costs where SEGs (or training) is within the school day.</p>	<p>All children are able to recognise musical notation and play from it by the end of year 6. They have opportunities to play their own compositions and they develop a love and deeper understanding of music.</p> <p>Children are exposed to the best knowledge and are given the opportunities to apply that knowledge. They have the vocabulary and knowledge of the world which enables them to converse confidently about their learning and engage in conversations at all levels, sharing opinions and justifications.</p> <p>Equally teachers and subject leads are clear about what they are teaching and when and why they are teaching it.</p>

<p>2. To further enhance our Personal Development curriculum so that it allows for a progressive and ambitious offer.</p>	<p>C</p>	<p>-The continued restructure of our RSE/PSHE re-plan, to encapsulates all issues that children may confront in their lives and extra resources to be purchased, including books through the Equaliteach scheme and Ten Ten + are added in order to better prepare children for all eventualities in life. Staff CPD (weekly) to support this</p> <p>- To offer a full suite of free of charge extra-curricular activities (e.g. eco-club; archaeology club; arts and crafts club, geography club Book and a Biscuit club; cooking club, LEGO and fine motor club, plus a range of sports clubs etc.) timetabled after/before school. Places for PP/SEN children given priority (early booking available to these families). Staff to be awarded a day off for delivering a club over 6 weeks – covered by supply (or JL)</p> <p>- School Parliament trip to the houses of parliament</p> <p>-Trips and residential funded (or partially funded for children eligible for PP. To be decided on a case by case basis).</p>	<p>Coverage assessed annually and changes made in line with changes to school or national context. Staff training on a weekly basis will be conducted in order to alert staff to changes, where necessary.</p> <p>Ongoing – clubs to change half termly.</p>	<p>£500 ring-fenced for resources per annum</p> <p>£152.96 per teacher per day's supply x 20 (on average, 5 teacher days per half term) = £3059.20 per annum (any extra to be covered by JL)</p> <p>£900 to cover the cost of the bus per annum</p> <p>£4500 ring-fenced to enable funding for trips and residential for those who need it</p>	<p>Floorbooks in each class show the progression of knowledge and application with RSE/PSHE lessons. When asked, children can talk confidently about equalities, keeping themselves safe and relationships. They are aware of the world around them and the dangers that it may present.</p> <p>Children have the opportunity to experience extra-curricular and potentially inspirational activities that they may not have the opportunity outside of school.</p> <p>School parliament (many of whom are PP) will understand how their role in their won parliament, mirrors that of the MPs within Westminster. They will have a tangible opportunity to experience, first hand, the process of democracy at the highest level.</p> <p>All children have the opportunity to experience the same activities and nobody is excluded based on financial constraints.</p>
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<p>3. To provide a level of pastoral care to help all children to have at least 96% attendance wherever possible.</p>	<p>D</p>	<ul style="list-style-type: none"> <li>- Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children’s team staff</li>   <li>- Nurture Groups are timetabled for all (especially PP eligible) children identified by class teachers, Priority Pupil Team and health care professionals as being vulnerable</li>   <li>- Priority pupils meeting held for one hour each week. PP team, HT, DHT and SENDCo in attendance</li>   <li>- Pupil questionnaires and PASS tests issued half termly to assess the emotional state of all pupils</li>   <li>- Check-in charts used by all classes and monitored by our Anti-Stigma Ambassadors</li>   <li>- Drop in den managed by our Mental Health lead in school and her ambassadors</li>   <li>-Wraparound care (Breakfast club and Afterschool club) funded for PP children where they choose to take it.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li>   <li>Ongoing – reviewed and changed half termly</li>   <li>Ongoing - weekly</li>   <li>Termly – PASS in Lent and GEO questionnaires in Advent and Pentecost</li>   <li>Daily with weekly drop in sessions managed by MHL</li>   <li>Ongoing – as and when</li> </ul>	<ul style="list-style-type: none"> <li>£33,945 (per annum)</li>   <li>£20,000 per annum (3 members of support staff x 3 afternoons per week)</li>   <li>£2.25 per pupil (KS2 only) - PASS tests = £472.50 per annum</li>   <li>Training annually for Mental Health Lead - £150</li>   <li>Covered by Pastoral element of her salary</li>   <li>£10,000 ringfenced (10 pupils in both BC and ASC per day)</li> </ul>	<ul style="list-style-type: none"> <li>Families feel well supported; attendance figures are at least in line with and ordinarily better than national; persistent absence is better than national.</li>   <li>Children are happy at school; they feel safe and supported – especially our more vulnerable children. Attendance, as a result, is good for our PP children. Chdn with PP make good progress and attain well in all subjects</li>   <li>Key staff are fully aware of the backgrounds surrounding our most vulnerable children and work together to ensure that these children have the best possible outcomes</li>   <li>Pupils are able to share their feelings openly and they understand the importance of keeping our minds healthy. ASA’s are trained to help other children manage their feelings</li>   <li>All pupils have access to wraparound care if needed</li> </ul>
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<p>4. To further develop relationships with our parents</p>	<p>E</p>	<p>- Over the next three years, to re-establish a strong PTFA or parents forum to encourage parents to play an active part in schooling and decision making.</p> <p>- To re-instate the termly invitation to parents to come in to lessons after attending class assemblies, to reduce the 'barrier' that exists for some parents</p>	<p>Fully established by July 2026</p> <p>Requests sent out by end of Lent 1 (2024) for parents to register their interest</p> <p>Plan developed and managed by JL to integrate the newly founded PTFA by the end of July 2024</p> <p>By end of Pentecost 2024</p>	<p>On-line – no cost to school</p> <p>Resources budget of £750 per annum to be ring-fenced</p> <p>No cost</p> <p>Year One total: <b>£128,136.70</b> <b>(leaving a £10k contingency for increased prices or unforeseen costs)</b></p>	<p>Parents are an integral part of the school community and relationships are built between parents and staff.</p> <p>Parents have a strong understanding of how school helps their children to know and remember and apply their learning.</p>
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## PUPIL PREMIUM ACTION PLAN: 2023/24

