

STRATEGY STATEMENT			
School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that 'fallen behind' disadvantaged children receive intervention and support every day in every classroom.			
Headteacher	Mrs V. Rivett	Asst. Headteacher	Mr C. Murphy
Chair of Governors:	Miss Louise Price		

SUMMARY INFORMATION			
Total number of pupils:	355	Total pupil premium budget:	187440
Number of pupils eligible for pupil premium:	142 (42%)	Amount of pupil premium received per child:	£1320

Due to coronavirus, we don't have assessment data available for the 2019/20 academic year. We have used school's internal data (e.g. from formative assessments) for the period between September and March.

END OF KS1		
(AS MEASURED IN SCHOOL)	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	56%	68%
% making expected or better than expected progress in writing	56%	68%
% making expected or better than expected progress in maths	64%	68%

END OF KS2		
(AS MEASURED IN SCHOOL)	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	63%	81%
% making expected or better than expected progress in writing	56%	78%
% making expected or better than expected progress in maths	56%	81%

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
B	High proportion of pupils eligible for PP have irregular reading habits and fixed mindsets. This slows progress down year on year due to low aspirations.
C	Historical narrowing of curriculum, reducing engagement of children in broader subjects – recent changes made to curriculum (Social Action) not fully embedded across the school.
D	Low attendance and persistent absenteeism of PP/disadvantaged children.
E	Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.

External barriers (issues which require action outside school such as home learning environment and low attendance)	
F	Safeguarding, social and emotional barriers to learning: increased number of children and families experiencing mental health.
G	Social and economic factors including life experiences, EAL and ability of families to support

H	Accessibility and breadth of physical, artistic and creative experiences outside of school.
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Desired Outcomes and how they will be measured		Success criteria
A	Less PP children achieve greater depth in core subjects, and combined with increased numbers of pupils with speech and language issues including EAL.	<p>Increased hours of Speech and Language NHS specialist – TA trained and supported by Senior S&L specialist to implement SL action plans.</p> <p>Pupils achieve speech & language milestone targets.</p> <p>PP pupils receive additional phonic and language input where red or amber on Wellcomm screening leading to improved attainment on reassessment.</p> <p>Small targeted groups of maximum 10 pupils taught by highly trained staff to deliver synthetic phonics programme. Additional training of preschool staff and Reading lead to maximise learning prior to Reception class.</p> <p>SENCO and Safeguarding and Inclusion Lead liaise with parents to ensure LA provision is accessed.</p> <p>Increase in % of pupils achieving expected Y1 phonics test.</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision – particularly through use of staff, with plans targeting children to achieve greater depth.</p>

B	<p>To ensure all pupils are given the opportunity to consolidate basic skills. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader. To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books. Pupils read regularly and have access to high quality books for personal and guided reading.</p>	<p>SENCo, PP Lead and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Nurture, Positive play sessions with support staff. Most vulnerable children are also allocated a PP mentor (support staff and SLT) who will meet with them regularly and provide support/alleviate barriers.</p> <p>Allocated TA time to hear daily readers across the school for eligible pupils, supporting phonics and comprehension.</p> <p>Improved reading outcomes in KS1 and KS2.</p> <p>Pupil voice reflects children's motivation to read, provide greater relevance – engaging pupils deeper in their learning and showing a greater motivation to read and higher self-aspirations.</p>
C	<p>Historical narrowing of curriculum, reducing engagement of children in broader subjects – recent changes made to curriculum (Social Action – Building The Kingdom) not fully embedded across the school.</p> <p>Pupils to have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>Embedding of 'Building The Kingdom' - Project Based Curriculum enabling relevant cross-curricular, deeper thinking curriculum encapsulating a broader curriculum delivered by highly trained staff.</p> <p>Teacher appraisal defines clear responsibility of subject leaders to monitor, analyse and report to Governors on the progress of targeted children in broader curriculum areas.</p> <p>Subject leaders lead effectively.</p> <p>Pupil Voice and Book Trawls reflects children's engagement in the new curriculum – showing greater personal aspirations.</p>
D	<p>Disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match national averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by attendance and monitoring Team brings about and increase in PP pupils' attendance and a decrease in persistent absence.</p>

