



SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021-2022

Pupil Premium Lead	Megan Watts	Governor Lead	Mr John Boxall
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CURRENT PUPIL INFORMATION 2021-2022

Total number of pupils:	242	Total pupil premium budget:	£56,064	Date of most recent PP Review	
Number of pupils eligible for pupil premium:	45	Amount of pupil premium received per child:	Ever 6 free school meals: £1345 <b>Looked-after children (LAC) and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order: £2345</b>	Date for next internal review of this strategy	<b>Advent term 2022</b>
Proportion of disadvantaged pupils:	18%			Statement authorised by: M. Watts.	

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	16	35%
Girls	29	65%
SEN support	13	29%
EHC plan	1	2%
EAL	7	16%

### Assessment data for previous 3 years \*

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

EYFS DATA 2018-19						
	Pupils eligible for PP %	Pupils not eligible for PP %	All pupils %	National PP %	National non-PP %	National All pupils %
% achieving Good level of development (GLD)	100	86	87	57	74	72
% meeting EXP or exceeded in Reading	100	90	91	62	79	77
% meeting EXP or exceeded in Writing	100	90	91	58	76	74
% meeting EXP or exceeded in Maths (Number)	100	95	96	66	82	80
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	33	93	87	57	74	72
% meeting EXP or exceeded in Reading	67	93	90	62	79	77
% meeting EXP or exceeded in Writing	33	93	87	59	76	74
% meeting EXP or exceeded in Maths (Number)	67	100	97	66	82	80
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	100	86	87	56	73	71

% meeting EXP or exceeded in Reading	100	86	87	63	79	77
% meeting EXP or exceeded in Writing	100	86	87	58	76	73
% meeting EXP or exceeded in Number	100	93	93	66	81	79

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	86%	87%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	79%	80%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	75%	88%	87%	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	67	60	70	na	na	na
% meeting expected standard or above in reading	67	85	83	62	78	75
% meeting expected standard or above in writing	67	70	70	55	73	69
% meeting expected standard or above in maths	67	85	83	62	79	76
KSI ATTAINMENT 2017-18						
	%	%	%	%	%	%
% achieving expected standard or above in reading, writing and maths	50	60	70	na	na	na
% meeting expected standard or above in reading	50	88	81	60	78	75
% meeting expected standard or above in writing	50	77	73	53	73	70
% meeting expected standard or above in maths	50	80	61	61	79	76

KSI ATTAINMENT 2016-17						
	%	%	%	%	%	%
% achieving expected standard or above in reading, writing and maths	50	53	60	na	na	na
% meeting expected standard or above in reading	100	75	77	61	78	76
% meeting expected standard or above in writing	50	68	67	51	71	68
% meeting expected standard or above in maths	50	75	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	43%	90%	79%	51%	71%	65%
Progress score in reading	2.62	0.82	1.27	-0.03	0.32	0.03
Progress score in writing	0.76	0.73	0.74	-0.50	0.27	0.03
Progress score in maths	5.86	1.95	2.93	-0.71	0.37	0.03
KS2 DATA 2017-18						
% Ks2 Attainment RWM combined at expected standard or higher	71%	96%	90%	51	70	64
Progress score in reading	3.12	2.94	2.98	-0.60	0.30	0.03
Progress score in writing	1.88	1.23	1.37	-0.40	0.20	0.03
Progress score in maths	5.25	1.33	2.22	-0.60	0.30	0.03
KS2 DATA 2016-17						
% Ks2 Attainment RWM combined at expected standard or higher	60%	86%	82%	48	67	61

## KS2 Data 2018-19

Progress score in reading	4.32	3.61	3.72	-0.70	0.30	0.00
Progress score in writing	-0.70	1.26	0.96	-0.40	0.20	0.00
Progress score in maths	3.75	3.45	3.50	-0.60	0.30	0.00

## ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	95%	96.3%	N/A
2018-19	94.1%	96.1%	96%
2017-18	94.3%	95.8%	95.8%

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers (such as poor literacy skills)

A	<u>Coherency across the Writing curriculum</u> : Historic issues with the design of the writing curriculum have been highlighted by data suggesting that PP children do not make as rapid progress in writing 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 writing has contributed to this.
B	<u>Mobility</u> : Many of our 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.