TEACHING PRIORITIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	To embed a well-structured and ambitious curriculum which is coherently planned and sequenced to include robust feedback and opportunities for revisit.	<p>- CPD to further upskill all (and especially less experienced) staff in subject management – giving them a clear understanding of identifying strengths and areas to develop.</p> <p>-Subject leads have the opportunity to review the intent of their curriculum regularly, to ensure coverage, sequencing and progression</p> <p>-Subject leads and teachers are clear about the end points of knowledge that children need to know and remember in all subjects</p>	EEF – High quality delivery and feedback enhances learning by at least 6 months	Monitoring, moderating and subject lead interviews, termly	RSP/JL	SLT

2	To ensure consistent delivery of the planned curriculum through quality first teaching.	<ul style="list-style-type: none"> <li>-Curriculum implementation reviews in all subjects on a termly basis</li> <li>-Regular CPD for teachers and TAs as identified in curriculum review process</li> <li>- Speak Out Oracy project – allowing for more use of Talkless teaching strategies to be rolled out in years one and two</li> </ul>	<p>Close monitoring of the delivery of the curriculum and empowering subject leads has proven to be very successful in terms of giving subject leads the confidence and skill to manage their subjects professionally.</p> <p>EEF - Arts participation +3 months and Oral Language interventions +6 months</p>	Monitoring by subject leads and senior leaders	Subject leads	SLT
3	To ensure that all learners make significant progress throughout their schooling	<ul style="list-style-type: none"> <li>- Insight is used as a markbook to record pupil's understanding of the taught curriculum</li> <li>-Termly PPMs or ATMs in each of the core subjects are held termly in order to review impact of the curriculum</li> <li>-Investment in FFT early results service to track progress of all, including PP eligible children.</li> </ul>	<p>EEF – High quality delivery and feedback enhances learning by at least 6 months</p> <p>Teacher Feedback to Improve Pupil Learning' Collin &amp; Quigley, A</p>	<p>Analysis of summative assessment on a termly basis.</p> <p>Ongoing analysis of formative assessment.</p> <p>Termly meetings with SLT</p> <p>Close monitoring of vulnerable groups</p>	Subject leads and SLT	RSP/JL

