



SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021-22

Pupil Premium Lead	Charlotte Webster	Governor Lead	Karen McCluskey
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CURRENT PUPIL INFORMATION 2021-22

Total number of pupils:	122	Total pupil premium budget:	£84,735	Date of most recent PP Review	External Review- March 2020
		Pupil Premium Carried over 2020/2021	None		Internal Review- Sept 2020
		Recovery Premium Funding	£7685		Review Dec 2021
Number of pupils eligible for pupil premium:	63	Amount of pupil premium received per child:	£1345	Date for next internal review of this strategy	July 2022
Proportion of disadvantaged pupils:	52%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	20	32%
Girls	43	68%
SEN support	14	22%
EHC plan	2	3%

Assessment data for previous 3 years *

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)	75%	75%	75%	57%	74%	72%
% meeting EXP or exceeded in Reading	75%	75%	75%	62%	79%	77%
% meeting EXP or exceeded in Writing	75%	75%	75%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100%	76%	83%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	50%	88%	77%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	88%	75%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	88%	75%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	50%	100%	83%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)			64%	56%	73%	71%
% meeting EXP or exceeded in Reading				63%	79%	77%
% meeting EXP or exceeded in Writing				58%	76%	73%
% meeting EXP or exceeded in Number				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	80%	88%	85%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	83%	78%	78%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check			83%	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 reading, writing and maths			69%	n/a	n/a	n/a
% meeting expected standard or above in reading	63%	75%	69%	62%	78%	75%
% meeting expected standard or above in writing	63%	75%	69%	55%	73%	69%
% meeting expected standard or above in maths	63%	75%	69%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	33%	57%	50%	n/a	n/a	n/a
% meeting expected standard or above in reading	67%	64%	65%	60%	78%	75%
% meeting expected standard or above in writing	33%	57%	50%	53%	73%	70%
% meeting expected standard or above in maths	67%	64%	60%	61%	79%	76%

KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths				n/a	n/a	n/a
% meeting expected standard or above in reading	79%	81%	77%	61%	78%	76%
% meeting expected standard or above in writing	40%	62%	58%	52%	71%	68%
% meeting expected standard or above in maths	40%	81%	73%	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 at expected standard or higher	50%		71%	51%	71%	65%
Progress score in reading	0.7	+4.09	+3.2	-0.62	0.32	0.03
Progress score in writing	-1.82	+3.29	+1.9	-0.50	0.27	0.03
Progress score in maths	0.76	4.86	+3.7	-0.71	0.37	0.03
KS2 DATA 2017-18						
% Ks2 Attainment RWM combined at expected standard or higher			63%	51%	70%	64%
Progress score in reading			-0.8	-0.60	0.30	0.03
Progress score in writing			-4.5	-0.40	0.20	0.03
Progress score in maths			-2.1	-0.60	0.30	0.03

KS2 DATA 2016-17

% Ks2 Attainment RWM combined at expected standard or higher	22%	53%	43%	48%	67%	61%
Progress score in reading	-11.05	-1.82	-4.9	-0.70	0.30	0.00
Progress score in writing	-1.07	-10.77	-4.7	-0.40	0.20	0.00
Progress score in maths	-1.04	-11.83	-4.6	-0.60	0.30	0.00

ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-2021 (Pandemic Year)	93%	95%	n/a
2019-20 (up to March when school closed for COVID 19)	92%	95%	n/a
2018-19	92%	95%	96%
2017-18	90%	94%	95%

* No individual school or national attainment data is available for the 2019-20/2020-2021 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	The oral language skills in Reception are lower for PP's than for other pupils. This slows reading and writing progress in subsequent years.
B	There is limited use of higher tier vocabulary used throughout the school especially for the children who are eligible for pupil premium.
C	Many of our children who are eligible for pupil premium have additional needs in their emotional, well-being and mental health which impact on their attitudes to learning.

