



Pupil Premium Strategy Statement - St. Matthew's Catholic Primary School



1. Summary information					
School	St Matthew's catholic Primary School				
Academic Year	2020-2021	Total PP budget		Date of most recent PP Review	October 2020
Total number of pupils	404	Number of pupils eligible for PP	104/77	Date for next internal review of this strategy	July 2021

Key Stage 2 (Year 6) – data (Number of pupils %)

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard		
	School Whole Cohort	Pupil Premium School	Pupil Premium National	School	Pupil Premium School	Pupil Premium National
Reading	49 86%	13 80%	-	44%	5 25%	
Writing	47 82%	15 75%	-	40%	5 25%	
Maths	50 88%	17 85%	-	40%	4 20%	
Grammar, Spelling & Punctuation						
Combined (R,W,M)	46 81%	15 75%	-	33%	4 20%	

Average Scale Score			
Subject	School	Pupil Premium School	Pupil Premium National
Reading	106		
Maths	106		
Grammar, Spelling & Punctuation	107.2		

Key Stage 1 (Year 2) data (Number of pupils %)

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard	
	School	Pupil Premium School	Pupil Premium National	School	Pupil Premium School
Reading	46 78%	7 50%	58%	19%	2 17%
Writing	42 71%	5 50%	42%	15%	1 8%
Maths	44 75%	8 67%	42%	19%	2 17%

EYFS (End of Reception) data

Subject	Percentage of pupils achieving the EXPECTED standard		
	School	Pupil Premium School	Non Pupil Premium
Reading	43%	80%	39%
Writing	40%	60%	35%
Number	47%	40%	43%
GLD (Good level of development)	60%		

- National data will be included at a further date.

Phonics data:

Percentage of pupils achieving phonics test.				
	All pupils	PP pupils	Non PP pupils	National PP
2020 (Autumn Year 2)	-	-	-	-
2019	90%	80%		
2018	88%	100%		

Lessons Learnt from 2019 -2020

The following are based on the barriers outlined in the 2019-2020 report:

Barrier A: Covid has evidently had a detrimental effect on this barrier to learning, this will present a significant issue in year 1. Strategies to address this are now in place. As the school draws from a wide range of nursery and pre-school provision this barrier to progress is likely to be seen again when pupils join the school. Where possible this is being addressed with joint projects with our pre-school; it is also being developed through wider staff training and the creation of stronger links with parents and carers. We will ensure the continuation of robust baseline systems and set milestone dates for monitoring.

Barrier B: Through the use of NFER testing in all relevant years, we aim to ensure that no child has fallen through a gap in relation to any of the three key skills. The regular monitoring meetings will continue to focus on this aspect. Pupil progress meetings will be focused and rigorous in approach. The data for ALL pupils is held by the Headteacher/Assessment co-ordinator. It plots all pupils in the school clearly, this is regularly monitored by SLT to ensure progress is evident for all children.

Barrier C: To continue to review data of a weekly basis, PA for SEN pupils is high, liaise with SENCO to ensure appropriate plans are in place and attendance remains a focus. Review and amend attendance policy where necessary. Explore different ways to provide attendance data, focus on website information. Holidays in term time continue to be recorded as unauthorized.

Barrier D: It was extremely beneficial to gather information at the earliest possible opportunity, in order to then review and measure impact at the end of the year. Continue to broaden the involvement of parents through annual surveys and by proactively encouraging parents of PP children to participate in further development of the PTA.

Barrier E: The school recognises the importance of establishing baselines for each pupil in terms of attitudes to learning and aspirations. Research best practice via Sutton Trust and Pupil premium Awards website. Most importantly we will identify the categories of low, middle and high attainers, as lack of aspiration may be a barrier for middle and more able pupils.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Lower levels of spoken communication skills.
B.	Low baseline – low starting points on entry to EYFS, no Foundation 1 provision within setting.
C.	Gaps in basic skills development – Reading, Writing and Mathematics.
D.	Low aspirations/self-esteem/self-regulation needed to develop engagement and improved attitudes to learning.
E.	Social and Emotional wellbeing of children – impact of Covid 19.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Lower levels of Punctuality and Attendance.
G.	Family engagement in learning processes – reduced opportunities for home learning and curriculum enrichment.
H.	Family issues impacting on children’s emotional state e.g. family break ups, mental health and drug/alcohol abuse.
I.	National impact of Covid 19 pandemic, and the subsequent amendments schools are having to make to ensure safety requirements are met.

We want to achieve
Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P
To continue to develop the commitment of quality first teaching across the primary school
To ensure differentiation, targeted support and interventions are used effectively to support all learners
To ensure appropriate timely early intervention in EYFS and KS1 to accelerate attainment and progress reducing the need for intervention later in school.
Hard to reach parents feel confident and empowered in supporting learning and development at home
Data analysis shows improved attendance for P.P children and non PP children; reduced number of persistently absent children both PP and non-PP Punctuality has improved throughout the school.
A wide variety of opportunities for enrichment and curriculum support are being provided for PP children
Target families who we feel should be entitled to PP and support them through this process

Pupil Premium Overview 2020-21

Pupil premium for 2020 to 2021 is allocated to children from low-income families who are currently known to be eligible for FSM. It includes pupils recorded in the October 2020 school census who are known to have been eligible for free school meals (FSM) since October 2014, as well as those first known to be eligible at October 2020.

