



## 3 Year Pupil Premium Strategy 2020-2023 St Mary's Catholic Voluntary Academy, Marple Bridge

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION 2022-2023

Pupil Premium Lead	Alice Poole	Governor Lead	Ian Mylrea	Trust Lead	Kate Mann
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#### CURRENT PUPIL INFORMATION 2022 - 2023

Total number of pupils:	225	Total pupil premium budget:	£23,770 (no carry over from previous year) RPF: £2,000 SLGF: £3,240 (£1296 from PP budget)	Date of most recent PP Review	Internal CMAT review planned for 22/23
Number of pupils eligible for pupil premium:	15	Amount of pupil premium received per child:	FSM – £1,385 LAC – £2,410 Forces - £320	Publish Date:	October 2022
Proportion of disadvantaged pupils:	6.6%	Date for next internal review of this strategy	01/07/2023	Statement authorised by:	J. Nish A. Poole

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	6	40%
Girls	9	60%
SEN support	4	27%
EHC plan	2	13%
EAL	0	0%

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers

A	<p><b><u>Mobility</u></b> 27% 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><b><u>Coherency across the Maths curriculum</u></b> Historic issues with the design of the Maths curriculum have been highlight 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><b><u>Attendance</u></b> 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><b><u>Attachment</u></b> 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 social relationships. Research has inextricably linked attachment to school readiness and school success.</p>
E	<p><b><u>Lack of time for home learning</u></b> 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 future potential school closures.	Staff will set home learning tasks for pupils, which can be completed with some independence, so that pupils do not have to consistently 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.

### 3 YEAR PUPIL PREMIUM STRATEGY

#### TEACHING PRIORITIES

Member of staff responsible: John Nish 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	<p>£2,000</p> <p>£5,000</p>	<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>



<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 and Alice Poole

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.

<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>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>	<p>Review half termly</p>	<p>£192</p> <p>£2,000</p>	<p>For parents to be actively engaged in their children's learning and for children to have the resources they need at home.</p>
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## PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & 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.	WellComm to be used to support communication and language in EYFS.	'Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential.' – RCSLT  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, intervention observations, WellComm data, CPD survey results and book looks.	SB	CF July 2023
		Insight to be used to analyse pupil's gaps in knowledge.			JN	AP July 2023
		Quality CPD to be provided for teachers and TAs.			JN	AP July 2023
B	For there to be a fluent and well planned Maths curriculum to enable children to	Power Maths CPD for class teachers.	'In Power Maths children acquire a deep understanding of maths concepts, structures and procedures, step by step. Complex mathematical concepts are built on simpler	Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations, skills check data, CPD survey feedback	KM	KM March 2023
		Rec and Y1 teachers to work with Maths lead			KM	JN March 2023

	<p>be confident and secure with mathematical fluency, reasoning and problem solving.</p>	<p>to plan out curriculum coverage.</p> <p>Basic skills checks to be introduced in KS2.</p> <p>Additional class Maths resources to be purchased.</p>	<p>components and when children understand every step in the learning sequence.’ – Pearson</p> <p>‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations’ - NCETM</p>	<p>and book looks.</p>	<p>JN</p> <p>VM</p>	<p>KM December 2023</p> <p>KM November 2023</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>Further staff CPD for Century Tech.</p> <p>New reading books and mini books to be shared with parents.</p> <p>Curriculum meetings for Rec, Y1, Y2 and Y6 to return to face to face, as well as parents</p>	<p>‘Providing practical strategies with tips, support, and resources to assist learning at home is likely to be beneficial to pupil outcomes.’ – EEF</p>	<p>Regular information sharing with parents, pupil voice, parent voice and CPD survey results.</p>	<p>AP</p> <p>AP</p> <p>JN</p>	<p>JN October 2023</p> <p>CF November 2023</p> <p>AP March 2023</p>

