



3 Year Pupil Premium Strategy Plan

St Mary's Catholic Voluntary Academy, Marple Bridge

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021-2022

Pupil Premium Lead	Alice Poole	Governor Lead	Ian Mylrea
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CURRENT PUPIL INFORMATION 2021 - 2022

Total number of pupils:	237	Total pupil premium budget:	£21,415 (no carry over from previous year) RPF: £2,000	Date of most recent PP Review	N/A
Number of pupils eligible for pupil premium:	14	Amount of pupil premium received per child:	FSM – £1,345 LAC – £2,345 Forces - £310	Publish Date:	December 2021
Proportion of disadvantaged pupils:	5.9%	Date for next internal review of this strategy	01/07/2022	Statement authorised by:	P. Ackers A. Poole

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	7	50%
Girls	7	50%
SEN support	7	50%
EHC plan	0	0%
EAL	2	14.2%

Assessment data for previous 3 years *

* No individual school or national attainment data is available for the 2019-20 or 2020-21 academic years, due to the Coronavirus pandemic.

EYFS DATA 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	67%	83%	81%	57%	74%	72%
% meeting EXP or exceeded in Reading	67%	86%	84%	62%	79%	77%
% meeting EXP or exceeded in Writing	67%	83%	82%	58%	76%	74%

% meeting EXP or exceeded in Maths (Number)	67%	86%	84%	66%	82%	80%
EYFS DATA 2017-18	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	33%	88%	82%	57%	74%	72%
% meeting EXP or exceeded in Reading	33%	88%	82%	62%	79%	77%
% meeting EXP or exceeded in Writing	33%	88%	82%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	33%	88%	82%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	25%	81%	74%	56%	73%	71%
% meeting EXP or exceeded in Reading	25%	93%	84%	63%	79%	77%
% meeting EXP or exceeded in Writing	25%	81%	75%	58%	76%	73%
% meeting EXP or exceeded in Number	25%	93%	84%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	88%	89%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	96%	97%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	100%	81%	81%	68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in R,W,M	0%	74%	65%	N/A	N/A	N/A
% meeting expected standard or above in reading	25%	89%	81%	62%	78%	75%
% meeting expected standard or above in writing	0%	81%	71%	55%	73%	69%
% meeting expected standard or above in maths	50%	93%	87%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in R,W,M	100%	71%	72%	N/A	N/A	N/A
% meeting expected standard or above in reading	100%	82%	83%	60%	78%	75%
% meeting expected standard or above in writing	100%	71%	73%	53%	73%	70%
% meeting expected standard or above in maths	100%	86%	86%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in R,W,M	N/A	86%	86%	N/A	N/A	N/A
% meeting expected standard or above in reading	N/A	93%	93%	61%	78%	76%
% meeting expected standard or above in writing	N/A	89%	89%	52%	71%	68%
% meeting expected standard or above in maths	N/A	100%	100%	60%	78%	75%

KS2 Data 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	66%	86%	84%	51%	71%	65%
Progress score in reading	0.50	2.45	2.10	-0.62	0.32	0.03
Progress score in writing	1.00	0.91	1.00	-0.50	0.27	0.03
Progress score in maths	-0.90	1.00	0.70	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	43%	83%	73%	51%	70%	64%
Progress score in reading	-6.74	0.91	-0.87	-0.60	0.30	0.03
Progress score in writing	-4.97	-1.31	-2.17	-0.40	0.20	0.03
Progress score in maths	-4.75	-2.27	-2.85	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	33%	85%	79%	48%	67%	61%
Progress score in reading	5.06	1.17	2.10	-0.70	0.30	0.00
Progress score in writing	-3.60	0.90	0.40	-0.40	0.20	0.00

KS2 Data 2018-19

Progress score in maths	2.90	0.99	1.20	-0.60	0.30	0.00
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ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21	91.2%	96.6%	N/A*
2019-20	84.8%	90.6%	N/A*
2018-19	94.5%	97.0%	96%

* The pandemic has affected attendance figures in school in 2019-20 and 2020-21. There is no national attendance data available for the 2019-20 academic year.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers

A	<p><u>Mobility</u></p> <p>23% of PP children joined the school at a time other than September of their Reception year. These children require support to ensure that the building blocks of basic skills are secure. Some of those children, in comparison to peers, lack oral language and number skills. This in turn has a detrimental effect on their acquisition of reading and applying maths to solve problems.</p>
B	<p><u>Coherency across the Maths curriculum</u></p> <p>Historic issues with the design of the Maths curriculum have been highlighted by data suggesting that PP children do not make as rapid progress in Maths as other pupils. In comparison to peers, fewer children meet the end of key stage expectations. A lack of consistency across year groups in regards to approaches and methods when teaching Maths has contributed to this.</p>

External Barriers

C	<p><u>Attendance</u></p> <p>Attendance rates for our school are above national average, but not for PP children. Attendance for PP children was almost 6% lower in 2019-2020, than attendance rates for non PP children at our school. PP children have missed a significant amount of school during COVID-19. Only 15% of PP children accessed school between March and June and 40% of PP children accessed school between June and July.</p>
D	<p><u>Attachment</u></p> <p>We recognise that a proportion of our PP children may have insecure attachments. Consequently this has an impact on skills such as coping with frustrations, developing self-confidence and pro-social relationships. Research has inextricably linked attachment to school readiness and school success.</p>
E	<p><u>Lack of time for home learning</u></p> <p>Home learning includes reading, homework, times tables practice and facilitating and supporting the school's curriculum during past and potential school closures. For a significant amount of our PP children, there are contributing factors that can cause difficulties with home learning. In some cases, there is low parent/carer confidence in supporting their child's home-learning, but there are a range of other factors including several of our PP families caring for other SEND siblings.</p>

Desired Outcomes		
	Outcome	Success Criteria
A	For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	An assessment of needs will be undertaken within six weeks for all new pupils. Staff will meet with the PP lead to set a plan and identify intervention opportunities. Assessments and evidence in books will show basic reading, writing and number skills are secure.
B	For there to be a fluent and well planned Maths curriculum to enable children to be confident and secure with mathematical fluency, reasoning and problem solving.	For progression in Maths to be accelerated in EYFS and KS1 and that high standard to be maintained in KS2. Key assessment points to show that 80% of pupils have met the expected standard in Maths. Lesson observations and evidence in books will show an consistent whole school approach and an improvement in fluency and problem solving.
C	For the attendance rates of our PP children to improve and to be closer to national average.	Attendance to be increased to 96% or above which is in line with the national average for all pupils. Considerations will be taken for those off school for a period due to COVID-19.
D	For existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.	For all children to have the opportunity to access nurture interventions. Whole school approach to wellbeing, with all staff and pupils to have an awareness of strategies that which enhance positive wellbeing. Children will be ready to learn when they come into school in the morning.
E	For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any	Staff will set home learning tasks for pupils, which can be completed with some independence, so that pupils do not have to consistently

	future potential school closures.	rely on parental support. Parents will be signposted to useful information regarding school and home learning. Pupils will complete the majority of home learning tasks and will read often at home. Support will be provided in school for pupils who do not complete the majority of tasks.
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3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES

Member of staff responsible: Paul Ackers and Alice Poole

Priority	Barrier Addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings (per year)	Success measure
For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	A	<p><i>Quality first teaching for all.</i></p> <p>High quality CPD for all staff, ongoing throughout the year.</p> <p>High quality resources for each year group (e.g. technology updated for computing, texts for literacy).</p> <p>Lessons to continually recap prior knowledge, ensuring knowledge is being built upon.</p>	Review termly	£2,000 £5,000	<p>For all teaching across the school to be at least good for all year groups.</p> <p>Resources purchased to enhance the curriculum.</p>