It includes pupils recorded in the January 2020 school who were looked after by the local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

We ensure we focus on the following questions when planning for provision for pupil premium children:

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?
- The breakdown of figures reflects the pupils who are not in receipt of funding in the budget, in this instance the school recognise the moral obligation to consider these in identified provision. The first figure is FSM Ever 6 and the second is those pupils included on last census.

Breakdown of numbers in each year group:

EYFS:	8/0 2%	Year 1:	13/8	Year 2:	8/5	Year 3:	18/13	Year 4:	21/19	Year 5:	18/14	Year 6:	18/18
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Leadership & Management

Objectives	Success Criteria
<ul style="list-style-type: none"> • Inclusion Manager to continue to work closely with PP team on interventions. • Ensure high quality early intervention from experienced teaching staff. • Analyse progress of disadvantaged pupils to determine and identify strategies interventions to address any issues in performance. • Identify disadvantaged pupils to all staff and track their progress and provision, record in booklets. • to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions • To implement a knowledge rich curriculum across the whole school which has engaging • rich and broad learning opportunities • To ensure that all staff are adequately trained to ensure improved provision for children with ASC 	<ul style="list-style-type: none"> • Intervention Provision planning with clear expected impact. • SLT carefully monitor track progress and impact of intervention strategies • Governing body have a detailed knowledge of actions / their rationale / cost and impact • PP lead working closely with interventions lead to maximize impact. • Information collated regarding progress and impact across range of interventions and activities offered to this cohort • Information is reported to SLT/ HT governing body and parents • Knowledge rich curriculum has been implemented across the school • All staff have received training to improve provision for children with ASC

Quality of Education

Objectives	Success Criteria
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<ul style="list-style-type: none"> • To ensure never less than good / outstanding teaching for disadvantaged pupils. • To improve further the % of children who attain greater depth in Reading, Writing & Maths, and paying particular focus at the end of Key Stage 1. • To further develop support staff through CPD to improve quality first teaching for all children (teaching assistants) • To ensure that all staff are adequately trained to ensure improved provision for children with ASC • To improve strategies for managing social and emotional needs of ASC children • To improve writing across whole school bringing it in line with reading and Maths. 	<ul style="list-style-type: none"> • Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations & book scrutiny to evaluate impact • Targeted support and intervention continues to demonstrate accelerated outcomes for targeted pupils • Targeted early intervention for all key stages in reading, writing and Maths established • Internal data shows any gaps are closing for disadvantaged pupils • To ensure appropriate CPD/ training opportunities are planned for and delivered to teaching assistants to help maximise teaching and learning opportunities for all children • Attainment in boys' early writing and physical development has improved and is more in line with the girls. • More children will attain greater depth in Reading, Writing & Maths, and paying particular focus at the end of key stage 1. • All staff have received training to improve provision for children with ASC • A variety of strategies for managing social and emotional needs of ASC children have been established throughout the school.
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Personal Development	
Objectives	Success Criteria
<ul style="list-style-type: none"> • Attendance / punctuality and behavior of disadvantaged pupils is monitored and in-line with other children in school and nationally • Systems and processes are planned to address areas of vulnerability for P.P children e.g. 1:1 work with family liaison officers, target support programs • P.P children have support from adults in school for behaviour. • Additional support is provided from outside providers for any children requiring additional behavior support. • To plan for, provide and deliver a wide variety of after school clubs for targeted children • To access SIMS training to obtain attendance information for PP children • To further develop school strategies to engage parents and support children's well-being. • To improve punctuality throughout the school. 	<ul style="list-style-type: none"> • If attendance / punctuality and behaviour of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as support from home school link officers / EWO /family support service etc. • PP team to monitor cohort half termly to assess impact of intervention or work with class teachers to address any issues in performance • PP team to track additional challenges and direct resources appropriately based on outcomes using PP tracker and year group data trackers. Areas: attendance, parental attendance at meetings, involvement in extra-curricular activities etc. • A variety of well-being strategies are being used effectively support all learners • Parents are attending courses and workshops when permitted. • Feedback shows impact on home school learning • Punctuality has improved throughout the school. • Zoom sessions are offered to parents. • Regular phonecalls during lockdown/self-isolation brought on by burst bubbles.
Behaviour and attitudes	