External Barriers (such as poor attendance)

D	Many of our pupils eligible for pupil premium have either Low or Persistently Low attendance
E	Many of our pupils eligible for pupil premium have a low engagement from parents.

Desired Outcomes

	Outcome	Success Criteria
A	<p>Improve oral language skills in EYFS. Progress scores for specific interventions such as Talk Boost will measure a positive impact.</p> <p>Reading and writing are positively influenced in higher year groups.</p>	<p>PP in Reception class make rapid progress so that the gap between those eligible for PP and those who are not eligible will diminish.</p> <p>Talk Boost Assessments will show progress.</p> <p>KS1 Language and Literacy Intervention will show progress from baselines</p>
B	<p>To ensure children are using quality vocabulary in their spoken and written language. Progress scores will be closer to zero, with a minimum of a 50% reduction.</p>	<p>PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2.</p> <p>Evidence from children's books will show developments in children's written work, and an improved level and use of vocab will be evident.</p> <p>Lesson observations will show improved standard of written work produced by the children.</p>
C	<p>To develop children's positive well-being and ensure the children's mental health needs are being met, so they are ready to learn once at school.</p>	<p>For children to be ready to learn when they have arrive at school, accessing interventions such as ELSA/Positive Play/Nurture if required.</p> <p>Whole School approach to well Being through the Well Being Award for Schools.</p> <p>Mindfulness start for all.</p>

D	To improve the attendance of this group of children.	Attendance to be increased to 96+ in line with National Average Consideration must be taken for those off due to COVID 19
E	For an increased number of parents to be engaged within the education of their child.	<p>An increase in parent's engagement with Class DOJO and any home learning offer that is required.</p> <p>When possible (COVID 19) an increase in the % attending assemblies, workshops etc within school, celebrating the children's work</p> <p>When possible (COVID 19) for parents to be offered specific workshops, upskilling them in specific issues (eg, behavioural needs, anxiety-close relationships with external agencies here eg-CAMHS). Until this is possible, parents signposted to virtual links, resources etc.</p>

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)

Member of staff responsible: G.Lobb/C.Webster. (Individual class teachers for their subject responsibility)

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Quality first class teaching for all.	<ul style="list-style-type: none"> High quality CPD for all staff-calendar of CPD in place throughout the school year High quality resources for each year group (eg-quality reading material for each year group, maths concrete resources etc) 	Review each half term	£8000	For all teaching within the school to be at least Good across all year groups.
2. To embed the teaching of English throughout the school.	<ul style="list-style-type: none"> Talk for Writing CPD, ensuring the process of teaching English is embedded To ensure an DfE's approved systematic synthetic phonics programme is embedded in the school. 	Review termly	£8000 £1000	For all teachers and students to be confident with the process of teaching English, phonics and early reading enabling students to apply the skills taught in their writing across the curriculum

<p>3. For a well-balanced, sequenced full curriculum which builds upon prior knowledge and skills to be offered to all</p>	<ul style="list-style-type: none"> • Further Metacognition training for all staff • Effective use of Knowledge Organisers • Lessons to continually recap on children's prior knowledge, ensuring knowledge is being built upon. Teachers to implement various strategies eg-mini quizzing etc • Subject lead CPD 	<p>Review each half term Subject leads to access regular Subject CPD through Trust throughout the year</p>	<p>£5000</p>	<p>For children to be offered a full, balanced curriculum which is sequenced and builds upon prior knowledge.</p>
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TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Individual class teachers/Learning Mentor/SENCO

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
<p>1</p> <p>To develop children's positive well-being and ensure the children's mental health needs are being met.</p> <p>(Linked to Wider Strategy Priority 1)</p>	<p>Children to attend Nurture Group 3 x aft when possible (COVID 19). Until then the focus will be on individual interventions:</p> <ul style="list-style-type: none"> • Learning Mentor available (not assigned to class) for meeting with children, addressing mental health and well being. • Positive Play sessions • Nurture group for 2 full afternoons per week (plus resourcing) • ELSA Interventions • Anger Gremlins sessions <p>Learning Mentor to lead Pupil Interviews with this group of children</p>	<p>Termly review</p>	<p>£30,000</p>	<p>For children to have a positive well being and their mental health needs being met.</p>

