

# Pupil premium strategy statement - 3 Year Plan 2020-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Review Oct'22

Review July '23

Detail	Data
School name	St Elisabeth's CE Primary School
Number of pupils in school	294 272 270
Proportion (%) of pupil premium eligible pupils	27%. 79/272=29% 82/270 = 30% Of this group, 30% have SEND. Of this group, 32% have SEND. Of this group, 35% have SEND.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan
Date this statement was published	Nov'21
Date on which it will be reviewed	Oct '22 July '23
Statement authorised by	Bev Burrows
Pupil premium lead	Jo Millen
Governor / Trustee lead	Lee Jamieson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,910 from April '23 £109, 415
Recovery premium funding allocation this academic year	£11,600 £12,150

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,510 <b>£121,565</b>

# Part A: Pupil premium strategy plan

## Statement of intent

St Elisabeth's CE Primary School takes a whole school, tiered approach to raising standards, closing gaps and addressing barriers to learning. During 2021/22, the Pupil Premium Grant will be used primarily to ensure quality first teaching is at heart of our school priorities and strategy for improvement to make sure gaps between disadvantaged children and other groups of children across the school close and that opportunities are provided for all children to enhance their learning provision, experiences, aspirations and cultural capital. Funding will also be used to provide specific intervention and support that is designed to make sure gaps are closing, children are being challenged and standards are being raised for all children across the school.

These spending decisions support the school's priorities for development as outlined in the School Improvement plan. The exact nature of interventions and opportunities funded by Pupil Premium has been and will be determined after rigorous data analysis of each child's progress and attainment, undertaken by staff termly.

All interventions are chosen carefully to tackle underachievement or challenge pupils further, address barriers to learning, and support all pupils with the ultimate aims of closing any gaps in attainment between groups of pupils / national performance in these areas whilst enriching the learning experiences of the children.

Funding will also be spent to support individual pupils and their families further to provide them with enrichment or wellbeing opportunities that without additional intervention, they may not have accessed.

In addition to the PPG funding, St Elisabeth's CE will provide additional financial resources from the school's annual budget to pay for a number of additional interventions and activities that will benefit all children and further support the objectives of 'closing the gaps' between groups of pupils, extending learning opportunities across the school and ensuring that disadvantage does not mean lack of opportunity and aspiration.

### **What is distinctive about our Pupil Premium offer?**

- There is a whole school priority and commitment to raising standards, closing gaps and addressing barriers to learning - we are committed to 'Closing the Gap' between vulnerable pupils and the rest of the school population – the progress these groups in school make is at the heart of school improvement, especially post COVID lockdowns.
- We have capacity and flexibility in school know that all children are different and have different needs and use our knowledge to allocate spending for best value and need; If we feel that a child would benefit from additional, personalised support, we will invest pupil premium and support that child in a bespoke way.
- Barriers to learning are identified for all pupils and individual support by class teachers is offered to groups and individuals. Additional interventions are led by qualified teachers and skilled teaching assistants designed to close gaps in learning and target individuals to accelerate progress across the school.
- Since Jan'20, the Assistant Headteacher, Jo Millen, is the Pupil Premium Champion and oversees pupil premium spend and impact across the school.

- The school has an identified governor for with responsibility for Pupil Premium Lee Jamieson reflecting further the school's commitment and priority given to disadvantaged pupils and their families.
- Regular reports on the progress of pupils supported by Pupil Premium are given to the Governing Board. Meetings regularly discuss strategies and their impact.
- Early intervention is a priority.
- Spending is evaluated and reviewed regularly to address any additional barriers to learning to ensure interventions have maximum impact on closing any gaps in attainment between the disadvantaged and non-disadvantaged cohorts both in school and when compared to all children nationally - the leadership team alongside the Headteacher and governors analyse attainment and progress of children in receipt of PPG to ensure that interventions are effective.
- Extended learning out of school hours via Breakfast Club, homework resources etc.
- Class teachers assess the performance of PPG pupils as a vulnerable group within their class and report to SLT during pupil progress meetings specifically. The progress made by this cohort in school is linked to appraisal outcomes for all teaching staff.
- Attendance is a high priority in school. Children and their families are supported by class teachers, the school business manager and headteacher to ensure children are in school and ready to learn.
- Emotional, social and wellbeing support is offered by the school to all children and their families by staff across the school.
- 'Able disadvantaged' children are tracked specifically and planned for to ensure they continue to progress and achieve their potential.
- The pupil premium offer is transparent and accessible to all - **NO STONE IS LEFT UNTURNED** when supporting children to be the best learners and people they can be. (Belonging, Believing, Becoming)

