

# 3 Year Pupil Premium Strategy Plan 2022 - 2025

# St Joseph's Catholic Academy Matlock

## SUMMARY INFORMATION

### PUPIL PREMIUM LEADERSHIP INFORMATION 2022-23

Pupil Premium Lead	Charlotte Webster	Governor Lead	Karen McCluskey	Trust Lead	
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### CURRENT PUPIL INFORMATION 2023-24

Total number of pupils:	129	Total pupil premium budget:	£91,620	Date of most recent PP Review	Planned Lent Term 2024
		Carried over funding from 2022/23:	£0		
Number of pupils eligible for pupil premium:	71	Recovery Premium Funding (RPF):		Publish Date:	December 2023
		RPF Carried over funding from 2021/22:			
Proportion of disadvantaged pupils:	55%	Total PP and RPF budget:	£91,620	Statement authorised by:	Stacey Carr (Headteacher)

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	27	38%
Girls	44	61%
SEN support	26	37%
EHC plan	2	3%
EAL	2	3%

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers

A	A significant number of disadvantaged children have multiple barriers which hamper progress and impact on learning behaviours. Some PPG children in school have been hampered in their progress through gaps in learning from previous school years.
B	Analysis shows pupils in the PPG group to have a deficit in place value and mental maths skills (such as in the use of times tables and application of place value) which impacts on attainment in maths.
C	Poor attitudes to reading/a lack of reading outside school means that PPG children do not (on average) develop fluency in reading as early as non-ppg pupils which also prevents them from comprehending more complex texts.
D	Low starting points in the Early Years Foundation Stage.

### External Barriers

E	Children have limited opportunities to build cultural capital through out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imagination and vocabulary. This in turn impacts directly onto Writing and Reading attainment.
F	The punctuality/attendance rates of PPG children are proportionately higher than non-PPG children – this means that a significant number of PPG children attain at low rates.

## Desired Outcomes

	Outcome	Success Criteria
A	Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning.	High proportions of disadvantaged pupils (80%+) who have no additional barriers make accelerated progress and are on track to attain ARE by Summer 2023 Interventions are targeted precisely at need and work vertically through school.
B	Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified.	Mental maths is regular in occurrence. Arithmetic skills are more prevalent. Y4 tables test shows positive outcomes. Pupils' procedural fluency is in line with year group expectation.
C	Ensure that children, including PPG children develop fluency in line with their peers and are exposed to a wide range of experiences which promote reading within and outside school.	Phonics outcomes improve for all including PPG children. Monitoring of phonics is robust and RWI groups regularly reviewed and tailored to needs. Reading resources are organised and well- matched to pupils' needs.
D	Ensure that explicit opportunities to build strong oracy skills are built into the curriculum offer for all children including PPG children.	Key Vocabulary sequenced and in place - staff know expectations. Improved outcomes for PPG children. High profile of KV through school and children use consistently through discussion. Monitoring of key vocabulary and is a regular part of drop- ins. FS oracy framework in place and staff know expectations.
E	Ensure that all children have opportunities to build cultural capital through the provision of a range of curriculum experiences and have access to a wide range of extra-curricular opportunities.	Children's breadth of experiences is more varied and provides depth of knowledge. Cultural links across subjects are established and this enhances children's knowledge of the world. Teachers are focused on ensuring cultural capital is high profile. Range of extra- curricular activities is increased throughout 2022- 23 Opportunities for extra-curricular activities other than sport are increased.

F	To ensure the punctuality/attendance rate within the PPG cohort rises.	<p>Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs.</p> <p>Percentage of disadvantaged children classified as persistently late/absent falls to be in line or close to rest of cohort.</p>
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### THE PUPIL PREMIUM TIERED MODEL



### Tiered Approach:

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil's outcomes. Through the three tiers of intervention we address the barriers through are based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

High Quality teaching for all – ensuring every child, including disadvantaged children, have access to consistently high-quality teaching and learning which promotes good progress.