<p>2</p> <p>For all children in receipt of PP to have a personalised PP Tracker, addressing their individual needs.</p>	<p>PP Tracker to be created and updated half termly by teachers addressing the main barriers to learning.</p> <p>A provision map of the school will match the needs of the children.</p>	<p>Pupil Premium Trackers to be shared at each half termly pupil progress meetings.</p>		
<p>3</p> <p>For the gap between those eligible for pupil premium funding and those who are not to diminish within the core subjects</p>	<ul style="list-style-type: none"> • Reading-Talk for Writing Approach for all. • Echo Reading Intervention • KS1 Literacy Intervention • Maths pre teach intervention • Writing Conferences intervention 	<ul style="list-style-type: none"> • 2 x Pupil Progress data drops • Intervention progress 		

WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Zoe Barratt-PSHE Lead

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1 To create and embed a long term culture within the school focusing on the mental health and wellbeing of all.	<ul style="list-style-type: none"> Whole school community to engage with Well Being Award 	Scheduled dates throughout the year, according to Well Being Action Plan	£2000 including staff cover	The whole school community's mental health and wellbeing being prioritised.
2 To ensure children develop a Growth Mindset, building upon their resilience and developing an 'I can do' attitude to learning	<p>Continuation of St Joseph's Golden Skills-Motivation, Resilience, Independence, Unity, Perseverance, Self-Belief.</p> <p>Children to be praised for using these skills in their learning.</p> <p>Children to engage within Commando Joes intervention building upon children's growth mindset.</p>	Throughout the year	<p>£5000</p> <p>£6000</p>	For children to become resilient, independent and positive learners.

<p>3</p> <p>To improve the attendance of this group of children.</p>	<p>Learning Mentor to track the attendance of this particular group.</p> <p>Learning Mentor to also track Low Attendance (those falling between 90-95%)</p> <p>Termly meetings with Persistent Absentees.</p> <p>Office Admin to follow up quickly on absences. First day response provision, Letters sent, Panel Meetings held.</p> <p>Rewards for high attendance</p> <p>Commando Joe Breakfast Club for targeted students.</p>	<p>Weekly attendance tracker</p> <p>Half Termly low attendance tracker</p>	<p>£5000</p>	<p>For the attendance of those eligible for Pupil Premium funding to be in line with national average</p>
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<p>4</p> <p>For an increased number of parents to be engaged within the education of their child.</p>	<p>Parents actively encouraged to engage with Class DOJO throughout the school year.</p> <p>Regular virtual class workshops offered for parents to engage with children's learning. Eg- Phonics workshops, Maths etc</p> <p>Informative sessions held throughout the year for parents eg-phonics workshop, SATS meetings etc. (These will be offered virtually where needed)</p> <p>Paper packs offered to those who require when Lockdown or partial school closure occurs.</p>		<p>£5000</p>	<p>For parents to be actively engaged within their children's learning.</p>
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PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date And by whom?
2	For children to be confident readers and apply sound phonetic knowledge in their reading.	DfE's approved systematic synthetic phonics programmes- Little Wandle to be introduced for all EYFS/KS1	Little Wandle is 1 of the DfE's approved systematic synthetic phonics programmes	<p>Training provided for all members of staff-EYFS Lead and Reading Lead to lead on this.</p> <p>Phonic Observations to check on lesson process.</p> <p>Phonic screening checks to reflect progress points</p>	<p>ZB/CM</p> <p>ZB/CM</p> <p>CM/KS1 teacher</p>	<p>Dec 2020 ZB/CM</p> <p>Feb 2021 TLEE/ZB/CM</p> <p>Dec 2020 KS1 teacher</p> <p>Feb 2021 KS1 teacher</p>
TOTAL estimated budgeted cost?						£4000
Of which from RP Funding:						£4000