		<p>-Clear and robust assessment systems used (Trust Assessment Framework) to ascertain children's progress against point in time assessments</p> <p>-Summative assessments used termly and QLA conducted to further identify gaps in learning</p>				
TOTAL estimated budgeted cost:						£2600

## TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	High quality phonics intervention in Early years and KS1 to ensure that pupils keep up and not have to catch up	<ul style="list-style-type: none"> <li>- Coaching/CPD throughout the year for all teachers/TAs teaching phonics to ensure consistency of approach – phonics lead to be out of class in order to facilitate this.</li> <li>-Continued use of the RWI phonics training portal</li> <li>- Phonics lead to identify areas for CPD to individual members of staff and to recommend training from the portal</li> <li>- RWI interventions used effectively with children who may need it.</li> </ul>	<p><b>Closing the Vocabulary Gap – Quigley, A: 2018</b></p> <p><b>EEF – Use of a highly effective, systematic, synthetic phonics scheme has an extensive impact on outcomes by 5 months on average.</b></p>	Closely monitored by the phonics lead on a weekly basis. Summative assessments half termly. Overseen by SLT	FB/JA	Ongoing
2	To deliver small group interventions where necessary (and where it is most needed) to fill	<ul style="list-style-type: none"> <li>- Question level analysis of summative assessments and analysis of formative assessments (Insight)</li> </ul>	<p><b>Closing the Vocabulary Gap – Quigley, A: 2018</b></p>	Termly summative assessments monitored closely by RSP/JL	RSP/JL	Termly



	any gaps in learning caused by absence	<p>to be used across school to identify areas where intervention is necessary</p> <ul style="list-style-type: none"> <li>- Employment of an intervention teacher to work across the school, initially in Y5 and Y6</li> <li>- RWI 1:1s organised in line with in class assessments.</li> </ul>	<p>EEF research suggests that small group tuition can provide +4 months</p> <p>EEF suggest that 1:1 tuition can provide +5 months</p>			
3	To ensure that the most effective adaptations are made for pupils with SEND/ otherwise disadvantaged across the curriculum to allow them to access the knowledge being taught	<p>- EEF's 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience:</p> <ul style="list-style-type: none"> <li>▪ Explicit instruction</li> <li>▪ Inclusion of cognitive and metacognitive strategies</li> <li>▪ Scaffolding</li> <li>▪ Flexible grouping</li> <li>▪ Using technology</li> <li>▪ PLUS, we have added a sixth</li> </ul>	EEF strategy employed to include improved metacognition	<p>SEND is monitored as part of all subject monitoring.</p> <p>Set as an element of performance management for each teacher</p> <p>SENDCo monitors as part of her own monitoring process</p>	Subject leads/SLT/SENDCo – data collected in School Aspect	Ongoing – multiple times per half term (please see the monitoring document)

		<p>initiative which encourages and understanding of sensory issues</p> <p>- 5 a day to be planned for across the curriculum in each year group</p>				
TOTAL estimated budgeted cost:						£29,760

## WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
<b>1</b>	To give enhanced learning opportunities to ensure that children are familiar with the best things that have been said, written or created, with the inclusion of a wide range of vocabulary.	<ul style="list-style-type: none"> <li>- Continue to use the Music Partnership to allow all children to access the best possible music provision – all children will learn to play musical instruments from voice to percussion to violin and clarinet</li> <li>-As they go through school, all children will have the opportunity to enjoy listening to and playing with the Halle orchestra</li> <li>-Violin afterschool club (paid but subsidised for PP children)</li> <li>- Music stands to be purchased</li> <li>-Leaders and Teachers continue to tweak key knowledge and design/consolidate the curriculum such that children learn about the greatest scientists, the greatest artists, the most significant people and key events in history and</li> </ul>	EEF: Arts Participation adds 3 months to outcomes	Termly monitoring of the subject	JA	At the end of each half term