Objectives	Success Criteria
<ul style="list-style-type: none"> • To narrow the gap between disadvantaged & non-disadvantaged pupils in school and with their peers nationally • To provide early targeted support and intervention for underperforming disadvantaged pupils as identified through achievement data • Analyse progress of disadvantaged pupils termly for the causes of under achievement and through the Appraisal process using identified SIMS reports • To improve the outcomes of boys across school, girls out performing boys in all year groups except Year 4. • To improve further the % of children who attain greater depth in Reading, Writing & Maths, paying particular focus at the end of key stage 1. 	<ul style="list-style-type: none"> • Pupils make at least expected progress in line with other children • End of KS results exceed floor standards (year 2/6 achieve National Average levels or above) • Analysis of children taking part in early targeted support or intervention demonstrates progress above expected and is being accelerated • Analysis of this cohort using school tracking systems demonstrates a narrowing of the gap with peers in school and nationally • Internal data demonstrates the gap is closing between disadvantaged and non-disadvantaged pupils • The attainment of boys across the school has improved and is more in line with the girls • The % of children who attain greater depth in Reading, Writing and Math's has increased • Challenge will be evident across all key stages.

Action plan – planned expenditure:

Quality Teaching For All						
Target	How will this be achieved?	By When?	By whom?	Outcomes	Monitoring/ Evaluation	Progress
<p>To further to develop the whole school curriculum leading to accelerated progress of PP and Non-PP children leading to improved outcomes across the whole school.</p> <p>Recovery curriculum will be implemented in Autumn 1, elements of this will be woven into to the 2020/21 planning.</p> <p>The curriculum will be looked at to see how transferrable it is for remote learning opportunities in cases of burst bubbles or whole school closure.</p> <p>Curriculum enrichment opportunities such as trips and visitors may need to be revised in light of restrictions.</p> <p>Source alternative curriculum enrichment opportunities during times of covid restrictions.</p>	<p>Curriculum leads to review current year group long term plans – identifying key areas to address.</p> <p>Map out what the children need to know at the end of a topic / subject area / end of year milestones</p> <p>Curriculum leaders will work with and support class teachers with this.</p> <p>Curriculum leads will begin to map out learning objectives / topics.</p> <p>Additional subject leaders time-planned/timetabled.</p> <p>To fund extra staff including teaching staff and teaching assistants allocated according to the need of specific cohorts and to ensure appropriate subject release time</p> <p>Plan CPD opportunities to strengthened the subject leaders</p> <p>Map out enrichment opportunities for all curriculum areas for the whole school.</p> <p>Ensuring visitors/ visits are used effectively to enhance and</p>	July 2021	Consistent monitoring by SLT Scrutiny of data	<p>Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P</p> <p>Knowledge rich curriculum has been developed throughout the school, enhancing opportunities for all children</p> <p>Long term plans have begun to be mapped out with a clear focus on ensuring clarity for the autumn term</p> <p>Curriculum leads have worked with subject leaders during planned subject release time</p> <p>Timetable for subject release timetable has been constructed and shared with staff.</p> <p>Additional staff have been employed according the needs of specific cohorts and to allow for appropriate subject release time.</p> <p>Staff training CPD has been mapped out/ planned for / delivered and outsourced if necessary focusing on curriculum development</p> <p>Enrichment opportunities for all curriculum areas for the whole school have been provisionally mapped out ensuring visitors/ visits are used effectively to enhance and support learning for all children PP and non PP children</p>	Termly review of impact by leadership team and PP /curriculum lead	<p>Curriculum has been amended to reflect the current climate, all plans edited to include remote learning.</p> <p>Gaps in learning have been identified and planning highlighted to reflect this.</p> <p>All subject leaders have attended LA remote training.</p> <p>Remote opportunities for visitors – Authors/Poets, Anchor Education SPAG</p> <p>Staff accessing training on National College Initiative.</p> <p>All classes have visited the 'Windsor Gardens' allotment in the autumn term, plans are in place for visits in the summer term.</p> <p>All staff have had additional subject leader time to focus on key aspects.</p> <p>Subject leader reports and meeting are taking place in Summer 2.</p>