Targeted academic support – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

Wider strategies – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

We believe in the value of high-quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

### 3 YEAR PUPIL PREMIUM STRATEGY

#### TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: C.Webster & C.Montgomery

Priority	Barrier addressed	Activity	By when	Approximate costings	Success measure
<p><i>Ensure that children, including PPG children develop fluency in line with their peers and are exposed to a wide range of experiences which promote reading within and outside school:</i></p> <p>Ensure all children, including PPG and disadvantaged children are receiving a consistently high-quality provision in phonics, backed up by clear, ambitious expectations of progress.</p> <p>Ensure that all children, including those who are disadvantaged or in receipt of PPG are receiving a consistently high-quality standard of teaching in reading. This to be backed up by clear benchmarks and ambitious expectations of progress.</p> <p>Develop the school environment as a driver to promote reading for example through –</p> <ul style="list-style-type: none"> <li>• Developing the school library as a hub for reading within the school</li> <li>• Promoting books and authors explicitly through display and environments</li> <li>• Creating promotional initiatives such as book vending machine, Cosy Reads, mobile library</li> </ul>	C	<p>Designate and develop early reading. This includes training for the members of staff in phonics excellence to develop the role to include:</p> <ul style="list-style-type: none"> <li>• Assess and audit current phonics practice.</li> <li>• Ensure all resources are complete and replenished to ensure Little Wandle runs smoothly.</li> <li>• Organise intervention programmes for disadvantaged and other children to ensure that children do not fall behind.</li> <li>• Ensure fluency is high profile in reading.</li> <li>• 100 books to read before you leave KS2 to be implemented fully and reward children who read regularly and for pleasure.</li> <li>• Library to be colour banded and updated to foster a love of reading.</li> </ul>	<p>June 2024</p> <p>Review January 2024 April 2024</p>	<p>£8500</p> <p>Staff costs (Phonics teachers) Cover and training costs Resources</p> <p>£3000</p> <p>Educational resources/ subscription</p> <p>£10,000 (Library budget)</p>	<p>The vast majority (85%) of children (including PPG pupils) to be able to blend effectively on entering KS1 (Phase 4+).</p> <p>The vast majority (85%) of children (including PPG pupils) to be able to decode effectively by the end of year 1 (Phase 5+).</p> <p>The vast majority (80%) of children (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2.</p>

<p><i>Ensure that explicit opportunities to build strong oracy skills are built into the curriculum offer for all children including PPG children:</i></p> <p>Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children.</p>	D	<p>Continue to build the range of strategies applied in the classroom to promote oracy – for example question/sentence stems.</p> <p>Develop metacognition strategies in order to build on the work in oracy and promote speaking, listening and debate.</p> <p>Identify a named key leader to promote oracy and drive its development as a key strategy across the school:</p> <ul style="list-style-type: none"> <li>• Implement training and CPD</li> <li>• Introduce oracy framework and raise the profile of oracy in the classroom.</li> <li>• Purchase resources to ensure that children’s oracy development is a priority across the curriculum.</li> </ul> <p>Design and deliver CPD to further develop the provision for oracy across school</p>	<p>April 2024</p> <p>Appoint key leader and TA to complete the Oracy lead training</p> <p>Assessed FS pupils 3 group sessions p/w (30m) Focused vocabulary</p> <p>Target children for weekly sessions</p> <p>Review February 2023</p>	<p>£2000</p> <p>Cover and training costs</p>	<p>Oracy is a key feature of practice in all classrooms and pupils, including PPG pupils are increasingly expressive – high quality talk is a feature of all lessons.</p> <p>Innovative approaches to oracy are being developed and oracy is being used as a tool to promote learning across the curriculum.</p> <p>Oracy becomes embedded as a core strategy and underpins the development of higher order thinking skills through strategies such as metacognition – this has a disproportionately strong impact of PPG children.</p>
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TARGETED ACADEMIC SUPPORT (Interventions)

Member of staff responsible: S Carr & Z Barratt

Priority	Barrier addressed	Activity	By when	Costings	Success measure
<p><i>Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning:</i></p> <p>Ensure that additional targeted support is put in place for individuals and groups who have gaps in learning – to provide pre and post teaching support and ensure rapid progress.</p>	A	<p>Individually tailored teacher or TA led interventions will be put in place to enable pupils who have not made sufficient progress to make accelerated progress and catch up with or exceed expectations.</p> <p>Interventions will take place on a regular basis and will target those areas in which children have misconceptions in order to address gaps and enable children to progress</p>	<p>May 2023</p> <p>School-Led Grant Funding Tutor Groups</p> <p>Advent 2/Lent 1 Phonics/Reading focus (Precision Interventions) TA led</p>	<p>£16,000 (£10,000 SGF)</p> <p>£12,500</p> <p>Staff and training costs</p>	<p>High proportions of disadvantaged pupils (80%+) who have no additional barriers make accelerated progress and are on track to attain ARE+ by Summer 2023</p> <p>Interventions are targeted precisely at need and work throughout school.</p>