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gap in numbers of PP children achieving or exceeding national levels in reading, writing and maths across school

Evaluation	Reading:	School att	School Progress	National prog												
	All pupils	73.8%	+ 1.12	above												
	Dis	64.3%	+ 1.29	above												
	Non dis	78.6%	+1.02													
	Writing	school att	school prog	National prog												
	All pupils	64.3%	+0.21	above												
	Dis	57.1%	+0.26	above												
	Non dis	67.9%	+0.19													
	Maths	School att	school prog	National prog												
	All pupils	59.5%	-1.0													
	Dis	64.3%	+0.83	above												
	Non dis	57.1%	-2.07													
	GAPS	school att	National att													
	All	85.7%	above													
	Dis	85.7%	above													
	Non dis	85.7%	above													
Interim Evaluation (Spring 2 Data)	<table><tr><td>Year 2</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP on track</td><td>23%</td><td>15%</td><td>0%</td></tr><tr><td>Cohort on track</td><td>33%</td><td>26%</td><td>31%</td></tr></table>				Year 2	Reading	Writing	Maths	PP on track	23%	15%	0%	Cohort on track	33%	26%	31%
	Year 2	Reading	Writing	Maths												
	PP on track	23%	15%	0%												
	Cohort on track	33%	26%	31%												
	36% of pupils in receipt of PP funding are also SEND within the Year 2 cohort.															
	<table><tr><td>Year 6</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP on track</td><td>57%</td><td>57%</td><td>57%</td></tr><tr><td>Cohort on track</td><td>72%</td><td>69%</td><td>64%</td></tr></table>				Year 6	Reading	Writing	Maths	PP on track	57%	57%	57%	Cohort on track	72%	69%	64%
	Year 6	Reading	Writing	Maths												
	PP on track	57%	57%	57%												
	Cohort on track	72%	69%	64%												
	38% of pupils in receipt of PP funding are also SEND within the Year 6 cohort.															
Evaluation	<table><tr><td>Year 2</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>PP at ARE+</td><td>54%</td><td>38%</td><td>46%</td></tr><tr><td>Cohort at ARE+</td><td>61%</td><td>53%</td><td>58%</td></tr></table>				Year 2	Reading	Writing	Maths	PP at ARE+	54%	38%	46%	Cohort at ARE+	61%	53%	58%
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	Cohort at ARE+	61%	53%	58%												
	36% of pupils in receipt of PP funding are also SEND within the Year 2 cohort.															

Year 6	Reading	Writing	Maths
PP at ARE+	36%	62%	50%
Cohort at ARE+	62%	78%	60%

38% of pupils in receipt of PP funding are also SEND within the Year 6 cohort.