		<p>they have a deep understanding of human and physical geography of the planet as well as furnishing them with the skills and knowledge to succeed in computing, PE and French which will afford them the best opportunities to be successful citizens within their communities.</p>				
2	<p>To further enhance our Personal Development curriculum so that it allows for a progressive and ambitious offer.</p>	<p>-The continued restructure of our RSE/PSHE re-plan, to encapsulates all issues that children may confront in their lives and extra resources to be purchased, including books through the Equaliteach scheme and Ten Ten + are added in order to better prepare children for all eventualities in life. Staff CPD (weekly) to support this</p> <p>- To offer a full suite of free of charge extra-curricular activities (e.g. eco-club; archaeology club; arts and crafts club,</p>	<p>DfE research: 'Developing Character Skills in Schools' 2017 NCB Research and Policy Team</p>			

		<p>geography club Book and a Biscuit club; cooking club, LEGO and fine motor club, plus a range of sports clubs etc.) timetabled after/before school. Places for PP/SEN children given priority (early booking available to these families). Staff to be awarded a day off for delivering a club over 6 weeks – covered by supply (or JL)</p> <p>- School Parliament trip to the houses of parliament</p> <p>-Trips and residential funded (or partially funded for children eligible for PP. To be decided on a case by case basis).</p>				
3	To provide a level of pastoral care to help all children to have at least 96% attendance wherever possible.	- Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children’s team staff	During the time that this member of staff has been in this role, attendance figures have improved significantly and relationships with	Half termly monitoring of attendance, SG and behaviour	JY/RSP/JL	Half termly

		<ul style="list-style-type: none"> <li>- Nurture Groups are timetabled for all (especially PP eligible) children identified by class teachers, Priority Pupil Team and health care professionals as being vulnerable</li> <li>- Priority pupils meeting held for one hour each week. PP team, HT, DHT and SENDCo in attendance</li> <li>- Pupil questionnaires and PASS tests issued half termly to assess the emotional state of all pupils</li> <li>- Check-in charts used by all classes and monitored by our Anti-Stigma Ambassadors</li> <li>- Drop in den managed by our Mental Health lead in school and her ambassadors</li> <li>-Wraparound care (Breakfast club and</li> </ul>	<p>families has improved too.</p> <p>Social and emotional skills are essential for children's development (EEF)</p> <p>Monitoring children's happiness and confidence allows us to pre-empt where there may become behaviour issues in the future</p> <p>Having an open approach to mental health in school is vital to breaking stigma and children feeling that they can talk about their feelings gives more opportunity for children to succeed.</p>	<p>Groups are assessed and re-planned on a half termly basis</p> <p>Priority pupils team analyse all questionnaires half termly and create support groups around them</p> <p>Anti-stigma ambassadors log check-in chart responses daily. MH lead in school keeps track of these logs and feeds this into weekly Priority Pupil Meetings</p>	<p>Priority Pupils team</p> <p>Priority Pupils Team</p> <p>MH lead</p>	<p>Half termly</p> <p>Half termly</p> <p>At least weekly</p>
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		Afterschool club) funded for PP children where they choose to take it.				
4	To further develop relationships with our parents	Parents to come to class AoW and stay for the first lesson of the day and breaktime  To begin the process of re-introducing a PTFA to be fully established by the end of Year 2 (July 2025)	EEF – Positive parental engagement can have an impact of 4 months	Collect parents thoughts around school officially on a termly basis but we also gain parental feedback to whole school liturgies and Masses.	JL/RSP/BH/COB	Termly (minimum)
TOTAL estimated budgeted cost:						£95,776.70

## REVIEW OF 3 YEAR STRATEGY [2023/24]

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?

WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?

ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	
How do you know staff understand the strategy and apply correctly?	