<p>For there to be a fluent and well planned Maths curriculum to enable children to be confident and secure with mathematical fluency, reasoning and problem solving.</p>	<p>B</p>	<p><i>Power Maths to be fully embedded across the school.</i></p> <p>Power Maths CPD.</p> <p>North West Maths hub partnership.</p> <p>High quality resources for each year group to support with the concrete and pictorial teaching methods.</p>	<p>Review termly</p>	<p>£5,000</p>	<p>For all staff to be confident with the process of teaching through Power Maths, enabling pupils to apply their mathematical knowledge to reason and solve problems.</p>
<p>For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.</p>	<p>E</p>	<p><i>Well balanced and fully sequenced curriculum.</i></p> <p>Century Online Learning to be used to identify gaps and address misconceptions.</p> <p>Online platforms to be used to set work for home learning.</p> <p>Knowledge webs and progression of skills to be shared with parents.</p> <p>Engaging reading books to be purchased for all year groups to promote a love of reading.</p>	<p>Review termly</p>	<p>£900</p> <p>£95</p> <p>£81</p> <p>£400</p>	<p>For our curriculum to be well balanced and fully sequenced, and for this to be shared and communicated with parents. Home learning should be engaging and accessible and build on prior knowledge, identifying gaps and offering a suitable level of challenge.</p>

TARGETED ACADEMIC SUPPORT

Member of staff responsible: Caroline Britton

Priority	Barrier Addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings (per year)	Success measure
For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	A	<p><i>Cohort Profiles</i></p> <p>Meeting with PP lead to assess needs of the pupils and plan support accordingly.</p> <p>Range of interventions to be delivered by specialist TAs – pupils will be prioritised for these interventions.</p>	<p>Review termly</p> <p>Review half termly</p>	<p>£450</p> <p>£3,276</p>	Gaps in learning and pupils' needs identified early on. Cohort profiles and provision maps created and regularly updated. Intervention TA timetable will be updated each half term.
For there to be a fluent and well planned Maths curriculum to enable children to be confident and secure with mathematical fluency, reasoning and problem solving.	B	<p><i>Maths Interventions</i></p> <p>Motivational Maths to be delivered across KS1 and KS2.</p> <p>Early number intervention to be put in place in EYFS.</p> <p>TAs to work with a group of key pupils within Maths lessons – following the Power Maths teaching methods.</p>	<p>Review half termly</p>	<p>£468</p> <p>£156</p>	Maths interventions will address gaps in learning and support children in meeting the expected standard for their year group.

<p>For the attendance rates of our PP children to improve and to be closer to national average.</p>	<p>C</p>	<p><i>Catch up support</i></p> <p>After a period of absence, TAs to deliver short periods of support to revisit any missed learning.</p>	<p>Review termly</p>	<p>£600</p>	<p>Key learning that has been missed during the period of absence will be revisited on the pupils return to school.</p>
<p>For existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.</p>	<p>D</p>	<p><i>Nurture Interventions</i></p> <p>Talking and Drawing to be delivered over 10 weeks with certain pupils.</p> <p>TA to spend 1 day per week leading 1:1 and group nurture sessions.</p>	<p>Review half termly</p>	<p>£468</p> <p>£2,340</p>	<p>For children's emotional and mental health needs to be met and appropriate support to be delivered to all pupils.</p>
<p>For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.</p>	<p>E</p>	<p><i>Tailored Interventions</i></p> <p>1:1 additional reading for pupils to ensure regular reading to an adult..</p> <p>Time given in school to completed directed tasks such as Mathematics etc.</p>	<p>Review termly</p>	<p>£1,170</p>	<p>For children to be able to complete home learning tasks within school time should there be barriers at home which prevent home learning.</p>

WIDER STRATEGIES

Member of staff responsible: Sarah Bradbury

Priority	Barriers Addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings (per year)	Success measure
For the attendance rates of our PP children to improve and to be closer to national average.	C	<p><i>Attendance Monitoring</i></p> <p>Office staff to quickly follow up on absences and report PP absences to SLT.</p> <p>Termly contact with persistent absentees.</p> <p>PP lead to keep a log of attendance.</p>	Review termly	<p>£468</p> <p>£96</p>	To have good systems in place to track and monitor attendance and for the attendance of pupil premium children to be in line with national average.
For existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.	D	<p><i>Wellbeing Provision</i></p> <p>Weekly forest school sessions for identified pupils.</p> <p>Growth mind-set and 1decision sessions to be delivered regularly.</p> <p>Opportunities to access gardening club and wellbeing workshop.</p>	Review half termly	<p>£936</p> <p>£480</p> <p>£624</p>	For children to become positive, resilient and independent learners with a self awareness of their own feelings and emotions and strategies to manage these feelings and emotions.