### External Barriers (such as poor attendance)

C	<u>Emotional wellbeing and attachment difficulties</u> : Many of our Pupil Premium children are also our most vulnerable in terms of their resilience, their relationships with themselves and others and their ability to regulate their emotions. Research clearly indicates that this has a detrimental impact on
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	children's readiness for, and their ability to engage in, their learning.
D	<u>Lack of time given to home learning</u> : Home learning is crucial in supporting children's progress and includes regular opportunities for reading, times tables practice and facilitating and supporting the school's curriculum through the completion of homework and work set during past and potential school closures. For many 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 challenging working patterns or family situations.
E	<u>Lack of access to life experiences and activities that support and promote aspiration</u> : Many of our Pupil Premium children cannot easily access a broad range or variety of activities and life experiences that provide enrichment. The reasons for this are myriad and complex and can include factors such as financial constraints, lack of access to transport and pressures involving work and childcare commitments.

Desired Outcomes		
	Outcome	Success Criteria
A	For there to be a fluent and well-planned writing curriculum to enable children to be confident and secure with composition, grammar, punctuation and spelling, as well as wide and varied vocabulary.	For progression in writing to be accelerated across key stages. Key assessment points to show that 80% of pupils have met the expected standard in writing. Lesson observations and evidence in books will show a consistent whole school approach and an improvement in composition, grammar, punctuation and spelling, alongside improved and more varied vocabulary.
B	Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.	For pupils who arrive in school after September of their Reception year, careful assessment and analysis of their strengths and weaknesses regarding the basic building blocks of learning will be carried out and appropriate, targeted interventions implemented as needed. Liaison between PP lead and class teacher will ensure QFT and appropriate deployment of class TA to support child's learning needs. Evidence in books over time will show these building blocks to be in place.
C	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 and therapeutic play. Whole school approach to wellbeing, with all staff and pupils to have an awareness of strategies which enhance positive wellbeing. Children will be ready to learn when they come into school in the morning.
D	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 always rely on parental support. Parents will be signposted to useful information regarding school and home learning. Parental engagement will increase and opportunities will be provided through school for parents to "upskill" or increase their own confidence. 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 e.g. beginning school earlier or access to wrap around care.
E	For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	Provide a curriculum that broadens opportunities and life experiences so that children gain the knowledge and cultural capital that they need to succeed in life. Enrichment opportunities such as outdoor learning, school trips / experience days / visitors and extra-curricular activities to be embedded into our curriculum in a meaningful and contextualised way in order to maximise outcomes and aspirations. PP pupils to be targeted e.g. invited specifically to extra-curricular clubs. Extra-curricular activities offered are tailored to specific needs of our PP children in school.

### 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: Megan Watts / Helena Carrazedo				
Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure

<p>A - For there to be a fluent and well-planned writing curriculum to enable children to be confident and secure with composition, grammar, punctuation and spelling, as well as wide and varied vocabulary.</p>	<p>The Write Stuff to be fully embedded across the school.</p> <p>The Write Stuff CPD.</p> <p>High quality resources for each year group to support with the embedding of The Write Stuff approach.</p>	<p>Review termly.</p>		<p>For all staff to be confident with the process of teaching using The Write Stuff approach to writing, enabling pupils to apply their skills accurately in grammar, punctuation and spelling in context for their written compositions.</p>
<p>B - Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.</p>	<p>Quality first teaching for all.</p> <p>High quality CPD for all staff, ongoing throughout the year.</p> <p>Effective deployment of TAs to maximise and enhance support needed.</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>	<p>Review termly.</p>		<p>For all teaching across the school to be at least good for all year groups. Resources purchased to enhance the curriculum. Evidence of impact of specific interventions.</p>



