



3 Year Pupil Premium Strategy Plan

St. Mary's CVA New Mills

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2021

Pupil Premium Lead	P Chapman(PP reviewer-1/10/21) K. Brassington	Governor Lead	Helen Wilson
--------------------	--	---------------	--------------

CURRENT PUPIL INFORMATION 2021 *(This is a draft document which will be continually updated)*

Total number of pupils:	117	Total pupil premium budget:	£34,280(No funding carried over) £2,900 (RPF) (£3190) 20/10/21 22 x pupils pp=£29,590(current funding) pupils LACPLAC =£4690 Does not include details of new intake Sep21 and lag in finance from October census 2021-22 October census £31590	Date of most recent PP Review:	March 2021
-------------------------	-----	-----------------------------	---	--------------------------------	-------------------

SUMMARY INFORMATION					
Number of pupils eligible for pupil premium:	26 29 pupils 5/10/21	Amount of pupil premium received per child:	£1345 LACPLAC -£2345 Forces- £310	Publish Date:	July/September 21
Proportion of disadvantaged pupils:	21%	Date for next internal review of this strategy:	March 2022	Statement authorised by:	Mrs P.Chapman Trust

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	<u>9</u>	<u>7.7%</u>
Girls	<u>15</u>	<u>12.8%</u>
SEN support	12	10.3%
EHC plan	1	0.8
EAL	23	1.7

*Adapt or add to these groups based on your school's context

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)	50%	77%	73%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	77%	73%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	77%	73%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	50%	85%	80%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	100%	64%	67%	57%	74%	72%
% meeting EXP or exceeded in Reading	100%	71%	73%	62%	79%	77%
% meeting EXP or exceeded in Writing	100%	64%	67%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100%	79%	80%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	50%	89%	85%	56%	73%	71%
% meeting EXP or exceeded in Reading	50%	94%	90%	63%	79%	77%
% meeting EXP or exceeded in Writing	50%	94%	90%	58%	76%	73%
% meeting EXP or exceeded in Number	50%	94%	90%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible	Pupils not	All pupils	National PP	National non-	National All

	for PP	eligible for PP			PP	pupils
% of pupils passing Phonics Screening Check	100%	93%	94%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	100%	100%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	100%	100%	100%	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	50%	90%	70%	50%	69%	65%
% meeting expected standard or above in reading	50%	83%	80%	62%	78%	75%
% meeting expected standard or above in writing	50%	78%	75%	55%	73%	69%
% meeting expected standard or above in maths	50%	78%	75%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	0%	76%	71%	51%	69%	65%
% meeting expected standard or above in reading	0%	92%	86%	60%	78%	75%
% meeting expected standard or above in writing	0%	77%	71%	53%	73%	70%
% meeting expected standard or above in maths	0%	85%	79%	61%	79%	76%
KSI ATTAINMENT 2016-17						

% achieving expected standard or above in reading, writing and maths	0%	85%	73%	50%	68%	64%
% meeting expected standard or above in reading	100%	93%	93%	61%	78%	76%
% meeting expected standard or above in writing	0%	85%	80%	52%	71%	68%
% meeting expected standard or above in maths	0%	85%	80%	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	Not applicable	69%	69%	51%	71%	65%
Progress score in reading	Not applicable	+0.4 (-3.0 to +3.7)	+0.4 (-3.0 to +3.7)	-0.62	0.32	0.03
Progress score in writing	Not applicable	-3.5 (-6.6 to -0.4)	-3.5 (-6.6 to -0.4)	-0.50	0.27	0.03
Progress score in maths	Not applicable	+2.0 (-0.9 to +5.0)	+2.0 (-0.9 to +5.0)	-0.71	0.37	0.03