<p><i>Ensure that all children build strong mental maths skills with gaps being consistently targeted when they are identified:</i></p> <p>Ensure that all children including PPG children leave the early years of maths development (EYFS-Y1) with strong understanding of basic concepts – this to be reinforced through targeted individual intervention.</p> <p>Ensure that all children, including PPG and disadvantaged pupils, develop a firm and fluent understanding of maths in years 2-6 through the use of targeted intervention.</p> <p>Ensure that all children, including PPG children are fluent in their recall of the times tables through the use of high quality online learning both in and outside of school.</p>	<p><b>B</b></p>	<p>Ensure mental maths is evident in all sessions and linked to a range of mathematical concepts.</p> <p>Daily Pre-Teach and Post-Teach sessions in Maths.</p> <p>Approach to mental maths modelled by SC/EC through school.</p> <p>Times tables Rockstars implemented fully and used by KS2.</p> <p>Maths Shed</p> <p>Times Tables Rock Stars</p>	<p>July 2024</p>	<p>£10,300</p> <p>Staff costs</p> <p>£2000</p> <p>Cover and training costs</p> <p>Resources</p> <p>£1400</p>	<p>Mental maths is regular in occurrence.</p> <p>Arithmetic skills are more prevalent.</p> <p>Y4 tables test shows positive outcomes.</p> <p>Pupils' procedural fluency is in line with year group expectation.</p>
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WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: C Webster & N Lomas

Priority	Barrier addressed	Activity	By when	Costings	Success measure
<p><i>Ensure that all children have opportunities to build cultural capital through the provision of a range of curriculum experiences and have access to a wide range of extra-curricular opportunities:</i></p> <p>Develop a clearly structured curriculum which builds in opportunities to address the deficits in experience which PPG/ Disadvantaged pupils may face in comparison to their non-PPG peers.</p> <p>Develop and embed a range of guaranteed experiences which all children will gain during their time at St Joseph's – these will take place during the school day and be part of the core curriculum offer.</p>	<p>E</p>	<p>Curriculum development in school to continue and be high profile. Opportunities for cultural capital to be broadened. Curriculum intent, implementation and impact to be accessed by all:</p> <ul style="list-style-type: none"> <li>• Cultural capital to be broadened through visits and visitors to school.</li> <li>• Broadening experiences within school (e.g. using historical artefacts and sources, geographical work etc)</li> <li>• Feedback to be taken from schools across the Trust and from moderation processes throughout the term to ensure needs of learners are met on an ongoing basis.</li> <li>• Lessons are more focused on the broader curriculum and progress is evident in the vast majority of classes.</li> </ul>	<p>July 2023</p> <p>Staff CPD sessions – cultural capital across the curriculum</p> <p>Review May 2023</p>	<p>£8000</p> <p>Staff costs</p> <p>£8500</p> <p>Clubs and trip costs</p> <p>£850</p> <p>£1000</p> <p>After school and Breakfast club</p>	<p>The school's curriculum offer includes a wide range of experiences which enrich and broaden the children's thinking</p> <p>All PPG/Disadvantaged children have the opportunity to experience the school curriculum on an equal basis with non- disadvantaged pupils.</p> <p>Curriculum Guarantees in place and clearly understood by all stakeholders</p> <p>Records show that the vast majority of PPG pupils (95%+) are accessing the breadth of experiences included in the guarantees.</p> <p>All PPG children are accessing a residential visit during their time at St Joseph's.</p>