2	<p>Baseline assessments across school for all pupils show a widening of gaps. Baseline assessment show % of children on entry to each group have significantly dropped due to COVID 19 lockdown since 20.3.20.</p> <p>End of year assessments show that some children have not expected progress in a few year groups.</p>
Evaluation	<p>The vast majority of pupils within school have made expected or accelerated progress. Attainment within the majority of classes has increased since lockdown. Case studies have been completed for children who have not achieved their targets and intervention has been put in place to support.</p>
Evaluation	<p>The tracking of children within school has changed with an emphasis on attainment against the expected standards as opposed to progress from individual starting points. Children from Year 1 to Year 6 are assessed using NFER tests and past SATS papers to secure teacher assessment. Intervention has taken place for phonics, reading and maths within identified year groups especially those in Year 1, Year 2 and Year 6 however progress to expected standards have been minimal. Moving forward, the focus is on Quality First teaching.</p>
3	<p>Delivering the 'Read to Write' process with a consistent and rigorous approach across the school supported by First Steps</p>
Evaluation	<p>Read to Write units have been adapted to best meet the needs of the children at St. Elisabeth's including a focus on key skills to enable SPaG objectives to be covered as well as address gaps in learning. First Steps resources and pedagogy is also used to support the delivery of wider writing opportunities and to ensure genre coverage. Book Looks have shown that text types are being delivered using a whole school approach which benefits the children within school.</p>
Evaluation	<p>This academic year, Read to Write Units and First Steps are embedding as the approaches being used to ensure a consistent teaching approach is being delivered across school. The delivery of 'Read to Write' is continuing to be rigorously monitored and staff have received feedback on improving practise. The process is continuing to be adapted to best meet the needs of all learners and the same approach is being taken when using 'First Steps' to teach non-fiction genres. Writing results at the end of Key Stage 2 have increased by 16%; disadvantaged pupils' attainment has increased by 5% from last year's results.</p>
4	<p>Fluency, Problem Solving and reasoning skills in maths: to reduce gaps in learning to ensure children make maximum progress enabling them to be at ARE.</p>
Evaluation	<p>White Rose Resources are used to support the teaching of Maths using the CPA approach. Currently, a negative progress measure was seen in 2022 however this has diminished from previous years. In addition, disadvantaged pupils have a positive progress measure of +0.83 which is above National. The SDP continues to have a focus on Maths to ensure attainment and progress are in line with National.</p>
Evaluation	<p>White Rose Resources are continuing to be used however other changes have taken place, during the Summer Term, in order to improve outcomes for all children including the disadvantaged. Staff are</p>

	working with a consultant to develop the use of the CPA (concrete, pictorial and abstract) approach so children have a clear understanding of place value and number to ensure children have the building blocks to move into the next step in their learning. A 20 minute teaching session has been added to all timetables each day which is dedicated to developing these skills. Staff are also teaching a dedicated arithmetic lesson each week to address misconceptions.		
5	EYFS, and current Year 2 and 3, to reduce gaps in learning to ensure children make maximum progress enabling them to achieve a GLD ARE/pass the phonics screen.		
Evaluation Interim Evaluation Projected Data (May 23)  Final data	<b>FOUNDATION STAGE.</b>	43%	
	% ACHIEVING GLD	54%	
		53%	
	<b>Y1 PHONICS</b>	76%	
	% MEETING THE REQUIRED STANDARD	75%	
		77%	
Evaluation	<b>Y2 PHONICS</b>	10%	
	% OF RE-TAKES MEETING THE REQUIRED STANDARD	64%	
		60%	
	<p>The tracking of phonics has been a priority this year for all children in EYFS, KS1 and the children in Years 3 and 4 (with gaps in their phonological knowledge due to COVID). Attainment within Year 1 is inline with pre-COVID attainment and progress has been closely monitored so clear intervention could be put in place.</p> <p>Attainment in EYFS is still below pre-COVID levels as many children within this cohort were unable to access pre-school provision as well as missing socialisation activities due to lockdown.</p> <p>Phonics is now being taught using the Little Wandle scheme to ensure a clear, systematic approach is used by all staff.</p>		
6.	Low parental engagement with learning: homework completion can be a barrier for children especially disadvantaged cohort – access to resources at home.		
Evaluation	Following Parental Questionnaires, homework has been adapted to allow children to complete half termly based on Science, History and geography topics. In addition, funding has been used to enable all children access to Times Tables Rock Stars as well as Mathletics.		