		evening.				
TOTAL estimated budgeted cost?						£4,500
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 & 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.	Edukey to be used to plan and track provision for pupils.  Additional pupil premium progress meeting to be scheduled for Lent term to monitor progress of pupils. WellComm screening to take place in Nursery and further screenings to be done in Reception for any new pupils who we are concerned about. Programme of support to then be implemented.	‘Speech, language and communication skills play a crucial role in a child’s school readiness and ability to achieve their educational potential.’ - RCSLT  ‘Provision maps make it simple to track outcomes related to particular provisions and pupil groups, so that the right decisions can be made moving forwards.’ - TES	Cohort overview sheets, staff meetings, data from WellComm intervention, pupil progress meetings to pick up new starters.	SB  AP  SB	AP March 2023  JN April 2023  CF December 2022
B	For children to be confident and secure with mathematical	SLGF to be used for external tutors to work with KS2 pupils to develop fluency skills.	‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive	Data from intervention assessments, lesson observations, standardised scores, book looks – are	AP	JN January 2023

	fluency, reasoning and problem solving.	<p>Motivational Maths groups to target MA/HA pupils to make sure they are making progress from KS1.</p> <p>LSS Maths training to be provided for LKS2 staff so Motivational Maths approaches can be used for pupils in LKS2.</p>	science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations' - NCETM	children applying and transferring?	RO  SB	JN December 2023  AP March 2023
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.	<p>Interventions to be put in place using PASS test data for whole cohorts, groups and individuals.</p> <p>ELSA support to be provided for key pupils.</p> <p>TB to work with gardening groups as nurture intervention.</p>	<p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills. These skills are likely to influence a range of outcomes for pupils: lower skills are linked with poorer mental health and lower academic attainment.' – EEF</p> <p>'There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. Schools need to be concerned with the all round development of children.' - Children Act 2004</p>	Intervention observations, teacher comments, success of strategies, start and end point pupil data, start and end point pupil voice, PASS test analysis data.	AP  GM  TB	SB October 2022  SB December 2022  SB January 2023
E	For an increased	Approach key families	'Pupils from disadvantaged	Data from assessments,	VM	AP January 2023

	number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future potential school closures.	and advertise on the bulletin the option of device loaning.  Additional 1:1 reading with pupils to ensure they are being listened to regularly.	backgrounds are less likely to have a quiet working space and access to a device suitable for learning. These difficulties may increase the gap in attainment for disadvantaged pupils.' - EEF	pupil progress meetings, parent and pupil voice.	AP	SB/JN February 2023
TOTAL estimated budgeted cost?						£9766

## 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.	Robust new attendance policy implemented and shared with parents.  Regular half termly SLT meetings to analyse attendance and punctuality.  Attendance meetings held with parents	'Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests small improvements in attendance can lead to meaningful impact for outcomes.' – EEF	Attendance reports, minutes from meetings with parents, record of conversations will show strategies to improve attendance.	JN  JN  JN	Governors October 2022  AP April 2023

		using the new flowchart and EWO involved where necessary.				AP April 2023
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.	Set up wellbeing workshop for pupils to attend each lunchtime if they have anything they want to discuss or have checked in as blue/red/yellow.  Pupils to be referred to 4 week nurture programme run by MP if they are struggling emotionally or socially.	'On average, social and emotional learning 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.' - EEF	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, PASS test analysis data.	SB  MP	AP February 2023  SB December 2023
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	Engage parents in school life and pupil's wellbeing and learning through regular cake and coffee events.  Provide and fund further opportunities for extra-curricular clubs linked to	'Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' - EEF	Engagement data from online platforms, book band levels, monitoring work being returned, club registers.	SB  AP	JN December 2023  JN December 2023



	school closures.	learning such as music tuition and Spanish lessons.				
TOTAL estimated budgeted cost?						£5332

## 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.	<p>Power Maths to be fully implemented across school.</p> <p>Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.</p>	<p>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.</p>	<p>Learning walks, environment checks, pupil voice, pupil progress meetings, lesson observations and book looks.</p>	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
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TOTAL estimated budgeted cost? £8,0783