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
3	For the gap between those eligible for pupil premium funding and those who are not to diminish within the core subjects	Targeted interventions (see above for detail)	<p>Many different evidence sources, e.g. EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>According to Donald Graves who is considered to be the father of the 'Process to Writing Approach', the primary purpose of a Writing Conference is to "help children teach you about what they know so that you can help them more effectively with their writing."</p> <p>In short, using Writing Conferences will help students become independent writers.</p>	<p>Intervention File monitoring termly</p> <p>Lesson obs/Book scrutiny-are children applying what they have learnt in their interventions?</p>	Class teachers and Learning Mentor	

			<p>Benefits of the Writing Conference strategy:</p> <ul style="list-style-type: none"> • It provides immediate feedback • It creates a positive attitude among students towards writing and motivates them to improve their work • It structures the teaching process around the student's skill level and understanding • It addresses and improves writing skills including the process of writing 			
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TOTAL estimated budgeted cost? £10,000					
Of which from RP Funding: £3685					

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
1	There is a long term culture of prioritising Mental Health and Wellbeing for all within the school community	<p>School to work towards a Well Being Award for Schools (WAS).</p> <p>Well Being Award- improves the mental health of staff and children, raises awareness, offers provision and intervention</p>	<p>Growth Mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. The opposite, a fixed Mindset, refers to the belief that a person's talents are set in stone. Years of research have shown that mindset is malleable. This means that by helping students to develop a growth mindset, we can help them to learning more effective and efficient.</p> <p>Well Being Award- improves the mental health of staff and children, raises awareness, offers provision and intervention</p>	Action Plan to be reviewed regularly with advisor coming into school towards the end of the award to assess.	Zoe Barratt	<p>See Well Being Action Plan for further detail</p> <p>Governor monitoring Jan 2022</p>

4	For an increased number of parents to be engaged within the education of their child.	Class DOJO Parents to engage with virtual events Combination approach of online/paper packs if Lockdown/Home Learning is required		Half Termly review of Class DOJO engagement	GL/Learning Mentor	Half Termly
3	To improve the attendance of this group of children.	Targeted children to attend Breakfast Club Commando Joe. Learning Mentor to track attendance closely. Attendance clinics to be held etc Family Support to work alongside families		Half Termly Attendance Checks	GL/Learning Mentor	
4	For all children to have equal access to wider opportunities	Schools trips eg Residentials to be funded by school where needed		Regular checks by business manager	GL/ SA	Termly
TOTAL estimated budgeted cost?						£12,000
Of which from RP Funding:						

Review of 3 Year Strategy
Sept 2021

	Commentary	Next steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<ul style="list-style-type: none"> • Children's behaviour has been positive since returning and children are pleased to be back in school. • PASS Survey has indicated some negative views. • There has been an increase in Family Support Referrals 	<ul style="list-style-type: none"> • Commando Joes to focus on key groups. • Attendance focus on
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<ul style="list-style-type: none"> • Observations from staff • Standardised tests-NFER when the children returned. • Teacher assessments. • Implementation of Trust Assessment Framework-encourages continual reflection • Century • Nurture Group/ELSA interventions-boxall profiles • Social Care 	<ul style="list-style-type: none"> • Continuation of Trust Assessment
What work have you done to establish the impact on pupils and their families?	<ul style="list-style-type: none"> • Parental survey • Welfare calls throughout the period. 	<ul style="list-style-type: none"> • Reintroduce coffee mornings with external