KS2 DATA 2017-18

Ks2 Attainment RWM combined	50%	73%	71%	51%	70%	64%
Progress score in reading	2.43 (-5.9 to 10.7)	-0.59	-0.24 (-3.0 to +2.6)	-0.60	0.30	0.03
Progress score in writing	-2.67 (-10.6 to 5.2)	-2.10	-2.17 (-4.9 to +0.5)	-0.40	0.20	0.03
Progress score in maths	-3.84 (-11.3 to 3.7)	-0.77	-1.1 (-3.7 to +1.5)	-0.60	0.30	0.03

KS2 DATA 2016-17

Ks2 Attainment RWM combined	100%	60%	63%	48%	67%	61%
Progress score in reading	-2.69 (-14.9 to 9.5)	2.06	1.75 (-1.49 to +4.9)	-0.70	0.30	0.00
Progress score in writing	-0.06 (-12.0 to 11.8)	-1.64	-1.5 (-4.6 to +1.5)	-0.40	0.20	0.00
Progress score in maths	-4.58 (-15.6 to 6.4)	1.21	+0.8 (-2.0 to +3.7)	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21 *	94.5%	97.4%	na
2019-20 *	97%	97.76% (20/3/2020)	na
2018-19	94%	96.7%	96%

* The pandemic has affected attendance figures in school in 2019-20 and 2020-21. There is no national attendance data available for the 2019-20 academic year.

BARRIERS TO FURTHER ATTAINMENT: Strategic aim **2 Trust : Teaching, learning and assessment:** To ensure that all our academies provide the very best teaching in order to promote and provide high quality learning for all our children and young people and ensuring that there is support in place for teachers to achieve this.

Schools objective 2: Strengthen the metacognition of children through planned rich recall opportunities within our diverse and engaging curriculum.

In-School Barriers (such as poor literacy skills)

A	Poor reading skills impacting on writing application linking to COVID
B	LAC pupils instability in early years prior to adoption/ behaviour traits
C	Low baseline on entry/ Developmental delay
D	Speech and language delay/COVID

External Barriers (such as poor attendance)

E	Fatigue due to lack of routine or anxiety issues
F	Lack of cultural capital and experience impeding ability to contextualise learning

Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment including the GLD	Pupils with pastoral or SEN needs are identified swiftly on transition to school to ensure these needs are met to ensure progress is made from point of entry and GLD is not limited by unmet PSED needs
B	To continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers or baseline entry points in school across the curriculum by using interventions and assessment information to target and close gaps for PP pupils.	Pupils remain on track and show clear progress from starting points using the new Trust Assessment Framework. This will be identified through the core subjects.
C	To continue to ensure the development of nurture groups for social emotional issues utilising ELSA	Pupils are more confident within a group, articulate responses clearly and develop secure friendship groups. Pupil voice shows clear improvement
D	To re-establish talk boost in KS1 to identify speech and language delay. Implement NELI in EYFS	Most pupils can articulate language accurately.
E	Ensure all pupils are immersed in a rich curriculum including home school resources utilising See Saw and other learning platforms.	Termly assessments in driver subjects demonstrates sticky knowledge is secure for most pupils.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design) Linking to school SIP

School Objective 2 Teaching Learning & Assessment (including curriculum): **Strengthen the metacognition of children through planned rich recall opportunities within our diverse and engaging curriculum.**

Academy Improvement Strategic Aim 3: **To establish a self-sustaining, system-led, collaborative approach to improvement that enables rapid improvement where required**

School Objective 3: **Share expertise and best practice using collaborative approaches with small breakout cluster groups e.g. geographical location, utilising school inset days to involve all stakeholders to identify areas of improvement through cascading.**

Member of staff responsible: FD, JM, KB, MP, PC

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings Also linking to allocated SRS government catch up funding September 2021	Success measure