## 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 & 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	Role out the NELI intervention programme to improve speech and language skills in EYFS pupils, ensure any new starters are picked up.	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	Teacher meetings, staff meetings, data from NELI intervention, pupil progress meetings to pick up new starters.	AP and CF	July 2022 – PA and CBr

	are secure.	Cohort Profiles and Provision Maps used to plot support for new starters.	the next step in their learning. Rapid specific support is successful in raising attainment.			
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 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?	KM	April 2022 – AP and PA
C	For the attendance rates of our PP children to improve and to be closer to national	<p>Attendance to be reported to parents termly.</p> <p>New form to be</p>	EEF - Evidence consistently shows the positive impact that targeted interventions can	Data from intervention assessments, pupil progress meetings,	AP and PA	April 2022 – PA and AP

	average.	implemented regarding requests for term time absence.  Interventions to be put into place to catch up pupils with lost learning from persistent absence.	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.	assessment points.		
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.	Interventions to be put in place using PASS test data for whole cohorts, groups and individuals.  GM to be trained up as an ELSA specialist.  TB to work with gardening groups as nurture intervention.	EEF - On average, social and emotional learning 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.	Intervention observation, teacher comments, success of strategies, start and end point pupil data, start and end point pupil voice, PASS test analysis data.	SB/MP/GM	March 2021 – AP and CBr

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.	<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>	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.	KP	March 2022 – AP/CBr
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?
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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 opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.	Commando Jo to be rolled out across all classes from Nursery to Year 6 to develop character and resilience.  SB to undertake Senior mental Health Lead training.  Zones of regulation to be used as a strategy across school for managing emotions.	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-	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, PASS test analysis data.	SB	March 2022 – PA

			cognitive outcomes such as self-confidence.			
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.	Ensure opportunities for parents to attend events in school post pandemic e.g. meet and great, assemblies, nativities etc.  Maintain whole school and class newsletters through leadership changes.	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.	PA/AP	March 2022 – PA/AP
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 2022]

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 –Curriculum is broad and balanced curriculum is being taught to all. Interventions are planned on a rolling timetable so the same subject is not missed. Teachers have received a range of CPD through the trust and are using the objectives on Insight to adapt teaching to the needs of the pupils. Evidenced by school curriculum documents.	This provision will continue to ensure all upskilling is cascaded to all staff, across all subjects. IT equipment to be purchased to ensure that we can teach the full Computing curriculum.
	NELI to be used across the Reception cohort to support early language.	Low – NELI required a lot of training for staff and had little impact on the pupils, picking very few of them up in the screening.	NELI not to be continued. WellComm to be introduced and the screening to take place in Nursery so we can intervene and support pupils sooner. Further screenings to be done in Reception for any pupils who we are concerned about. Programme of support to then be implemented. <i>'Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential.'</i> - RCSLT
	Mastering Number to be used to support the basics of early number.	High – Pupils confidence in fluency has improved and is evident when applying their learning to more complex problems. End of KS1 Maths results were strong.	Continue with the provision. <i>'Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations'</i> - NCETM

B	<p>Power Maths to be fully implemented across school.</p> <p>Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.</p>	<p>Medium – Scheme fully implemented across school. There have been some issues regarding content coverage, with class struggling to get through all 14 units each year.</p> <p>High – Pupils confidence in fluency has improved and is evident when applying their learning to more complex problems. End of KS1 Maths results were strong.</p>	<p>The provision will continue with support to be put in place for Reception and Year 1 to ensure our youngest pupils are accessing the scheme fully and that they are completing all units. <i>‘In Power Maths children acquire a deep understanding of maths concepts, structures and procedures, step by step. Complex mathematical concepts are built on simpler components and when children understand every step in the learning sequence.’ - Pearson</i></p> <p>Continue with the provision and further roll out a fluency programme to support KS2 pupils. <i>‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations’ - NCETM</i></p>
E	<p>Century Tech, Spelling Shed, Mathletics and TTRS to be used across school.</p> <p>Ensure all subjects have shared curriculum information with parents.</p> <p>Parent voice to influence next steps.</p>	<p>Medium –Mathletics and TTRS being consistently used. Century Tech and Spelling Shed less frequently used.</p> <p>Medium – Low parental engagement with online curriculum information sessions. Higher engagement with face to face sessions.</p> <p>High – Parents have shared thoughts linked to supporting their children at</p>	<p>Continue with the online learning platforms, with further training for teachers around Century Tech. Recap platforms and how they work with parents.</p> <p>Curriculum information sessions to return to face to face sessions, information to be uploaded to teams afterwards for those unable to attend. <i>‘Providing practical strategies with tips, support, and resources to assist learning at home is likely to be beneficial to pupil outcomes.’ – EEF</i></p> <p>Continue to regular speak to parents and send surveys out to gain a greater understanding into the support</p>