<p>To ensure quality first teaching is focused upon and always of a high standard throughout the school.</p>	<p>Directing teaching & support staff on to relevant courses ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques.</p> <p>To ensure staff subject knowledge is appropriate and in line with changes to the curriculum through appropriate support, training and CPD</p> <p>To develop culture of learning and encourage independence.</p> <p>To further develop coaching and mentoring across the school for all staff. Focusing on initially on new staff and staff new to year groups– delivered by SLT / leadership team</p> <p>Co-ordinators ensuring progression of subject by directing staff appropriately and carrying out appropriate monitoring and evaluation.</p> <p>Further CPD is planned for and delivered according to identified areas for or as necessary for SDP</p> <p>Identify additional provisions which can be used to support teaching & learning</p> <p>To purchase additional resources to support the planned provision / curriculum</p>	<p>Ongoing throughout the year</p>	<p>Consistent monitoring by SLT / Co-ordinators.</p>	<p>Commitment across the primary school to high quality teaching and learning through the emphasis on staff CPD and in house training provided by experienced and knowledgeable members of staff.</p> <p>Senior staff have an extensive knowledge and teaching skills to work with less experienced staff to ensure standards are high across keys stages / phases and whole school.</p> <p>Coordinators are carrying out monitoring and evaluation of their subject areas and ensuring identified ways forward are being addressed and all have a positive impact</p> <p>CPD has been planned for and delivered leading to improved outcomes/ impact in the identified areas</p> <p>Additional provision is delivered consistently each term</p> <p>Additional resources have been purchased to support all learners including PP children</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	<p>Continuous Provision in year 1 continues to be developed.</p> <p>ABC Courses - Alistair Bryce New outdoor learning sheds have been purchased to create reading dens.</p> <p>Staff CPD – SIL courses EYFS completed courses with Chester College. EYFS have had regular visits from LA advisors throughout this year to support and advise on their continuing journey.</p> <p>Co-coaching opportunities.</p> <p>Subject leader meetings.</p> <p>Provision mapping by HT/DHT/SENDSCO has identified gaps and future planning needs. Future planning for TA's has been amended, skills identified and responsibility for specific learning projects arranged.</p>
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<p>Narrow attainment gap in gap at the end of EYFS Key Stage 1 & 2</p>	<p>Ensure quality of teaching, learning & assessment is good or better in all subjects.</p> <p>Coaching and mentoring provided by subject lead</p> <p>Teachers / teaching assistants delivering additional sessions to target gaps identified through assessments during quality first teaching and data analysis</p> <p>Achievement & progress discussion as a leadership team to set targets and evaluate outcomes</p> <p>Analysis of pupil progress & attainment – pupil progress meetings – termly.</p> <p>Small group intervention for children identified as not making good progress is planned for and delivered under the supervision of year heads/ phase leaders and intervention lead.</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>SLT/Subject leaders</p>	<p>Recovery curriculum/strategies for closing the gap - autumn term PP children monitored. All staff keenly aware of key children to support</p> <p>Reduced gap between disadvantaged pupils and their peers in writing</p> <p>Internal data across whole school including end of key stage has been based on TA and analysed by Assessment co-ordinator.</p> <p>Disadvantaged pupils will meet the national standard in all areas in their end of year tests.</p> <p>Curriculum planned for breadth balance and maximum enjoyment and inspiration so that children grow to love learning.</p>	<p>Termly monitoring carried out by the leadership team and SLT</p> <p>At the end of the academic year a detailed analysis take place focusing on attainment at the end of key stage.</p>	<p>PP pupils monitored by SLT to ensure provision is effective with maximum impact.</p> <p>WELLCOM/NELI training for Speech and Language.</p> <p>EYFS support – LA advisor/School SIP visited EYFS.</p> <p>Training planned for delivering interventions</p> <p>Progress meetings with HT/DHT have taken place with all class teachers.</p> <p>DHT has produced detailed analysis of engagement with remote learning, daily and weekly records are monitored.</p> <p>Class teachers have liaised with SENDCO to produce alternative provision for identified pupils. Differentiated work packs produced with accompanying loom tutorials to address specific needs.</p> <p>Priorities continue to be focused around work with parents.</p>
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<p>To improve further the % of children who attain greater depth in Reading, Writing and Mathematics across the school, paying particular attention at the end KS1</p> <p>The interventions planned in the traditional way will continually be reviewed due to</p>	<p>Planning teams to ensure challenge for all is high and that challenge is appropriate for more able including PP children</p> <p>Tracking SS for children (standardised score) analysed to identify potential GDS children</p> <p>Effective and accurate data identifies children who have potential to be greater depth in assessments by end of KS1</p> <p>Targeted support in each year group has been planned.</p> <p>To ensure adaptations to planning for identified gaps</p> <p>To ensure all families are given accurate information about their child's potential and know how to support at home. (Autumn 1 phonecalls)</p> <p>Research good practice and cascade finding and good practice to all staff.</p> <p>Plan CPD opportunities for staff</p> <p>Mentor and coach less experienced staff and use demonstration lessons to share good practise.</p> <p>Ensure TA support is high quality and that intervention programmes for more able are good quality</p>			<p>All phase interventions for autumn term prioritised PP children. All staff keenly aware of key children to support</p> <p>% of disadvantaged children reaching ARE (age related expectations) in writing has increased</p> <p>Reduced gap between disadvantaged pupils and their peers in writing</p> <p>Positive internal data across whole school including end of key stage</p> <p>Positive VA measure from KS1 – KS2</p> <p>Disadvantaged pupils will meet the national standard in writing in their end of year tests.</p> <p>Curriculum planned for breadth balance and maximum enjoyment and inspiration so that children grow to love learning.</p>		<p>Assessments carried out NFER/Vernon – December 2020/June 2021.</p> <p>Analysis by subject coordinator's shared with SLT.</p> <p>Subject co-ordinators met with all class teachers to assess effectiveness of this years plans, to inform on changes for next year.</p> <p>GL PASS data, analysed to identify children's concerns/attitudes to learning</p> <p>Autumn Parents meetings-Phonecalls. Class reports provide feedback/targets for all areas of the curriculum.</p> <p>Phone calls continued and logged on CPOMS. Concerns/issues arising from these calls are directed to a relevant member. SENDCO supporting parents.</p> <p>'School Cloud' will be introduced for spring meetings. Initial feedback from this was extremely positive and will be considered in the future for parents unable to attend meetings.</p>
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	<p>Intervention programmes/Targeted support sessions are researched and planned to ensure that mastery is encouraged and children practise application of skills learnt.</p> <p>This is assessed regularly for effectiveness.</p> <p>Monitoring of teaching, planning, books and pupil voice takes place regularly and show effective practice for differentiation and assessment for learning.</p>			<p>Teaching from teachers and support staff is high quality so all children are receiving quality first teaching.</p> <p>Good practice is shared across school resulting in improved provision.</p> <p>More able children are making good progress and pupil progress meetings ensure this stays on target throughout the year.</p> <p>Pupil progress meetings discuss all children including PP children to identify children who need to have additional input to attain GDS; these children are targeted for further support.</p> <p>Assessment of those programmes show good progress being made.</p> <p>Monitoring demonstrates good practice.</p> <p>Greater depth gap at end of KS1 / KS2 is more in line with national data.</p> <p>More PP children will the potential of greater depth will be identified and will achieve greater depth of the standard by the end of the academic year.</p>		<p>The SENDCO is developing provision for G&T pupils, supporting teachers with in class provision.</p> <p>Policy has been reviewed and additional resources purchased to support self-regulation e.g. Take Ten.</p> <p>Training planned for quality PP provision</p> <p>Training with Educational Psychiatrist.</p> <p>Book monitoring Autumn 2020 – feedback to all staff.</p> <p>Completed with HT/DHT</p>
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<p>To further develop the capacity of teaching assistants to and support learning and deliver quality first teaching</p>	<p>Continue to audit teaching assistant skills/ qualifications training to deliver specific interventions. Identify areas for development.</p> <p>Plan a series of in house training sessions for T.A's on focused areas to be delivered.</p> <p>Research specific teaching assistant training from outside providers including NVQ's and plan a suitable timetable of training for named teaching assistants.</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>SLT</p>	<p>An audit of teaching assistant's skills and qualifications has been updated.</p> <p>Areas for development have been addressed and a suitable program of CPD has been planned for and delivered.</p> <p>Outcomes for PP children have improved as a result of training of staff and improved delivery.</p>	<p>Termly monitoring carried out by the leadership team and SLT</p> <p>At the end of the academic year a detailed review will take place of with regards to teaching assistants training and impact</p>	<p>All TA's have attended twilight sessions (Autumn Term)</p> <p>New system of planning, recording has been introduced and is monitored by SLT.</p> <p>SENDCO has held meetings with TA's to discuss plans for next year.</p>
<p>To improve the outcomes for boys across the school</p>	<p>Carry out research into gender bias in education.</p> <p>Carry out an audit of boys opinions around what they learn/read in school including PP boys</p> <p>Audit reading books / reading materials and ensure that there are books available to motivate all boys' reading</p> <p>Purchase reading materials that would appeal to boys.</p> <p>Research specific male orientated interventions</p> <p>Promote reading with fathers programme – parents session</p> <p>To develop the use technology more to engage disinterested boys.</p> <p>Encourage positive male role</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>Leadership team / SLT</p> <p>Class teachers</p>	<p>Research carried out and knowledge on how to interest boys in literacy shared with staff.</p> <p>Staff will be more aware of the gender bias in how they ask questions, choose texts etc. and male progress will be high profile.</p> <p>Pupil voice will give us information to feed into choice of reading materials, texts and topics for writing. Boys will feel more involved in their literacy lessons.</p> <p>Fathers and grandfathers will be targeted to come into school and be positive role models for sons/grandsons through reading and writing clubs.</p> <p>Guided reading and writing sessions will include time to talk about literacy allowing</p>		<p>Literacy leads have audited resources and new reading books have been ordered to ensure equal coverage.</p> <p>One member of staff has started work on a new project involving 'Boy's Writing'.</p> <p>Oxford Owls online access has been rolled out to all pupils, uptake is regularly monitored for impact.</p>