<p>1.All pupils receive good and often outstanding teaching English</p>	<p>Handwriting presentation and sustained writing will continue as a focus from COVID</p>	<p>Continue rigorous monitoring through drop ins, book looks and pupil voice, rocket recaps for grammar -daily focus Discrete daily handwriting sessions/phonics tracker Focused guided reading to develop confident reading Focused reading comprehension in KS1 to develop inferential understanding Invite SD in to review writing practice (Trust moderator) High quality CPD for all staff in teaching grammar building on phonics training last year. Cluster meetings-D. Robinson English Consultant</p>	<p>Termly reviews FD subject lead All class teachers</p> <p>September 2021</p>	<p>£1000-online resources Cluster cost</p>	<p>Resources purchased to enhance the curriculum-digital online learning-Go Read</p>
<p>2. All pupils receive good and often outstanding teaching Maths</p>	<p>Gap analysis has ensured the school can resort to the full curriculum</p>	<p>To teach the full mastery maths national curriculum. Increase efficient recall of key facts across all year groups SIP link-embed and sustain newly developed maths mastery curriculum. Ensure high quality recently purchased resources are consistently used. Continue to utilise gap analysis termly, rocket recaps to address gaps from previous learning.</p>	<p>JM-subject lead All class teachers</p>		<p>Resources purchased-time table number sense</p>

<p>3. Driver To continue to refine assessment and imbed metacognition through continuous recall</p>	<p>New ICT equipment ensures all pupils have access to chrome books.</p>	<p>Ensure all pupils have 10% teaching time utilising new ICT planning scheme Continue to imbed French to increase uptake at KS3 New science scheme -Developing Experts to be fully embedded Art/DT progression of skills using sketch books threading teaching objectives through driver subjects, collapsed curriculum and assessment weeks</p>	<p>FD MP KB JM Termly</p>	<p>£200-Science £300-French books £800- PP resources for EP and MS- scheme books and practical resources including board games</p>	
--	--	---	---	---	--

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: KB (SENDCO), JM, MP, FD

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
----------	-------------------	---	---------	----------	-----------------

<p>1 All PP/Disadvantaged pupils make clear progress in handwriting, phonics knowledge and reading comprehension</p>	<p>Last year 100% phonics screening</p> <p>Guided reading increased timetabling</p>	<p>Meet with EP-PP Champion , all CTs model intervention to support CPD. Trust workshops on English</p> <p>Identify priority list for all disadvantaged pupils- time allocation and small group support.</p> <p>All knowledge gaps from Nfer spelling, GAPS identified and revisited daily.</p> <p>TA's daily checks on spelling-using No nonsense spelling scheme, HFW, Common exception words utilising phonics tracker.</p> <p>Implement new NELI(DFE) in EYFS</p> <p>Go read- online reading scheme, digital online learning</p> <p>Purchase update BM scheme</p> <p>Teacher release for intervention groups</p> <p>S4S DCC S&L support (£600) with pp focus group</p>	<p>Termly</p>	<p>£9020</p> <p>£120</p> <p>£800</p> <p>£2120</p> <p>Inc in above</p>	<p>Gaps in spelling, grammar and phonic sounds are reduced</p> <p>Greater recall of reading comprehension sessions- KS1 SATS</p> <p>Consistent improvement in handwriting presentation</p>
---	---	---	---------------	--	--

<p>2 Increase recall and speed in key number facts</p>	<p>CPD maths mastery completed with CT KS2 and TA KS1</p>	<p>CPD-maths interventions for EP</p> <p>Maths lead new action plan identifying gaps to be retaught</p> <p>Consistent application of Century for pre-teach and recaps</p> <p>Number sense- to support increased fluency- quick recall to support problem solving and reasoning. This will be part of the rocket recap at the start of a lesson</p> <p>Develop use of learning platforms to inform assessment (E.g. Numbots, TTRockstars) Teacher release for intervention groups</p>	<p>Termly</p>	<p>£120</p> <p>7 day release trainin£1400</p> <p>£2120</p>	<p>Faster recall of key facts leading to increased accuracy in problem solving and reasoning.</p>
<p>3 Increase metacognition within driver subjects</p>	<p>Continual roll out of new Trust assessment framework using the grid matrix and Insight tracking system.</p>	<p>KS1 science to be taught weekly to ensure thorough coverage using new Developing Experts scheme of work.</p> <p>ICT teaching and learning scheme to be consistently used across the school utilising new chrome books and See saw for evidence.</p> <p>French planning scheme taught weekly and include new assessments</p> <p>Art/DT condensed teaching during assessment and collapsed curriculum sessions.</p> <p>Continue to ensure a range of assessment strategies including through pictorial evidence, voice recordings and transcription. This will be stored in MS teams under teacher channels.</p>	<p>Termly</p>	<p>£200</p> <p>£580</p>	<p>All staff effectively utilising new schemes of work.</p> <p>Pupils can recall and understand key vocabulary in ICT</p> <p>Floor books / subject books show clear progression of skills in Art and DT. Clear identification and planning of Art/DT NC strands enriching driver subjects.</p>