	<ul style="list-style-type: none"> Worked with external professionals offering Family Support etc 	providers/speakers.
Do families know the impact of the pandemic on themselves and their child/ren?	<ul style="list-style-type: none"> Parental survey Parents eve-remote Informal discussion/conversation opportunities. 	
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"> PASS tests have revealed data which we can now target. Eg-poor attitude to Learning, so Commando Joes is being targeted at this group. 	<ul style="list-style-type: none"> Review of Commando Joe at set intervals. Review PASS in Advent 2022
What learning/experiences positive and negative took place (influences) and what was the impact?	<ul style="list-style-type: none"> Safeguarding, Social, economic, incorrect teaching, misconceptions embedded. For some of our children, the impact of long periods of time spent online has been significant. 	<ul style="list-style-type: none"> PCSO to deliver online safety talks with children throughout the year.
Impact of your strategies to mitigate/lessen the impact of lockdown?	<ul style="list-style-type: none"> Recovery Action plan in place and chased with all stakeholders. Pupil Voice reflected children were pleased to be back in school. Timetables reflected current situation eg-focus on mindfulness start etc 	<ul style="list-style-type: none"> Continually reflect on current national picture.
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"> Cultural capital, Knowledge, routines, experiences, discussions Opportunity to share, take turns, converse with others (not online but in person) 	<ul style="list-style-type: none"> School trips/visitors/residential planned etc
Have you identified more vulnerable groups because of this?	<ul style="list-style-type: none"> We have identified specific children who are requiring additional emotional support eg-ELSA/Commando Joe work etc 	<ul style="list-style-type: none"> Commando Joe groups to reflect needs of children

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?
Quality first class teaching for all.	<p>High quality CPD for all staff-calendar of CPD in place throughout the school year</p> <p>High quality resources for each year group (eg-quality reading material for each year group, maths concrete resources etc)</p>	<p>High-staff have been able to attend training virtually throughout the year. This has led to creation of progression documents and knowledge organisers</p> <p>Mid-resources are in place now for core subjects, including reading material for</p>	<p>Continue ensuring knowledge is progressive throughout the curriculum in all subjects</p> <p>Continue as Foundation Stage subjects still require audit of resources and quality resources purchasing.</p>

		each year group.	
To embed the teaching of English throughout the school.	Talk for Writing CPD, ensuring the process of teaching English is embedded	High-all year groups secure with Talk for Writing process. Good reading data at end of KS2.	Continue-slight refocus to emphasise early reading and the teaching of phonics.
For a well-balanced, sequenced full curriculum which builds upon prior knowledge and skills to be offered to all	Further Metacognition training for all staff Effective use of Knowledge Organisers Lessons to continually recap on children's prior knowledge, ensuring knowledge is being built upon. Teachers to implement various strategies eg-mini quizzing etc Subject lead CPD	Med-some training accessed, but gaps in understanding still remain. High-much improved with knowledge organisers matching lesson content. High-introduction of Flashbacks, consistently being used throughout classes. Med-most subject leaders now accessing Trust Subject Lead groups	Continue-further CPD required on this. Continue-ensuring knowledge organisers are being used consistently. Continue to ensure this is embedded and applied to Trust Assessment Framework Continue to ensure these are attended across all subjects and actions are made as a result.

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?
<p>To develop children's positive well-being and ensure the children's mental health needs are being met.</p>	<p>Children to attend Nurture Group 3 x aft when possible (COVID 19). Until then the focus will be on individual interventions:</p> <p>Learning Mentor available (not assigned to class) for meeting with children, addressing mental health and well being.</p> <p>Positive Play sessions</p> <p>Nurture group for 2 full afternoons per week (plus resourcing)</p> <p>ELSA Interventions</p>	<p>Med-Covid meant no mixing of bubbles which made Nurture very difficult so impact was limited.</p> <p>High-Learning Mentor has established link with families offering support for children, attending TAF meetings etc</p> <p>Medium-no mixing of bubbles which made Nurture very difficult so impact was limited.</p> <p>Med-limited due to bubbles and closures.</p>	<p>Continue-Nurture in fullest sense now bubbles can mix</p> <p>Continue with further time not assigned to a class to support children directly.</p> <p>Continue</p>