	<p>models reading and writing for pleasure.</p> <p>Monitor writing opportunities to ensure that the purpose for writing motivates boys writing</p> <p>Running whole school writing competitions with prizes that boys would be interested in achieving.</p> <p>To analyse the attainment of boys in each class and year group and look for patterns of poorer outcomes.</p> <p>To look at pupil progress meetings to prioritise gender bias discussions.</p> <p>Where boys are falling behind planning should be clear about next steps and provision planned.</p> <p>Individual boys will be targeted and tracked in each class.</p> <p>Initiate in each year group</p> <p>Plan for male only support sessions</p> <p>Organise displays in school showing positive male role models – e.g. reading, authors etc.</p>			<p>boys the opportunity to discuss more.</p> <p>Writing using IT will be encouraged for reluctant boys.</p> <p>Research will identify successful quantifiable interventions that can be planned for boys in all year groups. These will be delivered and outcomes will be positive.</p> <p>Year groups will manage support sessions for male groups.</p> <p>More competitions, rewards will be offered that may interest boys.</p> <p>Male achievement will be high profile in school.</p> <p>SLT and teachers will have accurate picture of which groups of boys are not reaching their potential. There will be detailed discussions about how to plan for next steps</p> <p>All classes will have specific boys that they need to target for progress and achievement. By summer 2021, the gender gap will be less.</p>		
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Total Budget Costs: Approx. £