		home and staff have acted on these points e.g. simplified calculation policy.	and changes that parents would like to see. Leaders then to implement any relevant changes.
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## 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	<p>Role out the NELI intervention 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>	<p>Low – NELI required a lot of training for staff and had little impact on the pupils, picking very few of them up in the screening.</p> <p>Medium - Profiles and provision maps are a useful tool for shaping pupil premium discussion meetings between lead and teachers. Early identification of needs means support can be put in place for pupils.</p>	<p>NELI not to be continued. WellComm to be introduced and the screening to take place in Nursery so we can intervene and support pupils sooner. Further screenings to be done in Reception for any pupils who we are concerned about. Programme of support to then be implemented. <i>'Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential.'</i> - RCSLT</p> <p>Continue to meet with staff and use the cohort profile. Edukey to now be used for provision mapping. Additional meeting to be scheduled for Lent term to monitor progress of pupils. <i>'Provision maps make it simple to track outcomes related to particular provisions and pupil groups, so that the right decisions can be made moving forwards.'</i> - TES</p>
B	Maths Interventions to use the Motivational Maths approach.	High - Motivational Maths intervention in place for KS1 and UKS2 and working successfully at supporting groups of pupils to make progress in key areas.	Provision to continue and KS2 Motivational Maths groups to also target MA/HA pupils to make sure they are making progress from KS1. Training to be provided for LKS2 staff so approach can be used for pupils in LKS2.

	Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.	High – Pupils confidence in fluency has improved and is evident when applying their learning to more complex problems. End of KS1 Maths results were strong.	Continue with the provision and further roll out a fluency programme to support KS2 pupils. <i>‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations’ - NCETM</i>
C	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.	Medium – Attendance reported to parents termly and follow up meetings held with EWO to improve attendance.  Medium – Form being used by families, which is useful for monitoring absence.  Medium – Pre-teaching and interventions used to support pupils and classes after periods of missed learning.	Continue, but redraft the attendance policy to ensure there is a clearer procedure for engaging parents and pupils with poor attendance. <i>‘Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests small improvements in attendance can lead to meaningful impact for outcomes.’ – EEF</i>  Continue with the form for term time absence and new policy to outline how the form is to be used/when to be submitted.  Continue to use Insight to identify gaps in knowledge for pupils before moving onto teaching new learning.

D	<p>Interventions to be put in place using PASS test data for 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>High – PASS surveys show significant improvements for key pupils who were in the target intervention groups.</p> <p>High – Training completed by the member of staff who is now confident to deliver the support required for pupils.</p> <p>High – PASS data shows this intervention has been a highly effective tool for supporting social and emotional learning and key attributes of character education.</p>	<p>Yes, we will continue to use the PASS results to implement interventions at whole cohort, group and individual level. <i>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills. These skills are likely to influence a range of outcomes for pupils: lower skills are linked with poorer mental health and lower academic attainment.’ – EEF</i></p> <p>Training does not need to continue, although on going CPD for the staff member will be offered if needed. Time to be allocated for GM to now meet with pupils and start ELSA work. <i>‘There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. Schools need to be concerned with the all round development of children.’ - Children Act 2004</i></p> <p>This provision should continue. New PASS data will support staff in selecting pupils for the intervention. <i>‘Pupils retain more information when they physically engage with their surroundings and are happier when they learn outdoors.’ – School Outdoor Learning</i></p>
E	<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</p>	<p>High – Intervention start and end point data shows the progress of pupils in reading and writing.</p>	<p>Continue to use the catch up funding in UKS2 to support with fluency in Maths which has been affected by the pandemic and school closures. External tutors to be used. <i>‘Strong evidence suggests that the model of targeted, academic</i></p>