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: KB, MP, FD, JM, EP(PP Champion), MS(ELSA)

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
4.To ensure PASS and KS1 analysis are identified and actions put in place	ELSA supporting a range of social and emotional needs during COVID	<p>Identify all amber/red questions and ensure areas of concern for pupils are addressed and communicated to teachers.</p> <p>S4S packages -Educational psychologist and Behaviour (£1200)-Support ELSA sessions</p> <p>Establish a recording system and activity resources to support disadvantaged pupils in ensuring they are confident and happy within school.</p> <p>Nurture and positive play through ELSA</p> <p>Support parents/carers who are struggling financially and emotionally (Trust Hardship Grant)</p>	<p>MS ELSA</p> <p>SENDCO</p>	£9000	<p>Soft data through pupil voice show pupils are happy within school.</p> <p>Implement new Mental Health termly document in liaison with MHA will improve informed actions and tracking.</p>

<p>5. Pupils have a breadth of experiences that enable them to contextualize their learning</p> <p>Refer to section F External barriers</p>	<p>Introduced within last pp strategy-2020-2021, continue this programme utilising music and PE specialists.</p>	<p>Continue with disadvantaged enrichment lunch time clubs- music and PE</p>	<p>KE JH</p>	<p>£5000</p>	<p>Attendance and engagement by all disadvantaged pupils.</p>
<p>6 Increase parental engagement through open day workshops for English, PSHE and Maths</p>	<p>Communication through Teams and SeeSaw</p>	<p>Plan parent days within school in Advent 2 to ensure they have the necessary skills to support their children at home.</p>	<p>All CTs</p>	<p>£1500</p>	<p>Parent questionnaire via forms.</p>

PUPIL PREMIUM ACTION PLAN: 2021/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
<p>1. All PP/Disadvantaged pupils make clear progress in handwriting,</p>	<p>Early years intervention to reduce speech and language delay</p> <p>Most pupils can</p>	<p>Roll out (DFE) NELI</p> <p>Continue using structured writing programme- Harvey</p> <p>Talk Boost</p>	<p>PP strategy update led by Alice Tawell and Sarah Dove-pupil premium policy and research.</p> <p>EEF 'A marked</p>	<p>Termly walks with link LGB</p> <p>NELI completed</p> <p>Talk Boost -termly with</p>	<p>FD</p>	<p>FD-English lead</p> <p>Advent 2, Lent 1, Pentecost 1</p>