<p>Increase the range of extra-curricular activities available to all pupils, including PPG pupils.</p>	<p>E</p>	<p>In conjunction with cultural capital where possible, children (including PPG children) will have regular opportunity to participate in extra-curricular activities and attendance monitored.</p> <ul style="list-style-type: none"> <li>• Broadening extra-curricular activities in school which include, but are not exclusively sport related (e.g. chess, art, drama etc)</li> <li>• Continue to work with external PE provider to provide high quality extra-curricular sporting activities.</li> <li>• Ensure local and events are attended where required to enhance extra-curricular skills.</li> </ul> <p>Recovery Premium Funding</p>	<p>SIP focus – regular review Termly update on Headteachers Report to LGB</p>	<p>£2500 Resources</p>	<p>All PPG children are involved in at least one extracurricular activity throughout the year.</p>
<p><i>To ensure the punctuality/attendance rate within the PPG cohort rises:</i></p> <p>Ensure that existing consistent approaches to dealing with attendance are developed and refined to have the maximum impact possible.</p> <p>Develop targeted strategies to focus on individual families in the promotion of good attendance.</p>	<p>F</p>	<p>Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.</p> <p>When the Adults change Training The Mindfulness Teacher training</p> <p>Thrive assessments undertaken and action plans created</p> <p>Mental health &amp; well-being programme/training</p> <p>Senior Mental health lead trained</p> <p>Restorative behaviour training</p>	<p>January 2024 Personal communication – targeted parents  Attendance information shared with parents</p>	<p>£2800 Staff costs / Resources  £1,550 £500  3,650 x 3 (£10,950)  £800</p>	<p>Rates of persistent lateness/absence in PPG children are in line with or better than other children.</p> <p>Overall rates of attendance for PPG children improve and are in line with other children.</p>

## PUPIL PREMIUM ACTION PLAN: 2023-2024

TEACHING PRIORTIES						
Priority 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	Develop the school environment as a driver to promote reading.	<ul style="list-style-type: none"> <li>-Begin to develop class and school library for reading within the school</li> <li>-Promoting books and authors explicitly through display and environments</li> <li>-Creating promotional initiatives such as book vending machine, Cosy Reads, mobile library</li> <li>-Daily reading scheme</li> <li>-Y5/6 pupils to buddy younger pupils to promote strong reading</li> </ul>	The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.	<p>The vast majority (85%) of children (including PPG pupils) to be able to blend effectively on entering KS1 (Phase 4+).</p> <p>The vast majority (85%) of children (including PPG pupils) to be able to decode effectively by the end of year 1 (Phase 5+).</p> <p>The vast majority (80%) of children (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2.</p>	<p>S Carr</p> <p>Z Barratt</p> <p>C Montgomery</p>	Review Feb 2024
D	Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children.	<ul style="list-style-type: none"> <li>Identify and sequence Key Vocabulary for all curriculum subjects from FS – Year 6.</li> <li>Key Vocabulary built into lesson sequence, working walls and Spaced Learning sessions.</li> <li>Develop the Early Years Curriculum</li> <li>Create an oracy lead within school.</li> </ul>	EEF studies show that Oral language development has a positive impact on all pupils, however this is disproportionately the case for pupils who are disadvantaged.	<p>Monitoring through pupil interviews, working walls and Spaced Learning session outcomes.</p> <p>Improved data levels</p> <p>High levels of retention of vocabulary</p>	<p>S Carr</p> <p>C Webster</p>	Review Feb 2024
TOTAL estimated budgeted cost						15,000
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	Ensure that a structured individualised programme of intervention is in place, addressing individual barriers to attainment and gaps in learning:	<p>Opportunities for Pre/Post teach identified on PT sheet.</p> <p>Intervention timetables are in place for each class, identifying needs to address gaps in learning,</p>	<p>EEF research shows that rapid intervention (split inputs during sessions or immediate intervention) has a significant impact on closing gaps.</p> <p>Specialist intervention and addressing barriers such as Speech and Language issues have been shown to be key factors in enabling pupils to make good progress (EEF)</p>	<p>Termly data</p> <p>Monitoring reports by subject leads</p> <p>Pupil progress meetings.</p> <p>Communication is a priority between Teacher and TA.</p>	<p>S.Carr</p> <p>C.Webster</p> <p>Z.Barratt</p>	Review Feb 2024
B	Ensure that all children, including PPG children are fluent in their recall of the times tables and basic number facts through the use of high-quality online learning both in and outside of school.	<p>Daily Pre-Teach and Post-Teach sessions in Maths.</p> <p>Times tables Rockstars implemented fully and used by KS2.</p> <p>Embed the use of Rekenrek in maths sessions.</p> <p>Consolidate the use of Maths no problem as a scheme of work throughout school.</p> <p>Deliver training on digging deeper activities to support fluency and beyond.</p>	The EEF additionally highlights the role of targeted, immediate intervention to build understanding in maths.	<p>Monitoring through drop-ins and work scrutinies.</p> <p>Pupil voice and rapid recall.</p> <p>Coverage is more successful and topic reviews are completed quicker and with greater levels of success.</p>	E Coxhead	Review Feb 2023
TOTAL estimated budgeted cost?						£1000