For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures	E	<p><i>Parental Support</i></p> <p>Curriculum and Reading meetings and information for parents to support them with home learning.</p> <p>Paper packs and technology supplied to families who require it in the event of school closure.</p>	Review half termly	£192 £2,000	For parents to be actively engaged in their children's learning and for children to have the resources they need at home.
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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 & who is evaluating impact?
A	For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	<p>Quality first teaching for all.</p> <p>NELI to be used across the Reception cohort to support early language.</p> <p>Mastering Number to be used to support the basics of early number.</p>	<p>EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.</p>	CF	July 2022 – PA and AP

B	For there to be a fluent and well planned Maths curriculum to enable children to be confident and secure with mathematical fluency, reasoning and problem solving.	Power Maths to be fully implemented across school. Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.	Power Maths/DfE - Power Maths is a whole-class mastery programme aligned to the White Rose Maths progressions and schemes of learning. It enables children to develop their fluency, reasoning and problem solving with a consistent approach across school.	Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.	KM/AP	July 2022 – PA and CF
E	For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.	Century Tech, Spelling Shed, Mathletics and TTRS to be used across school. Ensure all subjects have shared curriculum information with parents. Parent voice to influence next steps.	The curriculum should offer a high level of challenge and support for all learners. It is designed to give all learners the vocabulary, knowledge and cultural capital that they need to succeed in life. Through sharing and collaboration, children learn to thrive within an inclusive environment, alongside their peers.	Regular information sharing with parents, pupil voice, parent voice.	CBr/AP	July 2022 – PA
TOTAL estimated budgeted cost?						£8,0783

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 & who is evaluating impact?
A	For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	<p>Role out the NELI programme to improve speech and language skills in EYFS pupils, ensure any new starters are picked up.</p> <p>Cohort Profiles and Provision Maps used to plot support for new starters.</p>	NFER – NFER recognise that by identifying children’s strengths, interests and challenges, schools are able to put the best strategies in place to help each pupil make the next step in their learning. Rapid specific support is successful in raising attainment.	Teacher meetings, staff meetings, data from NELI intervention, pupil progress meetings to pick up new starters.	AP and CF	July 2022 – PA and CBr
B	For children to be confident and secure with mathematical fluency, reasoning and problem solving.	<p>Maths Interventions to use the Motivational Maths approach.</p> <p>Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.</p>	EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good progress across the spectrum of achievement. This	Data from intervention assessments, lesson observations, book looks – are children applying and transferring?	KM	April 2022 – AP and PA

			could be structured as one-to-one or small group intervention and is a key component of an effective Pupil Premium strategy.			
C	For the attendance rates of our PP children to improve and to be closer to national average.	Attendance to be reported to parents termly. New form to be implemented regarding requests for term time absence. Interventions to be put into place to catch up pupils with lost learning from persistent absence.	EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good progress across the spectrum of achievement. This could be structured as one-to-one or small group intervention and is a key component of an effective Pupil Premium strategy.	Data from intervention assessments, pupil progress meetings, assessment points.	AP and PA	April 2022 – PA and AP
D	For existing emotional health, mental health and	Interventions to be put in place using PASS test data for	EEF - On average, social and emotional learning	Intervention observation, teacher comments,	SB/MP/GM	March 2021 – AP and CBr

	<p>attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.</p>	<p>whole cohorts, groups and individuals.</p> <p>GM to be trained up as an ELSA specialist.</p> <p>TB to work with gardening groups as nurture intervention.</p>	<p>interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>success of strategies, start and end point pupil data, start and end point pupil voice, PASS test analysis data.</p>		
E	<p>For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.</p>	<p>Tailored Interventions in Y1, Y2, Y5 and Y6 place using catch up funding to support those pupils who have missed a significant portion of learning due to pandemic and home life.</p> <p>Loan chrome books to key families so pupils can access homework.</p>	<p>EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good progress across the spectrum of achievement. This could be structured as one-to-one or small group intervention and is a key component of an effective Pupil</p>	<p>Data from intervention assessments, pupil progress meetings, assessment points.</p>	KP	<p>March 2022 – AP/CBr</p>