E	Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.	Lesson observations/learning walks and discussions with children show that they have appropriate aged self organisation and are being encouraged to be independent by all staff. - Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behavior when they are 'thinking out loud.' - Support staff are used to challenge and guide children without creating an over reliance on adult support.
	Additional Barriers (External)	Success Criteria
F	Create a whole school approach to identifying, supporting and assessing SEMH issues and access the wide range of SEMH interventions internally and externally thus improving pupils' mental health, well-being and social and emotional development. Forest school intervention to support mental health wellbeing as required.	Forest school sessions are well attended and are supporting children's well-being. Forest school continued to run over lockdown.
G	Social and economic factors including life experiences, EAL and ability of families to support	Pupil voice and triangulated information shows pupils are happy at school, have access to a wide range of communication methods which ensure inclusion, access a wide range of experiences that may be beyond their family's reach. Children in safe and SEM supportive households.
H	Accessibility and breadth of physical, artistic and creative experiences outside of school.	Allowing targeted children the ability to play a tuned musical instrument for a year, learning to read music, focus and concentration improvements and develop a love of music. Access to school trips, outings and experiences which broaden the experiences of targeted children.

Plan including actions, expenditure and review dates

Quality of teaching for all						
Desired outcome Chosen action/approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Termly Review	Cost	Review
<p>Embedding of Building The Kingdom Curriculum and Project Based Learning. Training of staff.</p> <p>Parental Workshops and parent events and showcases.</p>	<p>Recognition of the narrowing of the curriculum prior to Ofsted announcements.</p> <p>To prepare children for deeper thinking and 21st century learning.</p> <p>Acknowledging the importance of the broader curriculum subjects and the link to holistic education. Investing in subject leadership, specialisms and networking in broader subjects and cross-curricular learning.</p>	<p>Pupil Voice. Parental feedback. Broader curriculum progress, reports to governors by subject leaders and data. Staff meetings planned for and planning monitored. Staff Voice WoW opportunities and Showcases of units completed</p>	<p>Headteacher with SMT leading curriculum Update –</p> <p>SLT leading curriculum change</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>	<p>From Curriculum budget £3000</p> <p>Supply Budget Staff x 15 3 days per term 9000</p> <p>Caritas Meetings M,R,W leads X 4 a year £2400</p> <p>Whole School CPD £5000</p>	<p>Curriculum Review in progress to deepen the impact of our curriculum from Summer term</p> <p>New curriculum to provide further opportunities for PP children to deepen understanding through enriched experiences. Theme planned to be embedded in new curriculum starting September 2020. CPD Events postponed due to COVID pandemic.</p>