## 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
F	Develop targeted strategies to focus on individuals and families in the promotion of good attendance.	<p>Train and establish the role of senior mental health lead.</p> <p>Luna Café</p> <p>Calm club</p> <p>Zones of Regulations</p> <p>Thrive programme</p> <p>'Offer the Daily Mile'</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p>	<p>To address gaps in Social, Emotional and Mental Health.</p> <p>For children to become closer to age related expectations in emotional reasoning, regulation and understanding.</p>	<p>S Carr</p> <p>Z Barratt</p> <p>A Taylor</p> <p>S.Shirley</p> <p>C.Webster</p>	Review Feb 2024
F	Develop targeted strategies to focus on individuals and families in the promotion of good attendance.	<p>Establish St Joseph's as an OPAL (Outdoor Play and Learning)</p>	<p>Rasing levels of childhood obesity.</p> <p>1 in 6 children at Primary school age are diagnosed with a specific mental health illness.</p> <p>The Health and Safety Executive states that Play is an important part of Children's well- being and development.</p>	<p>Staff trained in facilitating play especially at lunch time.</p> <p>This will benefit all children, attendance will improve, Mental health and well-being will improve.</p> <p>Children will develop skills such as imaginative play, cognition, fine and gross motor skills .</p> <p>Behaviour improves.</p> <p>All children enjoy and engage in play at lunchtime.</p>	<p>S Carr</p> <p>N Lomas</p> <p>A Taylor</p> <p>Z Baratt</p> <p>B Lemon</p>	Review Feb 2024

F	Develop targeted strategies to focus on individuals and families in the promotion of good attendance.	To monitor, track and respond to low and attendance and persistent absentees.	Research from the DfE points to an irrefutable link between high attendance and attainment.	A monitoring period of attendance throughout school.  Attendance policy structure is enforced.  Letters sent out to Parents and other sanctions enforced.  Offer of support for those children persistently absent.  Strong communication between Pastoral Lead and target families.	S Carr  S Allen  S Shirley	Review Feb 2024
E	Develop and embed a range of guaranteed experiences which all children will gain during their time at St Joseph's - these will take place during the school day and be part of the core curriculum offer.	Offer 'Other Faith' experiences.  50 things to do before I leave St Josephs  Whole school experiences x2 a year  eg: Pantomime, Winter Wonderland, Beach	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPG/ disadvantaged pupils may have less opportunity to build cultural capital - this in turn impacts on their attainment.	The school's curriculum offer includes a wide range of experiences which enrich and broaden the children's thinking.  All PPG/Disadvantaged children have the opportunity to experience the school curriculum on an equal basis with non- disadvantaged pupils.	S Carr  C Webster  N Lomas	Review Feb 2024
TOTAL estimated budgeted cost						£13500
TOTAL						

## PUPIL PREMIUM ACTION PLAN: 2022 - 2023

TEACHING PRIORTIES				
Priority from 3 Year plan	Action	Impact	Why will you continue with this provision/why won't you?	
Ensure all children, including PPG and disadvantaged children are receiving a consistently high-quality provision in phonics, backed up by clear, ambitious expectations of progress.	Organise catch up intervention programmes for disadvantaged and other children to ensure that children do not fall behind.	High – Robust system of phonics monitoring in place. Phonics groups are regularly reviewed and changed to optimise provision.	This provision will continue to ensure the monitoring of PPG children.	
Ensure that explicit opportunities to build strong Oracy skills are built into the curriculum offer for all children including PPG children.	Identify and sequence Key Vocabulary for all curriculum subjects from FS – Year 6. Key Vocabulary built in to lesson sequence, working walls and Spaced Learning sessions.	Med – Vocabulary progression grids are in place for all areas of the curriculum. Vocabulary is becoming a integral part of planning/ teaching and working walls.	Provision will continue. Monitoring through pupil interviews, working walls and Spaced Learning session outcomes. Staff will continue to build consistency and high levels of recall.	