7	Attendance rates for pupils eligible for a group of disadvantaged pupils significantly below expected levels.						
Evaluation	The table below shows attendance for the last academic year for PP and non-pp pupils. Attendance was still being affected by COVID during the last academic year. Absenteeism is challenged by the attendance officer and is further supported by the Child and Family Support Worker.						
Evaluation		Pupils in Group	Attendance	Authorised	Unauthoris ed	Late before register closes	Late after register closes
	Pupil Premium	103	91.65%	6.48%	1.87%	1.67%	0.25%
	Non Pupil Premium	223	93.38%	5.37%	1.25%	0.77%	0.06%
		Pupils in Group	Attendance	Authorised	Unauthoris ed	Late before register closes	Late after register closes
	Pupil Premium	82	92.6	6.36	1.04	1.49	0.21
	Non Pupil Premium	190	92.79	5.67	1.55	0.78	0.10
8	Significant % of PP cohort multiple barriers to learning such as SEN etc.						
Evaluation	32% of pupils in receipt of PP have SEND needs. These children are additionally supported by SEND support plans to meet their additional needs.						
Evaluation	35% of pupils in receipt of PP have send needs. These children are continuing to be supported by SEND support plans to meet their needs. All classes have TAs to support in meeting the needs of all learners within classes.						
9	Lack of opportunity, cultural capital and aspiration exists for many families across the school. Poverty is a barrier for some families.						
Evaluation	During COVID restrictions, the opportunities for visitors into school was reduced however the choice to texts within English, history topics and work linked to the school ethos of ‘Belonging, Believing, Becoming’ has enabled children to build their cultural capital. Black History Month, poetry days and book character days also allowed children to develop cultural capital.						
Evaluation	To develop cultural capital and develop aspirations, all classes have been able to access visitors into school and/or take part in school trips linked to a variety of curriculum areas. Year 6 pupils attending Robinwood in July 2023, and in receipt of PP funding, have had 20% reduction in the cost of this residential.						

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge number	Intended outcome	Success criteria
1-4	<p><b>Outcome:</b> PP eligible and able pupil premium to meet or exceed age-related expectations in all year groups and national expectations at end of Key Stages. Any gaps in attainment and progress rates between PP eligible and Non-PP eligible to close in reading, writing and maths.</p> <p><b>Measured:</b> Progress from baselines of each child will be specifically discussed at progress meeting led by the Pupil Premium Lead / SMT termly. Any gaps or dips in attainment the Pupil Premium lead will explore with class teacher / SENCO / subject leaders further how Quality First Teaching can have a greater impact or if alternative intervention is required to enable the child to make expected or more than expected progress, presented to governors by HT for review.</p>	<p>Monitoring cycle is embedded in the school and led by HT, SLT, class teachers and governors</p> <ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings / Records of monitoring / data analysis</li> <li>• Book scrutiny work (staff meeting / subject leaders)</li> <li>• Learning walks</li> <li>• Lesson monitoring</li> <li>• Appraisal discussions</li> </ul> <p>SMT / SENCO / HT ensure interventions / strategies to close gaps and raise attainment to be planned by / delivered by most appropriate member of staff (class teacher / trained support) for maximum impact.</p>
	<p><b>Outcome:</b> High 'quality first teaching' in reading, writing and maths will be a focus for internal and external CPD</p> <p><b>Measured:</b> Curriculum weekly planning will show how the curriculum is personalised for specific learners and the progress that they make. Lesson observations / learning walks / appraisal process</p>	<p>Monitoring identifies CPD need linked to raising attainment</p> <p>CPD arranged for staff</p>
	<p><b>Outcome:</b> Pupils considered for interventions to be identified through progress meetings following data analysis attended by SMT, SENCO and HT. Resources (who will deliver the intervention and resourcing / type of intervention) carefully allocated to ensure support is personalised to target specific gaps in knowledge, understanding or attainment following analysis of data</p> <p><b>Measured:</b> Through analysis of interventions (SENCO / Class teacher / HT) Measured through in-year data / observations and end of year published data.</p>	<p>Impact of CPD monitored, shared, reviewed as part of CPD / staff meeting cycle - minuted</p> <p>Quality first teaching in all areas of school observed</p> <p>Tracking schools impact on pupil progress 19/20 outcomes analysed</p>
	<p><b>Outcome:</b> PP eligible and able pupil premium to meet or exceed age-related expectations in all year groups and national expectations at end of Key Stages. Any gaps in attainment and progress rates between PP eligible and Non-PP eligible to close in reading, writing and maths</p> <p><b>Measured:</b> Progress from baselines of each child will be specifically discussed at progress meeting led by</p>	<p>KS1 and KS2 data to show good progress and attainment for PP eligible children when compared with national in all phases of school</p> <p>Quality of T&amp;L judged as good/Outstanding</p> <p>Progress measures gap school/national closing</p>