	<p>pandemic and home life.</p> <p>Loan chrome books to key families so pupils can access homework.</p>	<p>High – The loan of chrome books has allowed families to access remote education and online homework tasks.</p>	<p><i>support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.’ - DfE</i></p> <p>Families to continue loaning the devices next academic year, continue to remind families on the bulletin of this provision, so if any further families need a device, one can be loaded. <i>‘Pupils from disadvantaged backgrounds are less likely to have a quiet working space and access to a device suitable for learning. These difficulties may increase the gap in attainment for disadvantaged pupils.’ - EEF</i></p>
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## 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	<p>Attendance to be reported to parents termly.</p> <p>New form to be implemented regarding requests for term time absence.</p>	<p>Medium – Attendance reported to parents termly and follow up meetings held with EWO to improve attendance.</p> <p>Medium – Form being used by families, which is useful for monitoring absence.</p>	<p>Continue, but redraft the attendance policy to ensure there is a clearer procedure for engaging parents and pupils with poor attendance. <i>‘Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests small improvements in attendance can lead to meaningful impact for outcomes.’ – EEF</i></p> <p>Continue with the form for term time absence and new policy to outline how the form is to be used/when to be submitted.</p>

<p>D</p>	<p>Commando Jo to be rolled out across all classes from Nursery to Year 6 to develop character and resilience.</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>Low – Training attended by teaching staff, although no opportunity to see it in action with pupils. Time constraints of the curriculum mean it has not been implemented.</p> <p>High – SB has completed the training and has taken on the role of SENCO and SMHL in school. Lots of initiatives and strategies ready to implement next academic year.</p> <p>Medium – The zones of regulation has improved children’s ability to articulate how they are feeling.</p>	<p>Consider whether the programme could be rolled out with key groups of pupils, led by a TA to develop character. Training for TAs would be required.</p> <p>Training now completed. SB to continue to attend training relevant to her new role and implement strategies/initiatives.</p> <p>Continue to use the zones of regulation across school. Further to this, consider how we are supporting those pupils who are checking in as yellow, red or blue.</p>
<p>E</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>High – Parents have been into school for a number of different events, attendance rates have been high and parental feedback was positive.</p> <p>High – The bulletin has continued to be a steady communication method between home and school.</p>	<p>This will continue as we consider how we can continue to encourage parents to engage with school and their child’s learning.</p> <p>This will continue to be used next academic year through further leadership changes. Accessibility plan to outline how we ensure all parents can access the bulletin. <i>‘Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ - EEF</i></p>

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

families?	<ul style="list-style-type: none"> <li>• Offers of support with food parcels, financial support etc.</li> <li>• Encouraged pupils and families to send work in for feedback</li> <li>• Dropped equipment and packs of work off directly at pupil's homes</li> <li>• Attendance registers used and follow up phone calls of missing pupils</li> <li>• Loom videos to support parents on how to use IT equipment and the recovery curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual assemblies and worships to continue to engage families until we can welcome on site visits</li> <li>• Update parents regularly on curriculum updates/developments and how they can support their child at home</li> <li>• 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</li> </ul>
Do families know the impact of the pandemic on themselves and their child/ren?	<ul style="list-style-type: none"> <li>• Resources and signposting to support and advice from local authority professionals such as HYMS, BSS, CAHMS.</li> <li>• Resources and reminders given about eSafety and keeping their pupils safe online due to increased use</li> <li>• Regular teacher check ins with parents both via email and phone, chance to talk through any issues</li> </ul>	<ul style="list-style-type: none"> <li>• eSafety topic to be covered in Autumn term and parents to be signposted to Sonny's videos for parents on Spongey Elephant</li> <li>• Regularly checking in with parents, through both verbal and written communication to offer ongoing support in all areas of home and school life</li> </ul>
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"> <li>• Nurture TA has been used to check in with pupils post lockdown, before and after data recorded</li> <li>• PASS tests show data for PP attitudes to self, learning and curriculum</li> <li>• Recovery curriculum in place to ensure 25% of curriculum time in Advent was given to PSHE</li> <li>• Chatty Tuesday on teams to promote social engagement with home learners</li> <li>• Raised awareness of national mental health day in Advent term</li> <li>• Staff concerns being logged on my concern and being quickly addressed and followed up in DSL weekly meetings</li> <li>• CPD Training from Barry Carpenter utilised and applied to support pupils socially and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>• Train SEND lead as a DSL</li> <li>• Consider buying into Commando Joe's which could be led by a TA with key groups, as well as some whole class sessions</li> <li>• Re-establish gardening groups with TB</li> </ul>