<p>phonics knowledge and reading comprehension</p>	<p>articulate language accurately.</p> <p>All pupils can recall key information from reading comprehension</p> <p>Continue with discrete handwriting sessions to develop accurate letter formation and sustained writing.</p>	<p>implemented within EYFS</p> <p>Parent sessions in phonics and reading</p> <p>Continue with focus group marking daily</p> <p>10 per group-TA, Teacher and peer marking-rotate daily</p>	<p>improvement' 2016-marking should be efficient and impactful. Pupils will have time to respond to teacher marking- next steps/targets will support pupil progress</p> <p>EEF teaching and learning strategies= +5 m High quality provision with well-qualified and well-trained staff is essential. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning</p> <p>'packages' of early years provision (known as multi-component programmes)</p>	<p>direct focus groups</p> <p>MH handwriting sessions daily teaching</p> <p>Observe articulation in whole school performances</p>		
<p>2.Increase recall and speed in key</p>	<p>All pupils can recall key facts instantly and with increased</p>	<p>Use self regulation strategies to specific and concise tasks</p>	<p>EEF=+8 months</p> <p>Metacognition and self-</p>	<p>Learning walks with link LGB and subject leads</p>	<p>JM</p>	<p>JM- Maths lead</p>

<p>number facts</p> <p>Metacognition and self regulation- links to priority 2 and 3</p>	<p>speed</p>	<p>within maths topics on subject knowledge</p> <p>Pupils work in collaborative groups to support their learning- using 'learning to learn skills'</p> <p>All pupils develop their understanding of what is required within the lesson to succeed I their outcomes.</p> <p>In class develop metacognitive talk related to lesson objectives-use key vocabulary and knowledge mats</p> <p>Parent sessions in maths mastery</p>	<p>regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>This is based on three components- cognition- mental process involved in knowing, understanding and learning,</p> <p>Metacognition-learning to learn and motivation- all pupils are engage in metacognitive and cognitive skills.</p>	<p>Pupil voice -2 times per year</p> <p>Observations in class drop ins</p> <p>Rocket recaps taught daily</p>		<p>Advent 2, Lent 1, Pentecost 1</p>
<p>3 Increase metacognition within driver subjects</p>	<p>Linking to L4 PE</p> <p>Continue practice through other</p>	<p>Daily recaps of sticky knowledge using knowledge mats and umbrella core</p>	<p>EEF=+5 months</p> <p>Approaches which promote talk and interaction between learners have</p>	<p>Subject leads complete drop ins to review rocket recaps and recall of key vocabulary</p>	<p>FD, KB, MP</p>	<p>Advent 2, Lent 1, Pentecost 1</p>

	subject areas	<p>vocabulary.</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p>	significant gains.	<p>Pupil voice 2 x per year</p> <p>Assessment grid matrix used to define core knowledge-termly</p> <p>Continue to evolve Insight tracking using a range of assessment approaches.</p> <p>Utilise teams to record assessment strategies.</p>		

TOTAL estimated budgeted cost? **£18780**
 Total budget= £34,280

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?

1	Improved articulation of language	Role out NELI	Dfe /research states that this intervention programme will improve speech and language skills in EYFS pupils	Daily sessions are planned in EYFS	FD	Termly FD 2021-2022
1	Increased and sustained improvement in handwriting with a specific focus in KS1	Handwriting sessions English cluster session with NW E consultant	When pupils can write automatically they can concentrate on what to write rather than how to write. EEF-PP targeted intervention	Daily sessions are planned across whole school	FD	Termly FD July 2022
1	Greater recall in Reading comprehension	Class 2 and Year 1 in Class 1 weekly guided reading sessions moving to independent reading comprehension using Scholastic resources-graded from developing to greater depth	EEF- collaborative approaches increase pupil progress by 5 months	Weekly sessions planned across all year groups	FD	Termly FD July 2022
2	Increase recall and speed in key number facts	All pupils can recall key facts instantly and with increased speed	EEF targeted intervention for all disadvantaged pupils will improve progress. All pupils will develop	Daily rocket recaps Clear and effective application of TTS , numbots, See Saw and Century for pre-teach and	JM	Termly JM Review July 2022 and 2023

			their fluency, reasoning and problem solving across the school.	homework.		
3	All pupils can recall key vocabulary for their driver subject. It is embedded in their long term memory	Daily rocket recaps, knowledge mats, quizzes and core umbrellas to ensure pupils are consistently revisiting taught learning.	EEF metacognition- this will allow all pupils to develop a range of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	Rocket recaps, Assessment grid matrix and Insight tracking termly New ICT, French and Science schemes are effectively taught weekly-10%	JM, MP, KB, FD	Review July 2022 and 2023
TOTAL estimated budgeted cost?						£18780 Total budget= £34, 280 £3,190 (RPF)