	<p>the Pupil Premium Lead / SMT termly. Any gaps or dips in attainment the Pupil Premium lead will explore with class teacher / SENCO / subject leaders further how Quality First Teaching can have a greater impact or if alternative intervention is required to enable the child to make expected or more than expected progress, presented to governors by HT for review.</p>	<p>Progress in books evident</p> <p>Moderation activities by class teachers, subject leaders and governors provide evidence of children working at EXS / GDS in reading, writing and maths</p>
5	<p><b>Outcome:</b> Greater % of PP eligible children to achieve GLD/ARE and national expectations at end of Foundation Stage. Gaps in attainment between PP eligible and Non-PP eligible to close</p> <p><b>Measured:</b> End of year data – communication / speaking and listening goal, specific intervention, teacher observation, HT/ PP Lead discussions with class teachers regularly barriers to progress</p> <p><b>Outcome:</b> Close gaps rapidly for children with non or low levels of spoken English on entry to school and in Early Years</p> <p><b>Measured:</b> End of year data – communication / speaking and listening goal, specific intervention, teacher observations tapestry, PP Lead discussions with class teachers regularly barriers to progress EAL / PP</p>	<p>Monitoring cycle is embedded in the school and led by HT, assistant Head teachers and Middle leaders in phases and governors</p> <ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings</li> <li>• Book scrutiny work</li> <li>• Learning walks</li> <li>• Lesson monitoring</li> <li>• </li> </ul> <p>Monitoring to ensure that specific pupils are targeted for intervention and support that is personalised to close gaps in vocabulary, speaking and listening</p> <p>Interventions to be planned by / delivered by most appropriate member of staff (class teacher / trained support / Bilingual Learning Support) for maximum impact.</p> <p>Monitoring identifies CPD need linked to raising attainment</p> <p>CPD arranged for staff linked to language acquisitions and Read to Write Process</p> <p>Impact of CPD monitored as part of cycle</p> <p>Quality first teaching in all areas of school</p> <p>Tracking schools impact on pupil progress</p> <p>2019/20 outcomes analysed</p> <p>Specific termly meetings to discuss progress of PP eligible children</p> <p>Feedback given to HT and PP governor.</p> <p>Lesson observations / learning walks / appraisal process</p>
3	<p><b>Outcome:</b> To ensure children have access to Reading into Writing lessons which are at least Good</p>	<p>High-quality guided reading resources purchased and staff provided with high-quality training (September 2019. Further</p>

	<p>or better to enable them to make good progress/reach ARE.</p> <p><b><u>Measured:</u></b> Consultancy - led CPD and follow-up CPD monitored by English Lead, HT and Governors for impact of accelerated progress for pupils and gaps in understanding and application closing. Curriculum mapping and weekly planning will show how the curriculum is personalised for specific learners and the progress that they make. Lesson observations / learning walks / appraisal process</p>	<p>training to be arranged for new staff (Autumn 2021)</p> <p>Monitoring cycle is embedded in the school and led by HT / Subject leaders and governors</p> <ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings</li> <li>• Book scrutiny work</li> <li>• Learning walks</li> <li>• Lesson monitoring</li> </ul> <p>Monitoring to ensure that specific pupils are targeted for intervention and support that is personalised to close gaps in reading, inference and deduction, vocabulary, speaking and listening</p> <p>CPD arranged for staff linked to language development</p> <p>Read to Write strategy consistently applied across the school. (Literacy Counts/First Steps)</p>
4	<p><b><u>Outcome:</u></b> For children in KS1 / KS2 to improve fluency, problem solving and reasoning skills in maths and for attainment in this maths to increase to match or exceed national levels.</p> <p><b><u>Measured:</u></b></p> <p>CPD and follow-up monitored by maths lead, HT and governors for impact of accelerated progress for pupils and gaps in understanding / efficiency of methods used and pace. Curriculum mapping and weekly planning will show how the curriculum is personalised for specific learners and the progress that they make. Lesson observations / learning walks / appraisal process</p>	<p>Termly Monitoring to ensure that teaching of maths is of a consistently high standard across all phases by all staff delivering</p> <p>Termly Monitoring to ensure that specific pupils are targeted for intervention and support that is personalised to close gaps in vocabulary, speaking and listening</p> <p>Termly Interventions to be planned by / delivered by most appropriate member of staff (class teacher / trained support / Bilingual Learning Support) for maximum impact.</p> <p>Specific termly meetings to discuss progress of PP eligible children and all children lead by Assistant headteachers. Feedback given to HT and PP governor.</p>