Targeted Support

<p>To accelerate progress of targeted pupils in writing ensuring in school closure of gap in writing is maintained and improved.</p>	<p>To monitor the effectiveness of the 'Talk for Write' and plan to develop this further.</p> <p>Resources purchased to support delivery</p> <p>Research/source additional resources to support writing development.</p>	<p>Autumn term – ongoing through out the year</p>	<p>HT SLT Writing Lead</p>	<p>PP children are identified and agreement given by parents.</p> <p>Diagnostics will identify key basic skills that individual child needs and a support teaching programme will be designed to address need.</p> <p>Each child taking part will grow in confidence and their attainment will improve.</p> <p>The programme will be monitored following school procedures at timely intervals to ensure impact. monitored</p>	<p>Termly monitoring carried out by the leadership team</p> <p>Termly reports PP Lead</p>	<p>EYFS adapted 'Talk for Writing'- only picking up elements.</p> <p>Focus on application of phonics in independent writing.</p> <p>LA advisor has been in, visited each class and spoke with staff. A report confirmed many strengths and identified areas for development.</p> <p>Literacy leads have produced action plan based on the recommendations.</p>
<p>Deliver high quality intervention strategies and programmes throughout the school where and when necessary to address gaps and further support learning.</p>	<p>Organise and implement effective 'targeted support sessions' for all year groups.</p> <p>Begin Intervention groups when viable, with reference to covid restrictions.</p> <p>Interventions lead to ensure interventions are used appropriately to meet the leads of learners with the aim of closing the gap and more children meeting ARE.</p> <p>Establish and identify appropriate interventions for all key stages and purchase necessary resources.</p> <p>Individual pupils to be identified and supported.</p> <p>Details of all the interventions used in</p>			<p>A whole school approach has been developed. All staff understand the difference between differentiation and intervention.</p> <p>Appropriate intervention programmes have been sourced for use in school. (These will be delivered in class with supporting teacher)</p> <p>Training has been sought and delivered for high quality intervention for core curriculum areas.</p> <p>All children access whole class input to ensure broad and balanced curriculum.</p> <p>Timetables for interventions and targeted support has been clearly mapped out.</p>	<p>Monitoring by pupil premium lead and intervention team carried out half termly.</p>	<p>HT/SENCO currently reviewing provision – clarification of graduated approach.</p> <p>Policy is being reviewed in light of these findings.</p> <p>Plans for staff training to follow.</p> <p>Staff training is currently in process for implementation in Autumn 2021.</p> <p>Third space learning – Year 5 This has been successful and well attended by PP pupils.</p> <p>Pupil Profiles have been changed to fit in with new systems. Staff meeting 08/03/21</p>

	<p>school can be found in the interventions policy and on the whole school tracker.</p> <p>Maths no problem assessments have been administered, Maths lead has compiled analysis and identified areas for development.</p> <p>Gaps in coverage have been identified through this and will be addressed in Autumn maths planning and targeted support sessions.</p> <p>Vernon spelling tests have been completed from Year 1 upwards.</p> <p>SSRP assessments in Year 1 to provide standardized scores in reading and comprehension.</p> <p>Continue to track pupils in phonics using the yellow assessment books.</p>			<p>Planning and lessons will be matched to the specific needs of the cohort/individuals using analysis of tests.</p> <p>Extra time and consideration will be given for the delivery of decimals and fractions, which was identified as lost coverage in the initial lockdown.</p>		<p>Gaps have been identified from March lockdown.</p> <p>'Talk for Writing' / 'Maths No Problem' have been adapted and won't be delivered properly until Summer 1.</p> <p>EYFS and Key Stage 1 introduced a phonics book to assess the application of knowledge.</p> <p>Maths lead has produced detailed analysis, this has been shared with staff and will be used to inform future planning.</p> <p>Identified staff attended online training with 'Maths no problem' NQT/Staff new to year group and Key Stages. (Autumn 2020)</p>
<p>To maintain and extend provision with a focus on ASC children/ SEN need</p>	<p>To plan CPD for all staff to provide them with an overview of ASC and the knowledge and skills to differentiate and support the needs of children and young people within the classroom.</p> <p>Lunchtime supervisors will be offered training to ensure they have adequate information around how to deal with ASC children.</p> <p>Pro-active strategies for managing challenging behaviours will be employed. Individual work stations,</p>			<p>All staff will have improved knowledge and skills in understanding the unique challenges ASC children face in school.</p> <p>Adaptations will be made to strategies for dealing with challenging behaviours</p> <p>All staff will have appropriate visuals in place to support ASC children.</p> <p>Children and their families will be clear on strategies to self-soothe or calm.</p> <p>Take Ten will be employed in every room.</p>		<p>New behaviour procedures have been adapted during lockdown, blue files amended in classes, reviewed before 8/03/21 CPOMS will be introduced for behaviour recording in the next academic year. DHT produced analysis/report on behaviour for this year.</p> <p>SENCO has updated website and provided a wealth of support to parents. There are signposts to further support for every need.</p>