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
4.To ensure PASS and KS1 analysis	All pupils can verbalise that they	One to one and small group sessions	EEF-PP strategy using targeted	Termly updates with ELSA, Link PP	MS, JM	Review yearly till

are identified and actions put in place	are happy in school	supported by ELSA	support improves pupils social and emotional well being is an effective means of enhancing pupil progress.	LGB termly visit- HW Pupil well being survey		2023 PC
6 Increase parental engagement through open day workshops for English, PSHE and Maths	Parents have an understanding on how the N/C is taught so that they can support their children at home.	Arrange open days	A collaborative approach between home and school will ensure we are working in partnership for the benefit of all our pupils.	Timetabled sessions booked in 2021	All CTs	PC Parent questionnaire 2022- how well do you know how to support your child at home with their learning?
5. Pupils have a breadth of experiences that enable them to contextualize their learning	All disadvantaged pupils are engaged in an enrichment club	Weekly lunch time clubs with subject specialists.	Pupils are engaged and focused within the sessions and enjoy the opportunity to develop their interests. They enable pupils to develop their character, resilience, confidence and independence.	Planned session weekly in school with music and PE specialists	JH, KE	JH, KE, PC Pupil voice questionnaires 2022
TOTAL estimated budgeted cost?						£15500 Total budget= £34, 280

REVIEW OF 3 YEAR STRATEGY [1/7/21]

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<p>PASS Tests KS1 Big Questions Teacher observation Academic sustainability particularly KS1-sustained focus and concentration-listening skills Positive Parental engagement -remote learning KS2 in particular Year 5 and Year6 less impact of COVID Enhancement of ICT skills for all pupils</p>	<p>Identify rag rated areas and ensure actions planned for all pupils Continue-Consistent modelling by teaching staff Focus in prolonged reading and writing sessions Consistent rocket recaps within phonics, and core subjects, gap analysis Century- recaps for KS2 See Saw-KS1 Continue with parental engagement- September carousel of core subjects Continue with upskilling in ICT for staff</p>
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<p>Pupil voice during remote learning (remote learning visit) PASS- pupil voice Nfer testing- New assessment framework using a range of assessment strategies Pre -teach- rocket recaps % -attending school during lockdown- pp, LAC, Vul pupils- clear evidence/ difference with pupils attending school and at home in sustained writing and reading Writing moderation S. Drayton</p>	<p>Gap analysis from nfer tests to plan as rocket recaps September 21 Rigorous implementation of new assessment framework identifying pp progress using a range of assessment criteria based on assessment matrix Continue utilising soft data through pupil voice Update pp pages-EP/KB</p>

<p>What work have you done to establish the impact on pupils and their families?</p>	<p>Parental survey Drop in to all parents Weekly phone calls Consistent communication informing parents See Saw, Century, Teams -learning platform utilized to engage parents and pupils to send in work- working wall -lockdown Dropping off resources e.g. photocopies, reading books as well as food hampers Twice daily attendance records Virtual assemblies and worships Loom video engagement-5 levers/Recovery curriculum Remote learning, Behaviour policy, new safeguarding- website, notified weekly newsletters.</p>	<p>Continue using learning platforms- Century/See Saw Loan of devices when required Based on updated DFE regulations parent invites into school for assembly, worship etc Further parent surveys to identify any areas of concern.</p>
<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>Mental health loom video Parent and pupil survey during remote learning Signposting from LEA professionals e.g CAMHS, Behaviour support, healthy minds, Starting point, NSPCC</p>	<p>Continue temperature/pulse checks with parents and pupils Role out The Key new safeguarding sessions on Sexual abuse domestic abuse NSPCC -Stand up, Speak out Following on from our school request parent videos on cyber safety / social media to follow on Spongy elephant before Pentecost 2</p>
<p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<p>Utilize ELSA to identify all social and emotional concerns- working with pupil groups PASS Big Question-Ks1 PSHE -return to school/Barry Carpenter- boxes Mental well-being library Enrichment clubs</p>	<p>Continue use of Forest schools Continue with lunch time clubs with all disadvantaged pupils Continue with termly mental walks</p>