<p>D - 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>Well balanced and fully sequenced curriculum.</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 organisers, golden threads 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>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>
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**TARGETED ACADEMIC SUPPORT** (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Megan Watts / Helena Carrazedo

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
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<p><b>A - For there to be a fluent and well-planned writing curriculum to enable children to be confident and secure with composition, grammar, punctuation and spelling, as well as wide and varied vocabulary.</b></p>	<p>Specific interventions targeting students with specific needs e.g. fine motor / physical literacy programmes, Bounce Back Phonics to support spelling, Word Aware vocabulary support / SNIP spelling fluency support.</p> <p><b>TAs to work with a group of key pupils within writing lessons – following The Write Stuff teaching methods.</b></p>			<p><b>Writing interventions will address gaps in learning and support children in meeting the expected standard for their year group.</b></p>
<p><b>B - Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.</b></p>	<p><b>Meeting with PP lead to assess needs of the pupils and plan support accordingly.</b></p> <p><b>Range of interventions to be delivered by specialist TAs – pupils will be prioritised for these interventions.</b></p>	<p>Review termly</p> <p>Review termly</p>		<p><b>Gaps in learning and pupils' needs identified early on. Provision maps created and regularly updated. Intervention TA timetable will be updated each half term.</b></p>
<p><b>C - 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.</b></p>	<p>Nurture and therapeutic play specialist to support specific children through liaison with class teachers and review of provision maps x 4 days a week.</p>	<p>Review half-termly</p>		<p><b>For children's emotional and mental health needs to be met and appropriate support to be delivered to all pupils.</b></p>

<p>D - 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>Targeted / personalised interventions</p> <p>1:1 additional reading for pupils to ensure regular reading to an adult.. Time given in school to completed directed tasks such as Times Tables Rock Stars etc.</p>	<p>Review half-termly</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>
<p>E - For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.</p>	<p>All children to access regular, tailored outdoor learning classes with a specialist teacher.</p> <p>Enrichment weeks enabling learning to be revisited and enhanced through experience days, visitors to school and, where possible, school trips.</p> <p>Extra-curricular opportunities to target areas that increase cultural capital e.g. debating club.</p>	<p>Review termly</p>		<p>For children to be accessing high quality enrichment opportunities and extra-curricular activities to raise their aspirations.</p>

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

Member of staff responsible: Helena Carrazedo / Victoria Garside / Megan Watts

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
C - 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><b>Wellbeing Provision</b></p> <p>Twice termly outdoor learning sessions for identified pupils.</p> <p>Growth mind -set and 1decision sessions to be delivered regularly.</p> <p>Opportunities to access a range of clubs.</p>	Termly		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.
D - 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><b>Parental Support</b></p> <p>Curriculum and Reading / Writing meetings and information for parents to support them with home learning.</p> <p>Regular liaison with parents via new class email system.</p> <p>Paper packs and technology supplied to families who require it in the event of school closure.</p>	Review half-termly		For parents to be actively engaged in their children's learning and for children to have the resources they need at home.

E - For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	Extra-curricular programme across school – PP children specifically invited to attend these groups. Opportunities specifically aimed at increasing cultural capital e.g. debating club.	Half-termly		For children to be accessing high quality enrichment opportunities and extra-curricular activities to raise their aspirations.
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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	Cost
A	For accelerated progress in writing skills (underpinned by The Write Stuff approach) and understanding of language skills leading to strong outcomes in KS2, ensuring gaps in learning are carefully planned for and addressed, and that our children are secondary ready.	School Led Tuition (accessing full government grant)	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	Monitoring will ensure its successful implementation: lesson observations, work scrutiny and pupil voice.  Carefully timetabled, planned for and groups chosen at ratio of 1:3 to maximise impact.  Liaison between class teachers, tutor and PP lead to ensure correct children are targeted and to discuss impact and any changes needed on a regular basis.	Co-ordinated by M. Watts	£1485 (school contribution to SLG funding)
B	Pupils who arrive in school after September of their	Quality first teaching for all.  Nuffield Early	EEF - Good teaching is the most important lever schools have to improve outcomes	Learning walks, environment checks, pupil voice, pupil progress meetings, lesson	HC / MW / RD / KJ	Teacher salary

	Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.	Language Intervention (NELI) to be introduced for specific children, further to a baseline assessment.	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.	observations and book looks.  TA to undertake training during INSET time to ensure proper implementation of NELI programme.		TA salary – 4.5 hours per week
D	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.	Investment in online programmes such as Times Tables Rock Stars (particular focus in Y4 to support acquisition of times tables and automaticity) and Education City to enable children to receive work that is tailored to their specific needs to complete at home.	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.	Engagement with these programmes to be monitored throughout the year and recognition given in class e.g. times tables awards to ensure high levels of engagement.	Class teachers monitored by SLT.	£816 – Education City subscription  £122.64 – TT Rock Stars subscription

TOTAL estimated budgeted cost?

### 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	Cost
A	For there to be a fluent and well-planned writing curriculum to enable children to be	Specific interventions targeting students with specific needs – phonics intervention with trained TA for	EEF - Evidence consistently shows the positive impact that targeted interventions can have, including on those who are not making good	Data from intervention assessments, tracking via Insight, careful planning to ensure support is targeted to individual needs. Use of	KR / HG	TA salary – 2.5 hours per week, per intervention

	confident and secure with composition, grammar, punctuation and spelling, as well as wide and varied vocabulary.	children in Y3 and 4 to address gaps further to identification of need through screening, ECHO reading (fluency), Project X (comprehension)	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.	catch-up funding to further supplement provision and support needed. Holistic approach between intervention practitioner and classroom staff to ensure consistency and opportunities to apply knowledge acquired in class.		
B	Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.	Use of Reception baseline assessment to inform QF teaching and plan accordingly. Curriculum to be tailored to key areas of need within the classroom to ensure children achieve ELGs	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.	Use of provision mapping tool – investment in EduKey.  Use of Insight to track and monitor children’s achievement and progress. Planning tailored to specific needs within classes.	MW / VG / RD	£750 Edukey subscription
C	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.	Nurture interventions and therapeutic play to continue.  Whole school approach to support wellbeing to be introduced.	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, SDQ data.	PC / MW	
D	For an increased	Investment in further	Preparedness for remote	Feedback from parents,	VG / MW	£10,000

	<p>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>technology to ensure provision is available for home learning as needed.</p>	<p>learning is vital in the current climate: school restrictions due to the Covid-19 pandemic must be anticipated within all school budgets.</p> <p>NFER evidence shows that although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families. Therefore, access to technology could be crucial in supporting engagement and positive impact.</p>	<p>uptake of technology offered by school from previous lockdowns, ensuring all children, including those with siblings, have the option to access learning using technology at home.</p>		
E	<p>For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.</p>	<p>Targeted extra-curricular opportunities</p> <p>Outdoor learning specialist providing staff CPD and a range of experiences for our pupils.</p>	<p>The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading</p>	<p>Uptake of extra-curricular opportunities, teacher meetings, curriculum design</p>	<p>VG / HC / MW</p>	<p>Subscription to local sports specialist partnership: £1200</p> <p>Outdoor learning specialist – Adventure Unlocked: £200 per day</p>



			books and going on educational outings in the early years of secondary school. Further, the importance of homework, especially during Year 11 was uncovered. The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.			
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TOTAL estimated budgeted cost?

## 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	Cost
C	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.	Curriculum design Increased residential offer for all children	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	Parent meetings to ensure parents are involved and encouraged to allow their children to participate. Support offered to ensure ALL children are able to attend.	MW / PC / BP / JM	Y3: £65 per child Y4: £120 per child Y5: £147.70 + bus per child Y6: £300 per child

			non-cognitive outcomes such as self-confidence.			
E	For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	Extra-curricular whole school programme  Increased residential offer	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school. Further, the importance of homework, especially during Year 11 was uncovered. The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	Uptake of extra-curricular opportunities, teacher meetings, targeting specific children to attend	MW / JM / VG	Drumming workshop experience for all children: £567  Pantomime in school: £4 per child
TOTAL estimated budgeted cost?						