			Premium strategy.			
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TOTAL estimated budgeted cost? £10,758

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 & who is evaluating impact?
C	For the attendance rates of our PP children to improve and to be closer to national average.	Attendance to be reported to parents termly. New form to be implemented regarding requests for term time absence.	NFER - Research undertaken by NFER has identified addressing attendance quickly as a commonality in schools which are more successful in raising disadvantaged pupils' attainment.	Attendance reports, minutes from meetings with parents, record of conversations will show strategies to improve attendance.	AP and VM	March 2022 - PA
D	For existing emotional health, mental health and attachment needs to be identified at the earliest	Commando Jo to be rolled out across all classes from Nursery to Year 6 to develop character and resilience.	EEF - On average, social and emotional learning interventions have an identifiable and valuable impact on	Intervention observation, teacher comments regarding success of strategies, start and end point pupil	SB	March 2022 – PA

	<p>opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.</p>	<p>SB to undertake Senior mental Health Lead training.</p> <p>Zones of regulation to be used as a strategy across school for managing emotions.</p>	<p>attitudes to learning and social relationships in school. Overall, studies of adventure outdoor learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>data, start and end point pupil voice, PSHE floor books will demonstrate the provision in place for each cohort, PASS test analysis data.</p>		
E	<p>For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.</p>	<p>Ensure opportunities for parents to attend events in school post pandemic e.g. meet and great, assemblies, nativities etc.</p> <p>Maintain whole school and class newsletters through leadership changes.</p>	<p>EEF - Parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment through parental engagement is mixed and less conclusive. We recognise that engaging families</p>	<p>Engagement data from online platforms, book band levels, monitoring work being returned, regular parent phone calls during potential closures.</p>	PA/AP	<p>March 2022 – PA/AP</p>

			early on is key.			
TOTAL estimated budgeted cost?						£1,200

PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
A	For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	Quality first teaching for all -	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.	FAB/AP	Dec 2020
B	For there to be a fluent and well planned Maths curriculum to enable children to be confident and secure with mathematical fluency, reasoning and problem solving.	Power Maths to be fully implemented across school.	Power Maths/DfE - Power Maths is a whole-class mastery programme aligned to the White Rose Maths progressions and schemes of learning. It enables children to develop their fluency, reasoning and problem solving with a consistent approach across school.	Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.	DW/HE	Dec 2020

E	For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.	Well balanced and fully sequenced curriculum.	The curriculum should offer a high level of challenge and support for all learners. It is designed to give all learners the vocabulary, knowledge and cultural capital that they need to succeed in life. Through sharing and collaboration, children learn to thrive within an inclusive environment, alongside their peers.	Regular information sharing with parents, pupil voice, parent voice.	FAB/AP	Dec 2020
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TOTAL estimated budgeted cost? £13,476

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
A	For pupils who arrive at school after September of their Reception year, a plan will be put in place to ensure basic reading, writing and number skills are secure.	Cohort Profiles and Provision Maps	NFER – NFER recognise that by identifying children’s strengths, interests and challenges, schools are able to put the best strategies in place to help each pupil make the next step in their learning. Rapid specific support is successful in raising attainment.	Teacher meetings, staff meetings.	AP	Dec 2020