		<p>Ensure all staff delivering maths have up-to-date training and CPD to be effective .</p> <p>Progress linked to Appraisal reviews</p>
1-5,8,9	<p><b>Outcome:</b> To ensure children with multiple barriers to make expected or accelerated progress and attainment matches that of peers nationally by ensuring quality-first teaching remains the priority focus across the school to enable all children to attain and for gaps to be closed.</p> <p><b>Measured:</b> Termly 'team' progress meetings for identified pupils with multiple barriers to learning (including SMT / SENCO / HT / PP LEAD / Governor) Progress from baselines discussed / tracked.</p> <p><b>Outcome:</b> To ensure the teaching and learning, provision for wellbeing and leadership responsibility for children with multiple barriers (and all children) to learning is robust and thorough to enable children in this vulnerable group in school to make at least good progress from their starting points.</p> <p><b>Measured:</b> through in-year progress data and reports / feedback from SLT / Learning mentor /SENCO / HT / Governor meetings</p> <p>Curriculum mapping and weekly planning will show how the curriculum is personalised for specific learners and the progress that they make. Lesson observations / learning walks / appraisal process</p>	<p>PP Lead to monitor progress, attainment and wellbeing alongside class teachers for this group. Additional Termly additional progress meetings with PP Lead, SENCO, SLT and PP Governor</p> <p>PP Lead to ensure that pupils are targeted for intervention and support. Interventions to be personalised to close gaps in knowledge, understanding and attainment for individuals.</p> <p>Monitoring cycle is embedded in the school and led by HT, SLT, class teachers and governors</p> <ul style="list-style-type: none"> <li>• Half-termly Pupil Progress meetings for pupils with multiple barriers</li> <li>• Records of monitoring / data analysis</li> <li>• Book scrutiny work (staff meeting / subject leaders)</li> <li>• Learning walks</li> <li>• Lesson monitoring</li> <li>• Appraisal discussions</li> <li>• Any gaps or dips in attainment the Pupil Premium lead will explore with SLT / SENCO / HT further how Quality First Teaching can have a greater impact or if alternative intervention (such as pastoral support) is required to enable the child to make expected or more than expected progress, presented to governors by HT for review the progress that they make.</li> </ul> <p>SLT / SENCO / PP Lead ensure interventions / strategies to close gaps and raise attainment to be planned by / delivered by most appropriate member of staff (class teacher / trained support) for maximum impact.</p>

		<p>Monitoring identifies CPD need linked to raising attainment</p> <p>CPD arranged for staff</p> <p>Impact of CPD monitored, shared, reviewers as part of CPD / staff meeting cycle - minuted</p> <p>Quality first teaching in all areas of school</p> <p>Tracking schools impact on pupil progress</p> <p>2019/20 outcomes analysed</p> <p>KS1 and KS2 data to show good progress and attainment for PP eligible children when compared with national in all phases of school</p> <p>Quality of T&amp;L judged as good/Outstanding</p> <p>Progress measures gap school/national closing</p> <p>Progress in books evident</p> <p>Child and Family Support Worker to support vulnerable children with their wellbeing.</p> <p>Moderation activities by subject leaders, all staff and governors provide evidence of children working at EXS / GDS in Reading, writing and maths</p> <p>Moderation activities by subject leaders and governors provide evidence of children working at EXS / GDS in all curriculum areas</p> <p>Programme of opportunities planned for parents to engage with school through training / collaborative visits in the classroom</p> <p>Bilingual mentor / TA support in place in identified key stages to support closing gaps in language</p>
1-5	<b>Outcome:</b> To ensure quality-first teaching remains the priority focus across the school to enable all children to attain and for gaps to be closed by	Learning mentor / family support worker to be appointed Autumn 2020 / 2021 (3-year