## Review of strategy for 2021-22

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Medium, Low) How do you know?	Lessons learnt and continue with this provision?
A - For accelerated progress in writing skills (underpinned by The Write Stuff approach) and understanding of language skills leading to strong outcomes in KS2, ensuring gaps in learning are carefully planned for and addressed, and that our children are secondary ready.	School Led Tuition (accessing full government grant)	<p><b>MEDIUM IMPACT:</b></p> <p>Evidence recorded in tuition work books show that pupils made progress on the individual skills and knowledge areas targeted by the tutors. These were identified by the class teachers and were selected to plug specific gaps in knowledge. KS2 data reflects good progress and outcomes for our Y6 pupils who were targeted.</p> <p>PASS survey results reflect little disparity between PP children and non-PP children's attitudes to learning and themselves as learners. As a school, we now need to further unpick how to build perceived learning capability and confidence in our children and this is something to be mindful of as we plan our SLG tutoring for next year.</p>	This action was introduced this year and will continue next year as the funding is to be reallocated. Whilst there are clearly great gains to be made from this provision, we need to stay vigilant about the demands that additional tuition places on our most vulnerable pupils. This needs to remain a priority as an embed action.
B - Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.	Quality first teaching for all.  Nuffield Early Language Intervention (NELI) to be introduced for specific children, further to a baseline assessment.	<p><b>MEDIUM IMPACT:</b></p> <p>Outcomes for EYFS this year were 77% GLD. Focus on prime areas of learning in first term enabled children to build strong foundations on which to build.</p> <p>Data from NELI indicated good progress for all children completing the programme and use of spoken language and confidence increased for all children.</p>	Continue to build on best practice and emphasis on vocabulary rich environments in order to support, develop and focus on improving outcomes for KS1.
D - For an increased number of pupils to be completing weekly home learning tasks, as well as engaging fully with home learning with any future	Investment in online programmes such as Times Tables Rock Stars (particular focus in Y4 to support acquisition of times tables and automaticity) and Education	<p><b>MEDIUM IMPACT:</b></p> <p>Impact of TT Rockstars is that the average score for PP children in Y4 was 20.8 out of 25. 4 out of 5 PP children scored 20 or above in the MTC. (HIGH)</p> <p>Education City use throughout school was not consistent</p>	Use of TT Rockstars to continue and seek to maximise Education City usage, ensuring consistency throughout school. Class emails continue to be maintained and continue to liaise closely with

potential school closures.	City to enable children to receive work that is tailored to their specific needs to complete at home.	enough to evaluate its impact. This is something to explore for next year and to create a plan for how to move forward ensuring greatest impact.	parents this way, as well as via our school app and, increasingly via our website.
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## TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Medium, Low) How do you know?	Lessons learnt and continue with this provision?
A - For there to be a fluent and well-planned writing curriculum to enable children to be confident and secure with composition, grammar, punctuation and spelling, as well as wide and varied vocabulary.	Specific interventions targeting students with specific needs – phonics intervention with trained TA for children in Y3 and 4 to address gaps further to identification of need through screening, ECHO reading (fluency), Project X (comprehension)	<b>MEDIUM IMPACT:</b> Some interventions implemented and TAs moved to different classes / Key Stages to maximise expertise – CPD given over in staff meeting time. Pupil Premium children monitored via our provision maps ensuring liaison between TAs, class teachers and SLT to enable gaps to be addressed and interventions completed according to needs identified, leading to good progress in KS2.	Further embed specific interventions targeting needs as identified through provision mapping process, Catch Up funding application etc. Interventions to continue and expand our offer as needed. Focus next academic year on KS1 interventions needed to support
B - Pupils who arrive in school after September of their Reception year will receive focused intervention, where needed, to ensure building blocks of learning crucial to enable the curriculum to be accessed are in place.	Use of Reception baseline assessment to inform QF teaching and plan accordingly. Curriculum to be tailored to key areas of need within the classroom to ensure children achieve ELGs.	<b>MEDIUM IMPACT:</b> This to continue as still relevant due to missed experiences and learning due to lockdown. 77% GLD outcomes. Introduction of EduKey to support in the process of monitoring and mapping support for PP children. Challenging year with staffing in Reception, therefore continue with provision as stated previously.	Ensure children make a strong start to Reception and early intervention continues to be a priority.
C - 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.	Nurture interventions and therapeutic play to continue.  Whole school approach to support wellbeing to be introduced.	<b>HIGH IMPACT:</b> Evidence from SDQs, enhanced transition offer throughout school in place, responsive to needs and children supported as needed. Zones of Regulation evident across all year groups, high levels of engagement from the children. Pupil Voice indicates that children can articulate their feelings and how they make them feel, as well as strategies to deal appropriately with a range of emotions as they move through school.	To continue this high level of support for our most vulnerable children and families. Careful identification of children and responsive targeted support to continue with our Therapeutic Play specialist. Further introduction of virtues and explicit teaching of these as part of our Catholic Character