B	For there to be a fluent and well planned Maths curriculum to enable children to be confident and secure with mathematical fluency, reasoning and problem solving.	Maths Interventions to use the Motivational Maths approach.	EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good progress across the spectrum of achievement. This could be structured as one-to-one or small group intervention and is a key component of an effective Pupil Premium strategy.	Data from intervention assessments, lesson observations, book looks – are children applying and transferring?	DW/HE/ CBr	March 2021
C	For the attendance rates of our PP children to improve and to be closer to national average.	Catch Up Support	EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good progress across the spectrum of achievement. This could be structured as one-to-one or small group intervention and is a key component of an effective Pupil Premium strategy.	Data from intervention assessments, pupil progress meetings, assessment points.	AP	March 2021
D	For existing emotional health, mental health and attachment needs	Nurture Interventions	EEF - On average, social and emotional learning interventions have an identifiable and valuable	Intervention observation, teacher comments, success of strategies, start and end point pupil data,	CBr/MP	March 2021

	to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.		impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	start and end point pupil voice.		
E	For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.	Tailored Interventions	EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good progress across the spectrum of achievement. This could be structured as one-to-one or small group intervention and is a key component of an effective Pupil Premium strategy.	Data from intervention assessments, pupil progress meetings, assessment points.	CBr/AP	March 2021
TOTAL estimated budgeted cost?						£8,928

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
C	For the attendance rates of our PP children to improve and to be closer to national average.	Attendance Monitoring	NFER - Research undertaken by NFER has identified addressing attendance quickly as a commonality in schools which are more successful in raising disadvantaged pupils' attainment.	Attendance reports, minutes from meetings with parents, record of conversations will show strategies to improve attendance.	FAB/AP/JB	Dec 2020
D	For existing emotional health, mental health and attachment needs to be identified at the earliest opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.	Wellbeing Provision	EEF - On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Overall, studies of adventure outdoor learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Intervention observation, teacher comments regarding success of strategies, start and end point pupil data, start and end point pupil voice, PSHE floor books will demonstrate the provision in place for each cohort.	SB	March 2021

E	For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.	Parental Support	EEF - Parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment through parental engagement is mixed and less conclusive. We recognise that engaging families early on is key.	Engagement data from online platforms, book band levels, monitoring work being returned, regular parent phone calls during potential closures.	FAB/AP	March 2021
TOTAL estimated budgeted cost?						£4,796

Total Pupil Premium budget:	£26,105
Total estimated costs:	£27,200

REVIEW OF 3 YEAR STRATEGY [July 2021]

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<ul style="list-style-type: none"> • PASS tests have produced PP data which can be analysed • Observations of behaviour show some attachment issues have been magnified since school closure • There has been a dip in academic sustainability in prolonged learning sessions • Data and NFER tests show the gaps in learning • There has been a renewed engagement of parents with curriculum areas • Improved enhancement of IT skills with pupils of all ages 	<ul style="list-style-type: none"> • To identify low/moderate satisfaction areas from the PASS test and ensure interventions are put into place linking to these areas • Ensure brain breaks such as the daily mile are used with key pupils to help improve concentration • Engage parents with the curriculum by producing subject information sessions across all curriculum areas • Hold parent meetings early on in the new year to support the younger pupils with the development of their early reading and number skills • Continue to upskill staff and use century tech with all KS2 pupils
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<ul style="list-style-type: none"> • Pupil voice gives pupils the opportunity to share their thoughts on missed learning and own concerns • NFER scores and gap analysis allow staff to pick up on key areas • Intervention data shows pupils starting points • Some pupils attending school through lockdown, so staff are aware of what they have been working on • Home learners having regular contact from class teachers has ensured support is offered when 	<ul style="list-style-type: none"> • Applying the new trust assessment framework and using a range of assessment strategies • Gap analysis from NFER tests being used to inform pupil next steps • Assessment of foundation subjects to be rigorous and to inform next steps • Interventions to be mapped out to support disadvantaged pupils with significant gaps in learning