	<p>ensuring the social, emotional and mental health wellbeing of all pupils is addressed and a high priority in school.</p> <p><b>Outcome:</b> To ensure that internal school support is provided for both children and families and their families to increase parental engagement and support any other barriers to learning so children are school-ready.</p> <p><b>Measured:</b> attendance records, case studies, pupil / parent voice / class teacher reports – accessing the learning, increase in attainment, parental engagement</p>	<p>plan)Child and Family Support Worker in place for Sept'20</p> <p>Half-termly meetings between PPLEAD, SLT and mentor to gain greater understanding of challenges and barriers facing families</p> <p>Half-termly meetings between PPLEAD, SLT and mentor to discuss progress and support provided for children with multiple barriers to learning.</p> <p>Range of family access to school opportunities planned over the year in curriculum and non-curriculum areas to engage families in school further in school and learning</p> <p>EYFS, KS1 and KS2 data to show good progress and attainment for PP eligible children when compared with national</p> <p>Quality of T&amp;L judged as good/Outstanding</p> <p>Progress measures gap school /national closing</p> <p>Progress in books evident</p> <p>Moderation activities provide evidence of children working at EXS / GDS in writing</p>
7	<p><b>Outcome:</b> To ensure that all children attend school regularly and that low attendance is challenged and addressed robustly by the school.</p> <p><b>Measured:</b> Analysis of attendance data, case studies, records of communication between school and families Gaps in attendance close both internally and when compared to National figures.</p>	<p>To ensure that all children attend school regularly and that low attendance is challenged and addressed robustly by the school.</p> <p>Trends in data over the year to show increase in attendance for children &lt;90% &lt;95%</p>
6	<p><b>Outcome:</b> Increase parental engagement in child's learning and children access remote learning</p> <p><b>Measured:</b> attendance at consultation, feedback class visits, increase in numbers attending in-school training.</p>	<p>Child and Family Support Worker appointed for Sept'20</p>

	Children completing remote learning	Range of family access to school opportunities planned over the year in curriculum and non-curriculum areas to engage families in school further in school and learning
9	<p><b>Outcome:</b> PP children (and all children) have the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children. To ensure disadvantage does not mean lack of opportunity.</p> <p>Measured: attendance registers for breakfast club and extra-curricular activities,</p>	<p>Full extended activities provided throughout the year for children and families to enhance learning in curriculum and wider opportunities</p> <p>All children in Year 5 to receive musical tuition in guitar.</p> <p>2022 -All children in KS2 to receive instrumental drumming tuition</p> <p>2022 - Additional steel band extra-curricular- no longer happening</p> <p>Forest School</p> <p>Subsidised trips and visits to support curriculum, aspiration and wellbeing</p> <p>Subsidised visitors for all children</p>