			Education to continue to build on this 22-23.
D - 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.	Investment in further technology to ensure provision is available for home learning as needed.	HIGH IMPACT: School now has two new class sets of laptops for the children to use, both in lessons and in the event of any home learning that is needed. This ensures that all children, including PP children who may not have technology at home, have access to this to support their learning.	Continue to build ICT capacity in school with further investment in iPads to support in class learning according to the PP provision mapping process.
E - For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	Targeted extra-curricular opportunities  Outdoor learning specialist providing staff CPD and a range of experiences for our pupils.	HIGH IMPACT: All children in all KS2 classes attended the residential last year. Parent and pupil voice indicated high levels of enjoyment, participation and achievement. School was able to support families to ensure equal access to these experiences. This offer to continue in 22-23.  Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the EEF evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. As a school, we have first hand evidence of outdoor learning having beneficial impacts.	This provision will continue to be refined and rolled out again this academic year. Additional clubs offered as part of our school-led grant funding, based on specific gaps and catch up.

## WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with this provision?
C - For existing emotional health, mental health and attachment needs to be identified at the earliest	Curriculum design  Increased residential offer for all children	HIGH IMPACT: Evidence from SDQs, enhanced transition offer throughout school, responsive to needs and children supported as needed.	To continue this high level of support for our most vulnerable children and families. Careful identification of children

opportunity and strategies to be put in place to meet the children's needs, so they are ready to learn.		All children in all KS2 classes attended the residential last year. Parent and pupil voice indicated high levels of enjoyment, participation and achievement. School was able to support families to ensure equal access to these experiences. This offer to continue in 22-23. Year 2 children accessed a free sleepover at school run by Y2 staff. All children attended.	and responsive targeted support to continue with our Therapeutic Play specialist. Continue to involve parents in this way, through encouraging engagement with these opportunities.
E - For all of our PP children to have access through provision in school to high quality enrichment opportunities and to be attending extra-curricular activities designed to increase cultural capital.	Extra-curricular whole school programme  Increased residential offer	MEDIUM IMPACT: Due to several staffing changes and challenges, alongside high levels of Covid absence in the Lent term, our extracurricular offer was impacted. Sports club continued and all PP children in KS2 were invited to and attended a sports club during the year.	This provision will continue to be refined and rolled out again this academic year. Audit current offer and develop further opportunities, ensuring a broad cover of options across all key stages.

## ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Strategy is shared with parents on website. Successes in the interventions and actions are celebrated through Celebration Liturgies and parents evenings. Governors are informed of PP strategies through governors meetings. Staff are involved at every level in planning and actioning the interventions and actions specified.
How do you know staff understand the strategy and apply correctly?	Key barriers to learning and recommended strategies are communicated to all staff. All PP children included on provision maps and discussed to maintain a high profile when teachers plan for the needs of their class. This is monitored by PP lead and SENDCO. Focus for PP children during any monitoring taking place.