	pupils are struggling with concepts or retaining knowledge	
What work have you done to establish the impact on pupils and their families?	<ul style="list-style-type: none"> • Survey regarding IT equipment and devices • Weekly phone calls to PP parents and pupils • Offers of support with food parcels, financial support etc. • Encouraged pupils and families to send work in for feedback • Dropped equipment and packs of work off directly at pupil's homes • Attendance registers used and follow up phone calls of missing pupils • Loom videos to support parents on how to use IT equipment and the recovery curriculum 	<ul style="list-style-type: none"> • Continue to loan out devices to families who require them. • Virtual assemblies and worships to continue to engage families until we can welcome on site visits • Update parents regularly on curriculum updates/developments and how they can support their child at home • Regularly checking in with parents, through both verbal and written communication to offer ongoing support in all areas of home and school life whilst recovering from the pandemic
Do families know the impact of the pandemic on themselves and their child/ren?	<ul style="list-style-type: none"> • Resources and signposting to support and advice from local authority professionals such as HYMS, BSS, CAHMS. • Resources and reminders given about eSafety and keeping their pupils safe online due to increased use • Regular teacher check ins with parents both via email and phone, chance to talk through any issues 	<ul style="list-style-type: none"> • eSafety topic to be covered in Autumn term and parents to be signposted to Sonny's videos for parents on Spongey Elephant • Regularly checking in with parents, through both verbal and written communication to offer ongoing support in all areas of home and school life
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	<ul style="list-style-type: none"> • Nurture TA has been used to check in with pupils post lockdown, before and after data recorded • PASS tests show data for PP attitudes to self, learning and curriculum • Recovery curriculum in place to ensure 25% of curriculum time in Advent was given to PSHE • Chatty Tuesday on teams to promote social engagement with home learners • Raised awareness of national mental health day 	<ul style="list-style-type: none"> • Train SEND lead as a DSL • Consider buying into Commando Joe's which could be led by a TA with key groups, as well as some whole class sessions • Re-establish gardening groups with TB

	<p>in Advent term</p> <ul style="list-style-type: none"> • Staff concerns being logged on my concern and being quickly addressed and followed up in DSL weekly meetings • CPD Training from Barry Carpenter utilised and applied to support pupils socially and emotionally 	
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<ul style="list-style-type: none"> • New safeguarding policy, including a remote learning policy which incorporated safeguarding • Calmer start/end to the day with staggered start times, chance for small group, 1:1 work whilst pupils were entering/leaving the building • Less traffic issues outside school due to staggered start and finish time • Improved contact with parents through teams, email etc. • Fewer pupils in wrap around care 	<ul style="list-style-type: none"> • Keep a 15 minute window for arrival at the start of the day, this will ensure a calmer and quieter start, as well as easing the traffic issues • Maintain good lines of communication through individual class teams
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<ul style="list-style-type: none"> • All pupils attending live lessons each daily, any absent pupils quickly followed up with a phone call • Full curriculum delivered online with some adaptations made • Staff upskilled in ICT in order to effectively teach online • Online weekly 1:1 reading with KS1 home learners • Sharing resources with parents to support them with remote learning • Certain vulnerable children invited to attend school • Increased contact with parents to offer support and guidance • NFER tests to assess the gaps and plan the next 	<ul style="list-style-type: none"> • Some curriculum content was not appropriate for home learning (RSE) or was not adaptable for home learning and these gaps need to be filled • PASS tests to be used to target the attitudes and feelings of pupil premium pupils post lockdown

	steps in learning	
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	<ul style="list-style-type: none"> • Pupils were not able to attend trips, limited experiences - cultural capital • Social interactions and conversations with peers, adult and other role models • Lack of routine during period of home learning • Lack of opportunities for development of resilience • Increase in time spent indoors which has an impact on physical development • School and home swimming lessons cancelled 	<ul style="list-style-type: none"> • Ensure experiences and trips are booked in for next academic year • Swimming sessions to be prioritised for key cohort next academic year • Increase in PSHE curriculum time on the timetable • Additional sports sessions in place to develop resilience and teamwork • Sign up to the NELI programme to support early language
Have you identified more vulnerable groups because of this?	<ul style="list-style-type: none"> • Some LAC and post adoption pupils have struggled with the transition of remote learning to school based learning, issues link to attachment • FSM pupils scored significantly lower in all areas of the PASS test, with all response falling into the low or low to moderate satisfaction percentile 	<ul style="list-style-type: none"> • Increase in nurture support through dedicated nurture TA and gardening therapy for pupils • Work to be done across school linked to zones of regulation • Class analysis to be done teachers looking at support required in response to the PASS tests