TARGETED ACADEMIC SUPPORT				
Priority No. from 3 Year plan	Desired Outcome	Impact	Why will you continue with this provision/why won't you?	
Ensure that additional targeted support is put in place for individuals and groups who have gaps in learning – to provide pre and post teaching support and ensure rapid progress.	Pupil Passport  Precision interventions  Pre/post teaching sessions	High –  Pupils are identified and targeted in a personal way.  Interventions are delivered in a targeted way. Provision map shows targeted interventions and is monitored and adjusted according to need.	Yes provision will continue to ensure children are identified and targeted correctly to ensure progress.	
Ensure that all children, including PPG children are fluent in their recall of the times tables through the use of high-quality online learning both in and outside of school.	Daily Pre-Teach and Post-Teach sessions in Maths.  Times tables Rockstars implemented fully and used by KS2.	Low – Some children are accessing and recalling times table knowledge, but not all.	Basic maths recall of number facts particularly recall of times tables need to be stronger to build greater progress in maths,	
WIDER STRATEGIES				
Priority No. from 3 Year plan	Action	Impact	Why will you continue with this provision/why won't you?	
Develop a clearly structured curriculum which builds in opportunities to address the deficits in experience which PPG/ Disadvantaged pupils may face in comparison to their non-PPG peers.	Cultural capital to be broadened through visits and visitors to school.  Broadening extra-curricular activities in school which include, but are not exclusively sport related		Monitoring of planning to ensure cultural capital is ongoing.  Cultural capital is high profile in staff meetings.  Extra- curricular events are high profile in school.	



<p>Develop targeted strategies to focus on individual families in the promotion of good punctuality/attendance</p>	<p>Offer 'Daily Mile' three mornings a week.</p> <p>Breakfast Club</p> <p>Luna Café</p> <p>Attendance monitoring</p>	<p>High impact</p> <p>Leaders work closely with the families of disadvantaged PPG children to engage with them and improve punctuality/attendance.</p> <p>Attendance has improved and the number of persistent absentees has fallen.</p>	<p>Work on attendance will continue.</p> <p>Luna Café to engage families who are struggling with issues surrounding attendance.</p> <p>A new attendance policy written to address attendance issues.</p> <p>Letters sent to families in a supportive way</p>	
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## REVIEW September 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?	Rag
<p>Quality first class teaching for all.</p>	<p>-Keep up not catch up -Children are being targeted through QFT and support in class.</p>	<p>Mid – Flashback sessions are now being used consistently, TA need to be redirected to ensure supported needed in key areas.</p>	<p>Flashbacks are being planned in more detail and with greater frequency. We will look at planning opportunities weekly to revisit learning and new vocabulary.</p>	
<p>To embed the teaching of English throughout the school.</p>	<p>Little Wandle has been purchased for the teaching of Phonics. Class reading books have been labelled to allow children to access the correct reading materials.</p> <p>Phonics training delivered by C. Montgomery on 8.4.22</p>	<p>Med – Children are now grouped and being taught phonics in fluid groups.</p> <p>High quality reading books are now being taken home in line with the new phonics scheme.</p>	<p>Continue, this scheme is still relatively new and time is needed to see how this effects children's progress.</p>	