	<p>visual timetables, ear defenders, twiddle toy etc.</p> <p>Effective calming strategies and the use of pupil's interests.</p> <p>To continue to use Home/school link staff and SENCO to work with ASC children through planned times.</p> <p>To ensure ASC children have regular Educational Psychologist reports using assess-plan-do –review.</p> <p>Support for families will be offered in school.</p> <p>To introduce Take Ten following staff training in September 2020.</p>			<p>Time out spaces will be available within restrictions of building and safe areas.</p> <p>Support will be made available to parents.</p> <p>Improved outcomes / attainment for PP / ASC children</p>		<p>NPQH Project – training lunchtime supervisors, games.</p> <p>Identified pupils working from home have been provided with necessary resources to support their learning needs.</p> <p>SENDCO is working with 85 families.</p> <p>Identified pupils are accessing 'Take 10' to improve self regulation. Staff have also been offered this facility.</p>
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<p>Targeted support to ensure improved attendance and punctuality therefore increased opportunities to access to knowledge rich challenge curriculum and learning</p> <p>To improve the attendance & punctuality of disadvantaged pupils</p> <p>Regularly revisit procedures for addressing the impact of pupils who are: Self-isolating due to burst bubbles, medical vulnerability and parents decisions and concerns.</p>	<p>Continue with EWO provision – 7 hours per week</p> <p>School attendance team introduced after evaluation of previous years practice and impact. Roles refined for all members of the attendance team including Pastoral Care Manager</p> <p>Monthly monitoring of disadvantage pupil’s attendance & punctuality. Data analysed and specific problems/ hard to reach families identified.</p> <p>Attendance team tasked with working with identified families</p> <p>Ensure families of PA (persistently absent children i.e. attendance less than 90%) are encouraged daily to attend</p> <p>Punctuality will be further focused on developing a wide variety of strategies to target those children with poor punctuality including offering breakfast club to identified PP children</p> <p>Work with parents for early targeting of key disadvantage pupils through use of incentives/rewards at an age appropriate level</p>			<p>Liaise with parents regularly</p> <p>Liaise with EWO for more complex cases</p> <p>Data analysis of improved attendance</p> <p>Regular reports / case studies to SLT & other stakeholders</p> <p>Implementation of ‘Attendance Rewards’ to promote 100% and acknowledge those children achieving this</p> <p>Termly meetings / assemblies with children & parents to reinforce expectations & school protocol</p> <p>Home visits to carry out spot-checks and collect children if appropriate</p> <p>Issue penalty notices</p> <p>Share attendance information with school, governors & community via newsletters, school website and discussions</p> <p>Attendance for disadvantaged pupils is at least 95%</p> <p>The attendance gap between disadvantaged and non- disadvantaged pupils is reduced</p> <p>Punctuality for disadvantaged pupils is improved and not more than 3% late</p> <p>Pupils demonstrate a love for school and understanding that every day is important</p>	<p>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	<p>A new team has been set up to focus on this area, led by DHT and supported by EWO, provided with regular overviews from school.</p> <p>‘First Calls’ take place daily – notifications sent to staff with reasons for absence.</p> <p>A member of admin team creates a daily report which is sent out to all staff.</p> <p>New policy has been ratified by governors. New excel document created for admin team.</p> <p>Website has been updated and refreshed to reflect this.</p> <p>Next steps – improving punctuality.</p> <p>Weekly whole school assembly include an attendance section with rewards.</p> <p>Special awards have been purchased to recognize pupils’ achievements over the year.</p>
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<p>To improve the engagement of parents in supporting disadvantaged children at home, research ways of this still being effective under the current restrictions.</p>	<p>Identify opportunities to work with parents and include them in children's learning in light of the covid restrictions. These will be extended when allowed.</p> <p>Lead curriculum support events at various times – subject leads to plan and deliver these events – additional release time necessary</p> <p>Members of staff tasked with parental involvement/ engagement work with year groups identify and plan termly events for parents.</p> <p>Provide 'drop-in' opportunities for families of disadvantaged pupils to access on-going support</p> <p>To support parents through EHAT and other processes.</p>		<p>SLT</p>	<p>School is aware of what parents need/want in supporting their child/ren</p> <p>Parents feel confident in supporting children at home</p> <p>Parents know what they can do to help their child</p> <p>It is hoped that parents will eventually have access to attend themed events and workshops in school building up their trust and confidence.</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>A new family support worker has been sourced to support identified families within the setting.</p> <p>A parent's meeting held on 29/06/21 to make families aware of the school support service.</p> <p>This is already having a positive effect on the families involved.</p> <p>Class assemblies via Zoom highly successful, a positive uptake from parents.</p> <p>SENDCO has organised parent's coffee mornings via Zoom.</p> <p>Half Termly news letters sent out.</p>
<p>To further develop different strategies and types of emotional support programs available for children</p>	<p>To research training opportunities for family liaison officers to deliver well-being programs for selected PP and Non-PP children</p> <p>School counselor E.Schumann to work with identified pupils/families.</p> <p>Named programs to be developed further implemented include:</p> <ul style="list-style-type: none"> • Specific CAMHS Support groups • Attachment groups • Children's mindfulness • Yoga for children • Paws b • Drawing & Talking Therapy 		<p>SLT</p>	<p>Children are able to access and embrace learning when their well-being is at the forefront of teaching and learning.</p> <p>Specific programs / groups / individual are regularly taking place throughout the whole school.</p>	<p>Termly monitoring carried out by SLT and pupil premium lead</p>	<p>Identified pupils have worked with school counselor throughout lockdown, additional children have been added.</p> <p>HT/AHT attended 1-week training through CAHMS – focus on ACE and new initiatives to support with this.</p> <p>Think Yourself Great and Drawing and Talking therapy will begin in Summer.</p> <p>This is being rolled out by identified TA's.</p>