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>ENGLISH:</b></p> <p>High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make</p> <p>Full CPD package for teachers and teaching assistants to include bespoke planning sequences linked to high-quality texts: Literacy Counts and First Steps.</p> <p>INSET / ongoing CPD subject-leaders training for staff in 'Read – Write' Units - Literacy Counts and First Steps.</p> <p>DEAL drama conventions embedded in lesson sequences to enhance 'Read – Write' teaching and learning approach and to support / close identified gaps in cultural capital</p> <p>Literacy Counts Scheme and First Steps both personalised to school needs-to be embedded across the school</p> <p>Clear identification of pupils underachieving through analysis and in-year assessments so that intervention can be personalised and targeted.</p>	<p><i>EEF mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year.</i></p> <p><b><u>Social Mobility and Child Poverty Commission Report</u></b>  <b><u>Peter Humphries – HMI – June 2018 Report</u></b> 'ensure disadvantaged get good teachers and quality first teaching'</p> <p><b><u>National Education Trust</u></b>  <i>'Impact seen where schools have an incessant focus on quality of teaching'</i></p> <p><b><u>Evidence from school's approach to mastery and maths</u></b> and the impact it is having on closing gaps and raising attainment. To replicate this model in writing ensuring quality and consistency of QFT throughout the school.</p> <p><b><u>Guidance June 2019</u></b> 'Tiered Approach' Ofsted</p> <p><b>2018 / 19 question-level analysis completed by English / Maths leaders</b></p> <p>Evidence from learning walks, lesson observations, book scrutiny and pupil voice</p>	1-5,8,9

<p>3 -year plan - Staff recruitment and retention member of and named governor with responsibility for Pupil Premium Lead / advocates in school</p> <p><b><u>MATHS</u></b></p> <p>High 'quality first teaching' will be a focus for CPD and planning. Maths consultant employed to lead CPD, team-teach planning, planning surgeries, lesson restructuring including bespoke planning sequences linked to White Rose Specifically target reasoning and problem solving at pace with efficiency.</p> <p>Maths workshops offered to children and families to build capital, aspiration and to raise attainment.</p> <p>High focus on consistent approach to how children learn in maths using modelling from concrete – pictorial –to be embedded across the school (Research-based approach)</p> <p>Expertise utilised from St Wilfrid's (Trust Member School)</p> <p>Consistency in homework through purchasing Mathletics Program</p>		

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Support Worker appointed 2020-2021 (3 -year plan) – to support vulnerable children	EEF Research 'early years and pre-school intervention is particularly beneficial for children from low income families'	8

<p>and families to enable them to access learning.</p> <p>SALT therapist</p> <p>DHT to target children in maths lessons for 1-1 /groups support to enable them to make progress/reach ARE</p> <p>Use of TAs to support 1-1 and small group interventions</p> <p>Attendance officer to monitor attendance and liaise with EWO to make improvements on attendance rate. To work with Child and Family Support Worker.</p> <p>SENDCO to support the progress and achievements of pupils with additional needs including those with PP. To monitor interventions.</p> <p>PPE Champion- to monitor progress of PPE/PPE+/Service pupils and spending.</p>		<p>5</p> <p>4</p> <p>1-4</p> <p>7</p> <p>8</p> <p>8</p>
<p>Provision of high-quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff for interventions.</p> <p>Strategies to accelerate the progress of targeted groups i.e.: gap analysis to identify specific areas for improvement in groups of children,</p> <p>Staff training / CPD priority in maths, read to write process and writing at GDS and mastery in maths. Class teacher to plan for (and) deliver interventions to ensure PP accessing QFT to close gaps or raise attainment.</p> <p>Specific monitoring of interventions for able PP pupils to ensure achieving their potential from starting points by SLT / HT / Governor</p>	<p><b>EEF</b> small group tuition is effective Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><b>Ofsted:</b> 'successful schools never confuse eligibility for the PP with low ability'.</p> <p><b>Tiered Approach</b> – Ofsted</p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School offering year 3 outdoor opportunities to develop confidence and self esteem-</p> <ul style="list-style-type: none"> <li>• Improve outcomes relating to communication and interaction for all pupils involved.</li> <li>• Provide our children with life skills: resilience, problem solving, team building</li> <li>• Improvement in personal development including self-esteem, self-confidence and independence.</li> </ul>		9
<p>Other costs:</p> <ul style="list-style-type: none"> <li>• Uniform/PE kit</li> <li>• Breakfast</li> <li>• SATS week breakfast</li> <li>• Alarm clocks</li> <li>• Reduction trip payments</li> </ul>		9

**Total budgeted cost: £ Pupil Premium £104,910 +Recovery Premium £11,600= £116,510**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£0
What was the impact of that spending on service pupil premium eligible pupils?	£0

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*