<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<ul style="list-style-type: none"> <li>• New safeguarding policy, including a remote learning policy which incorporated safeguarding</li> <li>• Calmer start/end to the day with staggered start times, chance for small group, 1:1 work whilst pupils were entering/leaving the building</li> <li>• Less traffic issues outside school due to staggered start and finish time</li> <li>• Improved contact with parents through teams, email etc.</li> <li>• Fewer pupils in wrap around care</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Maintain good lines of communication through individual class teams</li> </ul>
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<ul style="list-style-type: none"> <li>• All pupils attending live lessons each daily, any absent pupils quickly followed up with a phone call</li> <li>• Full curriculum delivered online with some adaptations made</li> <li>• Staff upskilled in ICT in order to effectively teach online</li> <li>• Online weekly 1:1 reading with KS1 home learners</li> <li>• Sharing resources with parents to support them with remote learning</li> <li>• Certain vulnerable children invited to attend school</li> <li>• Increased contact with parents to offer support and guidance</li> <li>• NFER tests to assess the gaps and plan the next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Some curriculum content was not appropriate for home learning (RSE) or was not adaptable for home learning and these gaps need to be filled</li> <li>• PASS tests to be used to target the attitudes and feelings of pupil premium pupils post lockdown</li> </ul>
<p>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?</p>	<ul style="list-style-type: none"> <li>• Pupils were not able to attend trips, limited experiences - cultural capital</li> <li>• Social interactions and conversations with peers, adult and other role models</li> <li>• Lack of routine during period of home learning</li> <li>• Lack of opportunities for development of resilience</li> <li>• Increase in time spent indoors which has an impact on physical development</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure experiences and trips are booked in for next academic year</li> <li>• Swimming sessions to be prioritised for key cohort next academic year</li> <li>• Increase in PSHE curriculum time on the timetable</li> <li>• Additional sports sessions in place to develop resilience and teamwork</li> </ul>



	<ul style="list-style-type: none"> <li>School and home swimming lessons cancelled</li> </ul>	<ul style="list-style-type: none"> <li>Sign up to the NELI programme to support early language</li> </ul>
Have you identified more vulnerable groups because of this?	<ul style="list-style-type: none"> <li>Some LAC and post adoption pupils have struggled with the transition of remote learning to school based learning, issues link to attachment</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Increase in nurture support through dedicated nurture TA and gardening therapy for pupils</li> <li>Work to be done across school linked to zones of regulation</li> <li>Class analysis to be done teachers looking at support required in response to the PASS tests</li> </ul>

## 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 curriculum- positive parent feedback via surveys.	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.
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	High - Curriculum is well balanced and fully sequenced,	Continue with this provision and ensure that post pandemic, PP pupils have access to trips, visitors, extra-

	curriculum	and this has started to be shared and communicated with parents.	curricular clubs and experiences which will enhance the curriculum.
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### 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 but not KS2 due to staffing issues. New KS2 TA to be trained.	Provision to continue and KS2 Motivational Maths groups to be set up to support pupils with gaps in knowledge.
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 Mathletics 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 families. Continual monitoring by PP lead. 7% increase from the previous academic year for PP attendance.	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.
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	Continue with the provision but introduce zones of regulations to all classes and restart the wellbeing club.

		gardening club. Data from TB pupil conversations supports the success of this.	
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.