	<p>Anger Gremlins sessions</p> <p>Learning Mentor to lead Pupil Interviews with this group of children</p>	<p>Med-Pupil Voice collected but not focused on specific groups of children enough. (except PASS survey)</p>	<p>Continue-direct pp children's voice to be collected.</p>
<p>For the gap between those eligible for pupil premium funding and those who are not to diminish within the core subjects</p>	<p>Reading-Talk for Writing Approach for all.</p> <p>Echo Reading</p> <p>KS1 Literacy</p> <p>Maths pre teach</p> <p>Writing Conferences</p>	<p>Med-this has been limited due to school closures etc. However, standardised tests/teacher judgements have been completed so there is a clear understanding of gaps going forward.</p>	<p>Continue with targeted support ensuring this is appropriately pitched for current baselines.</p>
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?
<p>To create and embed a long term culture within the school focusing on the mental health and wellbeing of all.</p>	<p>School to work towards a Well Being Award for Schools (WAS).</p> <p>Well Being Award-improves the mental health of staff and children, raises awareness, offers provision and intervention</p>	<p>High-all stakeholders involved in Mental Health and Wellbeing Award. Underpins all curriculum work. Children are able to articulate the importance of looking after one's mental health and well being</p>	<p>Continue-award work is being externally moderated in Dec 2021</p>

For an increased number of parents to be engaged within the education of their child.	<p>Class DOJO</p> <p>Parents to engage with virtual events</p> <p>Combination approach of online/paper packs if Lockdown/Home Learning is required</p>	High-very good engagement with Class DOJO and Home Learning offer was strong and well attended.	Continue-hopefully extending this to engagement with parents for the curriculum in person throughout the year
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ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	This is due to be shared at our next Gov meeting in Nov 2021. Available on school website.
How do you know staff understand the strategy and apply correctly?	Staff Meeting time dedicated to this. Pupil Premium Class Trackers analysed and feedback provided.

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
<p>To develop children's positive well-being and ensure the children's mental health needs are being met.</p>	<p>Children to attend Nurture Group 3 x aft.</p> <p>Learning Mentor available (not assigned to class) for meeting with children.</p> <p>Positive Play sessions</p> <p>ELSA Interventions</p> <p>Anger Gremlins sessions</p> <p>Learning Mentor to lead Pupil Interviews with this group of children</p>	<p>Med</p>	<p>These strategies were being successful (eg-Boxall profile results, fewer behavioural incidents) etc-however due to COVID 19 the year has been very disrupted so this will need to be the main focus for next year.</p>
<p>For the gap between those eligible for pupil premium funding and those who are not to diminish within the core subjects</p>	<p>Reading-Talk for Writing Approach for all. • Echo Reading Intervention • KS1 Literacy Intervention • Maths pre teach intervention • Writing Conferences intervention</p>	<p>Med</p>	<p>This was showing impact on the children's progress within core subjects-due to COVID 19 the year was hugely disruptive so this will need to continue next year.</p>

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
<p>To create and embed a long term culture within the school focusing on the mental health and wellbeing of all.</p>	<p>Learning Mentor to track the attendance of this particular group.</p> <p>Learning Mentor to also track Low Attendance (those falling between 90-95%)</p> <p>Termly meetings with Persistent Absentees.</p> <p>Office Admin to follow up quickly on absences. First day response provision, Letters sent, Panel Meetings held.</p> <p>Rewards for high attendance</p>	<p>Med</p>	<p>This was having an impact on attendance figures due to COVID 19 the year was hugely disruptive. All strategies will continue but attendance will not be main focus next year as this will be difficult with children isolating (COVID 19). Therefore change of focus to 'Engagement' will be required to ensure all children are accessing education if being taught at home etc</p>