	<p>Family Friday- mental health walks, creative activities</p> <p>National Mental Health Days</p>	
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p>New Safeguarding Policy</p> <p>Remote Learning Policy</p> <p>Behaviour policy,</p> <p>Newly appointed an trained DSLs x 2</p> <p>Significant increase pp numbers due to furlough</p> <p>Bubble closure-impact of disruption</p> <p>Positives</p> <p>Staggered start/finish times- promotes an air of calm, reduces traffic flow/congestion</p> <p>Headteacher presence daily on school gate to meet and great all pupils</p> <p>Improved contact with parents through learning platforms, parent apps</p> <p>Reduction in paper trail reducing environmental impact</p>	<p>Continue with best practice</p> <p>Perimeter/COVID social distancing -less parents within school grounds/classrooms to support independence particularly in EYFS</p>
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<p>All pupils where provided with a full and varied adapted curriculum throughout lockdown</p> <p>Rocket recaps, retention of knowledge, metacognition</p> <p>All staff upskilled in ICT .</p> <p>TAS improved focus on T&L- upskilled through CPD</p> <p>Catch up funding targeting all disadvantaged pupils</p> <p>Trust CPD for all staff</p> <p>Online learning</p> <p>Sharing resources</p> <p>Daily weekly phone calls</p> <p>All disadvantaged pupils in school</p>	<p>Continue upskilling all staff using Trust provision</p> <p>Continue with learning platforms</p>

	Systems in school to identify pupils and parents who needed additional support- loaned well being books, signposts- other agencies	
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Socialisation- interaction with peers Communication and language Daily/ weekly routines Emotional reliance Large percentage of time spent in indoors impacting on physical development No Swimming lessons	NELI- for EYFS Swimming now in place for September 21 all KS2 year groups Continue with forest schools Continue with outdoor learning Continue with well-being in PE Full range of school trips 2021/22
Have you identified more vulnerable groups because of this?	Pupils struggling with mental health and well being- short term most pupils complete normalisation by Easter 21	Continue work L4 well-being throughout PE Class teacher L5 PE teacher trained in well-being- consolidate and imbed

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. Every child receives teaching which is good and frequently outstanding in every classroom.	A. Regular monitoring of subjects by Head and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school. Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful. Relevant training is provided	High Lesson drop ins indicate a broad and balanced curriculum is being taught. Teachers have received a range of CPD through the Trust- all new initiatives are in place.	This provision will continue for the next three years to ensure all upskilling is cascaded to all staff.

	<p>to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>B.Improvement of ICT facilitates for staff including Ipad and apps, IWBs and laptops to ensure that they are effectively equipped. Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching.</p>	<p>High Remote learning usage was extremely effective in continuing to teach all of the curriculum- parent and pupil questionnaires completed</p>	<p>School now fully resourced for ICT. Next 3 year focus will be to imbed new ICT curriculum and capacity</p>
<p>2.To continue to improve outcomes in English and Maths</p> <p>A. Improve oral language skills in kS1 and lower KS2 speaking in full sentences</p> <p>A.2- Improve handwriting presentation</p>	<p>Continue Talk 4 Writing with KS1 emphasis, Ks2 same format but reduce innovation stage and incorporate Literacy Tree for a rich and varied framework to challenge creative/greater depth writers. Update English Mapping with quality spine texts</p> <p>Herts for learning -Accelerated reading programme: training for KS1 teachers. Teachers and TAs to read with children and support on daily</p> <p>Martin Harvey- improvement in</p>	<p>High</p> <p>Low</p> <p>High</p>	<p>Continue with this provision to improve greater depth in reading and maths To ensure expected is achieved in reading, maths and writing for pp who do not have SEND. SEND pp show clear progress from starting points using new Trust assessment Framework. Particular emphasis with current year 2 moving into year 3</p>

	school through handwriting		
3.Improve maths fluency	Greater recall for number facts, develop greater depth by introducing small steps for mastery	High	As above