<p>For a well-balanced, sequenced full curriculum which builds upon prior knowledge and skills to be offered to all</p>	<p>-Work continuing on the curriculum, Composites and components ( Trust Inset Day)          -knowledge organisers revisited          -Flashbacks and build in revisits.          -New progression documents are being created to support the curriculum and planning.</p>	<p>High – Curriculum now well designed and progression across year groups clear.</p>	<p>Yes – work will continue to develop the curriculum and provide opportunities for revisiting.           Further work on the progression of vocabulary/oracy needed.</p>	
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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?	
<p>For all children in receipt of PP to have a personalised PP Tracker, addressing their individual needs.</p>	<p>Edukey is in the pipeline as a way to track PP and SEN children          -Class trackers have been created to show what is being down for children in school.           -New IEP's have been written for those who fit into SEN and PP.</p>	<p>Med – Still need a tracker that links the targets for disadvantaged children.</p>	<p>Yes - but we need to design a more productive PP tracker to help identify short term goals and improvement communication with parents.</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?	
To improve the attendance of this group of children.	<p>-Low attendance children were targeted through the sessions before and after school with 'Commando Joe'</p> <p>Sessions ran for a term and a half. Children were specially selected and provision was made for siblings either with Commando Joe or at Breakfast club. Take up was very poor and only 10% -15% of children attended and not regularly.</p> <p>Attendance action plan has been created ( GL)</p>	<p>Med – attendance did improve for some children after where targeted and parents were invited in and attendance was made obvious during parents evening.</p> <p>Low/med – Commando Joe The PP children that were targeted didn't engage in the breakfast and after school clubs that were offered.</p> <p>It was enjoyed by those children who did attend or had the in school sessions.</p>	<p>Yes – attendance will continue to be a priority for our PP children.</p> <p>No – Commando Joe, it didn't have the impact that was desired in raise attendance and punctuality.</p>	<p>Yellow</p> <p>Red</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>-Emotional literacy/ Positive Play Sarah</p> <p>- Chloe Forest School and afternoon wages</p> <p>- Forest school training for CM</p> <p>- Learning mentor has removed from timetable to work with and support those children who need it</p>	<p>High – Children really engage and enjoy Forest schools, it has raise enjoyment and moral.</p> <p>LM has improved the mental well-being of children in need of nurture, improved attitudes to learning.</p>	<p>Yes - Forest schools and nurture sessions will continue with targeted children.</p>	<p>Green</p>

# REVIEW JULY 2021 (Impact of Global Pandemic)

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>-Children's behaviours has been positive since returning and children are pleased to be back in school.</li> <li>-PASS survey has indicated some negative views.</li> <li>-There has been an increase in Family Support Referrals</li> </ul>	<ul style="list-style-type: none"> <li>-Commando Joe to focus on key groups</li> <li>-Attendance focus on</li> </ul>
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<ul style="list-style-type: none"> <li>-Observations from staff</li> <li>Standardised tests -NFER when the child has returned</li> <li>-Teacher assessments</li> <li>-Implementation of Trust Assessment Framework – encourages continual reflection</li> <li>-Century</li> <li>-Nurture Group/ELSA interventions- boxall profiles</li> <li>-Social Care</li> </ul>	<ul style="list-style-type: none"> <li>-Continuation of Trust assessment</li> </ul>
What work have you done to establish the impact on pupils and their families?	<ul style="list-style-type: none"> <li>-Parental surveys</li> <li>-Welfare calls throughout the period</li> <li>-Worked with external professions offering Family Support.</li> </ul>	<ul style="list-style-type: none"> <li>-Reintroduce coffee mornings with external providers/speakers</li> </ul>
Do families know the impact of the pandemic on themselves and their child/ren?	<ul style="list-style-type: none"> <li>-Parental survey</li> <li>-Parents evening remote</li> <li>-Informal discussion/conversation opportunities</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>-PASS tests have revealed data which we can now target. EG. Poor attitude to learning, so Commando Joes is being targeted at this group.</li> </ul>	<ul style="list-style-type: none"> <li>-Review Commando Joe at set intervals</li> <li>-Review PASS in Advent 2022</li> </ul>
What learning/experiences positive and negative took place (influences) and what was the impact?	<ul style="list-style-type: none"> <li>-Safeguarding, Social, Emotional, incorrect teaching, misconceptions embedded</li> <li>-For some of our children, the impact of long periods of time spent online has been significant.</li> </ul>	<ul style="list-style-type: none"> <li>-PSCO to deliver online safety talks with children throughout the year.</li> </ul>
Impact of your strategies to mitigate/lessen the impact of lockdown?	<ul style="list-style-type: none"> <li>-Recovery Action plan in place and chased with stakeholders</li> <li>-Pupil Voice reflected children were pleased to be back in school</li> <li>-Timetables reflected current situation eg- focus on mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>-Continually reflect on current national picture</li> </ul>
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"> <li>-Cultural Capital, knowledge, routines, experiences, discussions</li> <li>-Opportunity to share, take turns, converse with others (not online but in person)</li> </ul>	<ul style="list-style-type: none"> <li>-School trips/ visitors/residential planned etc</li> </ul>
Have you identified more vulnerable groups because of this?	<ul style="list-style-type: none"> <li>-We have identified specific children who are requiring additional emotional support eg. ELSA/Commando Joe.</li> </ul>	<ul style="list-style-type: none"> <li>-Commando Joe groups to reflect needs of children.</li> </ul>