	<p>SLT to identify children for specific named programs either on a group or individual basis.</p> <p>Pastoral Care Manager to establish groups and measure impact.</p> <ul style="list-style-type: none"> • Elephant's Tea Party • Rainbows 					<p>SENDCO/AHT attending training.</p> <p>TA has taken over responsibility for yoga and is currently providing this intervention to identified groups.</p>
<p>To support pupil's attitudes and engagement with the learning process.</p>	<p>(GCP – PASS) The school will use this tool to secure a baseline of pupil's current attitudes to learning. This will be analysed to inform further support and provision.</p> <p>Whole school 'Aspiration' events – Industry Days, Curriculum enrichment events.</p> <ul style="list-style-type: none"> • P4C lessons are now firmly embedded into all subject plans. • Healthy Schools • Jigsaw 			<p>A curriculum and opportunities to support pupils who have social and emotional barriers to learning.</p> <p>Pupils show an understanding and appreciation for a variety of different roles, they have high aspirations for their future</p>		<p>Whole school assessment on GCP PASS, detailed analysis and actions produced from this exercise.</p> <p>P4C, PSHE Jigsaw, No Outsiders – lessons provided in school and remotely.</p> <p>Training from GM Murphy on remote learning. (All staff)</p> <p>Adapting systems regularly based on parent/pupil views.</p>
<p>Total budgeted costs: Approx. £</p>						

Other Approaches

<p>Children develop skills of wider skills independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self- esteem & self-confidence that translates into effective classroom learning.</p> <p>To provide further opportunities for enrichment / support for PP children</p>	<p>Subsidise residential trips so it is accessible to low</p> <p>Subsidise school trips for P.P children</p> <p>Provide opportunities for PP children – eg. Music</p> <p>PP lead to research support programs and additio</p> <p>Identify children who would benefit from additio</p> <p>Provide wide variety of extra- curricular opportur</p> <p>To map out extra curriculum opportunities and er</p>		<p>Inclusive residential trips – opportunities for all to experience different learning experiences</p> <p>Parents of PP children are given financial support for school trips.</p> <p>A wide variety of opportunities for enrichment are being provided for PP children</p>		<p>The school have continued to support identified families during lockdown. (see provision report)</p> <p>Training: ROAR, MHST team. Alder Hey, Zones of regulation – LA.</p> <p>Anchor Education – SPAG</p>
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<p>In preparation for transition to secondary school, raise the self-esteem and self-confidence of children focusing on raising the level of self-worth.</p> <p>Additional transition support provided for P.P children</p>	<p>A programme of Transition will be planned to suit needs of current cohort.</p> <p>A Celebration event to be planned for pupils and families.</p> <p>Additional transition trips planned to support P.P / vulnerable children</p>	<p>A smooth & successful transition into Y6 (school leaders) and for those moving on to secondary school.</p>	<p>Pupil Premium lead Y6 year head</p> <p>Year 6 teachers</p>	<p>Children have taken part in a wide variety of transition activities and events.</p>		<p>Big Fish Little Fish Project – Children identified and allocated places based on needs.</p> <p>Transition meetings with year 6 staff/SEND/SG have been organised.</p> <p>Planned events have been timetabled to recognise and celebrate.</p> <p>Awards/Various keepsakes have been purchased.</p>
<p>Total budgeted cost: Approx. £</p>						