<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up, including Easter School.</p> <p>Increase pupil to adult ratios to support PP children by deploying more TAs in the classrooms in the morning. Dedicated story time, whole class guided reading (WCGR) and Accelerated Reader scheme all introduced to raise attainment in Literacy. Books and equipment to support the delivery of interventions and individualised learning. Mathletics/TT Rockstars/Mastery Maths materials to be purchased to increase interaction and enthusiasm in maths.</p>	<p>Book trawls, learning walks and termly assessment data analysis by Deputy. Termly staff meetings for staff to analyse progress of fallen behind children. Deputy head dedicated time weekly to lead Pupil Premium: management release time for key stage leaders to drive and monitor interventions in their teams; leading Teaching Assistants and team leaders with interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions (including higher achievers). TAs to work with PP children in the morning to support them in the classrooms and provide short/concise interventions. Pre learning support and post learning reinforcements from TAs and teachers. Literacy lead and Deputy to support all teachers with the delivery of WCGR, particularly new staff and NQTs.</p> <p>Team leaders, literacy and maths leaders and deputy to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support TAs with their interventions.</p>	<p>CG Teachers CG Team Leaders TAs Teachers TAs</p>	<p>December 2019 April 2020 July 2020</p>	<p>Dedicated release time for key stage leaders to drive and monitor interventions in their teams; 3 x 6 sessions (1/2 termly) £2000</p>	<p>Staff meetings every term. Termly monitoring schedule for all subjects. Daily intervention schedules every term to be devised and analysed by intervention leader. Daily. Ongoing throughout the year.</p> <p>Purchased throughout the year.</p>
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<p>Reading Support TA recruited to PP readers pupils will receive 1:1 reading support 2 x 30 mins weekly</p>	<p>Pupils benefit from social aspect of reading, from discussion with a trusted adult over time and opportunity to extend and apply learning through games- opportunities not all parents can provide for a range of reasons.</p> <p>Children read pleasurable and are motivated to read beyond school hours. They view reading as an essential life skill, valued by all.</p>	<p>Progress data of selected children. Monitoring of sessions. Discussion with pupils and their families.</p>	<p>DH Reading TA's –</p>	<p>December 2019 April 2020 July 2020</p>	<p>TA Interventions- EYFS - 4939 KS1 £5229 LKS2 - £5229 UKS2LSI - £5229 Total £20,626</p>	<p>Review to be completed by AHT on impact of pupil premium readers including pupil voice survey. Pupil voice not completed due to school closure following pandemic. Decision made to not continue with 1:1 readers and for this to be completed in class.</p> <p>Having 1:1 Readers ensured that PP children were regularly reading to an adult, though this can be covered within school, without the need to directly employ.</p>
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<p>Class Based Intervention Interventions delivered by teachers and support staff. Class Based Intervention Interventions delivered by teachers and support staff. Sutton Trust shows benefit of 1:1 and small group strategies</p>	<p>Gap closing between PP and non-PP at mastery and greater depth. Regular Pupil Progress meetings and moderations. Regular review through key stage meetings.</p>	<p>SENCO/DH HT Phase Leaders Class Teachers</p>	<p>December 2019 April 2020 July 2020</p>	<p>Staffing 48,545</p>	<p>Regular review through key stage meetings. Pupil progress meetings completed for autumn term with a particular focus on PP children. Review to be completed on class based intervention. Pupil Progress meetings booked for Spring term. Continue to monitor Pupil progress meetings not taken place due to school closure following pandemic. Once children return to school, all children to be baselined to identify gaps in children's understanding and then lessons/curriculum planned accordingly.</p>	<p>Class Based Intervention Interventions delivered by teachers and support staff. Class Based Intervention Interventions delivered by teachers and support staff. Sutton Trust shows benefit of 1:1 and small group strategies</p>
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<p>Targeted support for Year 5 / 6 incl. To improve pupil engagement in their learning and pupils knowing their next steps through targeted tuition from booster book, personalising learning and setting targets which are developed back in class</p>	<p>Sutton Trust evidences impact of 1:1 and small group provision Disadvantaged pupils and those with language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.</p>	<p>Attendance generically and additional booster sessions. Attendance of parents at Y5/Y6 parent engagement evenings including children's conferencing and SATS information events. Pupil progress and attainment records. Key Stage Meetings and SLT meetings. Termly pupil progress meetings Intervention records for planned sessions, showing progress of PP children</p>	<p>Head teacher SLT Year 5/6 teachers</p>	<p>December 2019 April 2020 July 2020</p>	<p>HT+ AHT x 2 deployment: £12000 Raising Standards Lead 10000</p>	<p>Review to be completed to show impact. Groups planned for within lessons in years 4/5/6 Year 6 SATs cancelled and therefore no data available to show impact. Data leading up to SATs showed accelerated progress of children from September baseline. Regular meetings with year 6 team, highlighted areas of development within year group. Intervention plans show groups well planned and delivered.</p>
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Desired outcome	Chosen action/approach What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Termly Review	Cost	Review
Wider Curriculum Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking) e.g. theatre, residential, swimming, music lessons, clubs Target uptake of music lessons. Pupils have a breadth of experiences that enable them to contextualize their learning	Links between barriers to learning, paucity of language and SEMH. All pupils have the opportunity to attend a school trip each year. Evidence shows that participating in some of these activities raises aspiration. Participation in activities such as music lessons impacts on attainment. Enrichment broadens horizons and improves physical and emotional health as well as equipping pupils with knowledge that is useful to their academic and social education, impacting on outcomes.	Pupil Voice. Monitoring of attendance of groups. Group data : disadvantaged pupils v others in school Monitoring of uptake. New PP children taking music lessons – target children. A range of curriculum enrichment activities provided beyond the classroom Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. Forest Schools training and weekly provision.	PP Lead	December 2019 April 2020 July 2020	Music lessons Y1 Ballet Y5 National Opera £7700 Let's grow Together Total - £4400 Forest Schools £18000	PP attend music sessions should they wish. Trips paid for. With new curriculum planned, further opportunities sought to enrich curriculum through out of class visits. Uptake of music lessons to be monitored more closely. End of year pupil voice not carried out due to pandemic – this to be completed in new academic year. PP children funded on growing own food. Ended in March due to Covid.
Internal mentoring and attendance service.	Continuation of pro-active initiative, responding to needs of children.	Attendance of targeted children. Progress of targeted children is at least on flight track with sustained progress through trickier times. Pupils become effective learners in classroom. Pupils are better able to self-regulate, drawing on learned strategies and parental engagement.	Mentoring and attendance team.	December 2019 April 2020 July 2020	Mentoring and attendance officers £10000 Attendance £10000	Covid disruption March 2020. Continued Online support throughout lockdown.