# REVIEW SEPTEMBER 2021

TEACHING PRIORITIES				
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?	
For the gap between those eligible for pupil premium funding and those who are not to diminish with the core subjects	Reading – Talk for Writing approach for all. Echo Reading KS1 Literacy Maths Pre Teach Writing conferences	Med – this has been limited due to school closures etc. However, standardised test/teacher judgements have been completed so there is a clear understanding of gaps going forward.	Continue with targeted support ensuring this is appropriately pitched for current baselines.	
To develop children's positive well-being and ensure the children's mental health needs are met.	Children to attend Nurture Group 3 x aft when possible. Until then focus on individual interventions. Learning mentor available for meeting with children, addressing mental health and well-being. Positive play sessions ELSA interventions Anger Gremlin sessions LM-Pupil interview with this group of children	Mid – Covid meant no mixing of bubbles which made nurture very difficult so the impact was limited. High – Learning mentor has established links with families offering support for children attending TAF meetings etc.	Continue – Nurture in fullest sense now bubbles can mix. Continue with further time not assigned to a class to support children and families directly.	
TARGETED ACADEMIC SUPPORT				
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?	
To create and embed a long term culture within the school focusing on the mental health and well-being of all.	School to work towards a Well Being award for schools (WAS)  Well Being Award improves the mental health of staff and children, raises awareness, offers provision and intervention.	Mid – all stakeholders involved in mental health and well-being award. Underpins all curriculum work. Children are able to articulate the importance of one's mental health and well-being.	Continue award work is being externally moderated in Dec 21	

WIDER STRATEGIES				
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?	
For an increased number of parents to be engaged within the education of their children.	Class DOJO Parents to engage with virtual events Combination approach of online/paper packs if Lockdown/Home learning is required.	High- very good engagement with DOJO and Home Learning offer was strong and well attended.	Continue hopefully extending this engagement with parents for the curriculum in person throughout the year.	

## REVIEW SEPTEMBER 2020

TEACHING PRIORITIES				
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?	
Quality first class teaching for all	High quality CPD for all staff-calendar of CPD in place throughout the school year	<b>Med</b>	High quality teaching was produced in all year groups-however the year was very disrupted due to Covid. Quality Home Learning was produced and there was good engagement from children.	
	High quality resources for each year group (eg quality reading material for each year group, maths concrete resources etc)  Quality texts to be covered within English-based on texts recommended from Literacy Shed/Pie Corbet	<b>High</b>	Quality texts purchased-raised expectations for all. Library area created-this now needs audit of quality texts available in here. Texts for KS1 and EYFS have been purchased.	
To embed the teaching of English throughout the school.	Talk for Writing CPD, ensuring the process of teaching English is embedded	<b>High</b>	Teachers are all confident in teaching of Eng through Talk for Writing process. This process is now being implemented within other subjects. Strong end of KS2 reading data	

TARGETED ACADEMIC SUPPORT				
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?	
To develop children's positive well-being and ensure the children's mental health needs are being met.	<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 Intervention</p> <p>Anger Gremlins sessions</p> <p>Learning Mentor to lead Pupil Interviews with this group of children</p>	Med - due to Covid	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.	
For the gap between those eligible for pupil premium funding and those who are not to diminish within the core subjects	<p>Reading-Talk for Writing Approach for all. •</p> <p>Echo Reading Intervention •</p> <p>KS1 Literacy Intervention •</p> <p>Maths pre teach intervention •</p> <p>Writing Conferences intervention</p>	Med- due to Covid	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.	

WIDER STRATEGIES				
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?	
To create and embed a long term culture within the school focusing on the mental health and wellbeing of all.	<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>	Med	<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>	

ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	Yes
How do you know staff understand the strategy and apply correctly?	<p>Staff Meeting session.</p> <p>Linked with Pupil Progress Meetings.</p> <p>All staff regularly update/action targets for PPG children</p> <p>Involvement with actions and impact (data analysis)</p> <p>Shared with Link Governor.</p>