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?
A	Quality first teaching for all	High – Careful curriculum mapping shows a broad and balanced curriculum is being taught to all. Teachers have received a range of CPD through the trust. Remote learning was accessed by all and was extremely effective in continuing to teach all of the	This provision will continue for the next three years to ensure all upskilling is cascaded to all staff, across all subjects. An IT audit to be completed to ensure we have all equipment needed to teach the curriculum in full. Further consideration of strategies to support assessment of key knowledge.

		curriculum- positive parent feedback via surveys.	
B	Power Maths to be fully implemented across school	Medium - Greater consistency across year groups with a well sequenced curriculum and Power Maths mostly implemented.	Continue with this provision and ensure expected is achieved in maths for PP who do not have SEND. SEND PP show clear progress from starting points using new Trust Assessment Framework. Rec, Y1 and Y2 to take part in NW Maths Hub Mastering Number programme.
E	Well balanced and fully sequenced curriculum	High - Curriculum is well balanced and fully sequenced, and this has started to be shared and communicated with parents.	Continue with this provision and ensure that post pandemic, PP pupils have access to trips, visitors, extra-curricular clubs and experiences which will enhance the curriculum.

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?
A	Cohort Profiles and Provision Maps	Medium – Staff are carefully tracking the provision put in place for PP pupils and assessing progress throughout. 1:1 meetings for staff with PP lead are beneficial in ensuring supports links to strategy.	Provision to continue but needs to be more regular. Cohort profile meetings to happen termly and provision maps to be updated by staff on a regular basis.
B	Maths Interventions to use the Motivational Maths approach.	Medium - Motivational Maths intervention in place for KS1	Provision to continue and KS2 Motivational Maths groups to be set up to support pupils with gaps in knowledge.

		but not KS2 due to staffing issues. New KS2 TA to be trained.	
C	Catch Up Support	Medium - Key learning that has been missed during the period of absence has been revisited on the pupils return to school. Staff made aware of 'fallen behind' children and who they need to target.	Yes, continue to monitor long periods of absence in PP pupils post pandemic.
D	Nurture Interventions	High - Emotional and mental health needs have been supported and met through appropriate support through nurture TA, Talking and Drawing Programme and Gardening Therapy. Positive PASS test scores for key pupils .	Provision to continue and contract to be renewed for member of staff leading Gardening Therapy. Additional time to be given to nurture so we can be proactive rather than reactive in supporting pupil's needs.
E	Tailored Interventions	High – 1:1 reading, homework catch up and Athletics tasks has been successful in KS1 for PP pupils.	Continue with this provision and begin to roll out Century Tech as an intervention tool within KS2 classes.

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?
C	Attendance Monitoring	Medium - Parents made aware of expected attendance levels. Admin staff are keeping track of absences and informing SLT daily so this can be addressed quickly. Meetings held with key	Yes, we have good systems in place to track and monitor attendance and we continue to aim for the attendance of pupil premium children to be in line with national average post pandemic.

		families. Continual monitoring by PP lead. 7% increase from the previous academic year for PP attendance.	
D	Wellbeing Provision	High - Weekly forest school sessions for identified pupils has been taking place. Growth mind-set and 1decision sessions are being delivered regularly. Opportunities to access gardening club. Data from TB pupil conversations supports the success of this.	Continue with the provision but introduce zones of regulations to all classes and restart the wellbeing club.
E	Parental Support	High – Parents have had curriculum information sessions for Reading, PE, Writing, Geography and History. Parents engaging with surveys sent out.	Yes, other subject areas to upload curriculum information for parents. Face to face support sessions for EYFS, Phonics, SATS preparation to resume post pandemic.

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	The document has been circulated to governors and published on the school website for parents and other visitors to view. The document has been discussed, developed and shared with staff through pupil premium progress meetings.
How do you know staff understand the strategy and apply correctly?	Pupil Premium progress meetings ensure that staff understand their role in applying the strategy correctly. Staff then work on Pupil Premium provision maps to document their provision and approaches in line with the strategy.