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage;those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of teacher led [wherever possible] interventions and small Termly</p> <p>TAs- all had quality CPD during COVID on a range of needs and mental health group sessions to ensure disadvantaged pupils keep-up and catch-up</p> <p>Dedicated story time, whole class guided reading and Herts For Learning-Accelerated Reader scheme.Books and equipment to support the delivery of</p>	<p>High</p> <p>High quality CPD via the Trust and external agencies has been completed and will continue for the next tranche of this 3 year pp strategy.</p>	<p>Yes</p> <p>Now ready to teach the full maths mastery national curriculum.</p> <p>Phonics-100% pass rate</p> <p>Writing moderator- KS2 pp pupil achieved expected showing clear progress.</p>

	<p>interventions and individualised learning.</p> <p>TT Rockstars/Mastery Maths materials to increase interaction and enthusiasm in maths- numicon intervention training resource</p>		
2 To use Subject Specialist teachers to ensure quality of provision in PE and Music- Linking to SIP	<p>Raising quality of teaching for all pupils</p> <p>Direct teaching of PP pupils in intervention</p> <p>Appraisal targets linked to PP pupils progress,</p> <p>Examples include Boccia, fun games</p>	High	Yes-pupil voice -100% said they enjoyed participating in these clubs EP PP Champion to continue pupil voice surveys next year.

WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1 Pupils have a breadth of experiences that enable them to contextualize their learning	<p>A range of curriculum enrichment activities provided beyond the classroom</p> <p>Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days. All year</p>	<p>High</p> <p>All disadvantaged pupils accessed these clubs-high uptake</p>	<p>Yes.</p> <p>Amber-COVID restrictions for school trips</p>

	<p>groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. When we run a paid afterschool club this will be paid for P/P pupils</p>		
<p>2 Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>Provision of SENCO/Family Support Worker – SBT to address specific needs for pupils. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, organising finance. Delivery of specific programmes for vulnerable pupils. Inc rotas to help with daily care of chickens, a nurture garden- growing vegetables. Provision of nurture and positive play teaching assistant for vulnerable children. Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling. Planning, delivering and assessing ECAT and individual S&L programmes.-Talk Boost Nurture, Positive play and Lego therapy. Business manager to ensure appropriate families receive financial support they are offered</p>	<p>High Soft data from ELSA indicates pupil confidence after intervention sessions</p>	<p>Yes:PASS ad KS1 Big questions all rag rated green, however deeper dives indicate amber sections each one has been identified and ELSA has instigated next steps with all pupils.</p>

3 Absence & persistent absentee rates are at least in line with national	Parents made aware of expected attendance levels Tracking SBM termly reports	Mid	No- consistently high attendance above national average. All absences rigorously monitored
--	---	-----	--

ENGAGING STAFF, GOVERNORS & PARENTS

Strategic Aim 4: Leadership and Governance :To ensure high quality leadership and governance at Trust Board, Local Governing Body and individual academy level

School objective 4: Effective reporting within LGB with all subject leads, identify subject link governors. Increase LGB involvement and presence in daily school life (following Covid-19 restrictions).

How has this document been shared with stakeholders?	LGB meeting Website using watermark across document to show working document for all parents/carers to read, copy on SRSCMAT staff notice board
How do you know staff understand the strategy and apply correctly?	Briefing with staff working with disadvantaged, SEND lead identifies all key priorities. TA appraisal objectives include pp plan.