<p>Well-being Hot meals provided at lunch times. Provision of milk/fruit/toast/other items where pupils are in need.</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged backgrounds may not have these benefits as standard.</p>	<p>SLT to monitor and approve uptake.</p>	<p>Office PP officer Mentor</p>	<p>December 2019 April 2020 July 2020</p>	<p>Free School Meals £44304 (142 pupils @ £12pw – subsidy of £4 = £8 for 39 weeks Milk and Snacks £1000 Total - £45304</p>	<p>Pupil Premium children funded to receive both hot meals and milk.</p>
<p>Desired outcome</p>	<p>Chosen action/approach What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>Termly Review</p>	<p>Cost</p>	<p>Review</p>
<p>Use of My Concern behaviour/safeguarding system</p>	<p>Achievement of Quality Mark reflects high quality provision – to continue and further develop. Knowledge that emotional well-being impacts on attainment and family ability to support. This system helps identify concerns and track provision, involving all staff in discussion of pupils' needs and so removing barriers to learning Reduces staff time reporting and tracking incidents, freeing up for teaching and learning – all staff trained and using actively.</p>	<p>My Concern records EPEP implementation and training attended. SIL and LAC DT to coordinate pupil records. All staff use MyConcerns. Raised awareness of role of LAC DT and responsibilities by all staff.</p>	<p>SLT SIL</p>	<p>December 2019 April 2020 July 2020</p>	<p>£7769</p>	<p>My concern system used Monitor staff usage Review of my concern to be implemented in new academic year to evaluate use and impact.</p>

<p>Safeguarding and Inclusion Lead (SIL) to enable coordinated services for children encapsulating SEMH and family support, attendance and wellbeing.</p> <p>Safeguarding and Inclusion Lead to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling – easily accessible to parents and professionals on designated phone number.</p> <p>Safeguarding and Inclusion Lead role now includes close liaison with Designated Teacher for LAC and attendance at LAC/PEP events.</p>	<p>Services for targeted children are coordinated and provide a holistic perspective on progress and well-being. SIL is easily accessible to children, parents and professionals ensuring rapid response to issues and proactive support which has a positive impact at the time of need. Attendance and punctuality is rigorously tracked, with punctuality issues known – services to improve coordinated and relationships with families harnessed to bring about better outcomes for children.</p> <p>LAC children receive coordinated care with professionals working in partnership to provide targeted and networked support. Groups created based on needs e.g. Nurture group</p>	<p>Pupil and Parental Voice Reports to Governors and links with relevant nominated Governor. Tracking of attendance percentages and triangulated action. Analytical reports showing benefits of networking, such as MyConcerns and EPEP. SIL job description clarifying role with appraisal managed by HT, regular updates and weekly meetings between HT and SIL. Delegation of specific tasks connected to need. Feedback from professionals such as counselling support.</p> <p>Outcomes for pupils and families – academic, social and emotional.</p> <p>Monitoring of attendance of all groups to be national average or better. Attends regional attendance forum</p>	<p>SLT Office manager SIL</p>	<p>December 2019 April 2020 July 2020</p>	<p>£8000</p>	<p>Section 175 report to be submitted by Feb, in line with timescale.</p>
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Desired outcome	Chosen action/approach What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Termly Review	Cost	Review
Pupils will have good self organisation skills, resilience and determination. Pupils will be able to work independently with confidence	Whole School introduction of Growth Mindset approach to build resilience and perseverance in all children.	SLT and PSHE leader to introduce growth mindset through new Jigsaw scheme and weekly assemblies.	SLT and PSHE lead	Weekly assembly Termly Growth mindset lesson in PSHE.	£1000	Unable to measure due to COVID19 School Closure March 2020
Absence & persistent absentee rates are at least in line with national	Parents made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.	Half termly tracking by SR reported to PP lead. Termly attendance (including persistent absentee of PP pupils) report to governors with year group totals.	Attendance Lead Attendance Team	Monitored half termly.	£8000	Unable to measure due to COVID19 School Closure March 2020
Total budgeted cost:				£24769		

Spending	
Quality Teaching for all	£112571
Targeted support	£50100
Other approaches	£24769
Overall total	£187440