



3 Year Pupil Premium Strategy Plan

[St. Mary's Catholic Voluntary Academy]

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION [December 2020]					
Pupil Premium Lead	Rebecca Smith		Governor Lead	Emma Farmer	
CURRENT PUPIL INFORMATION [2020-2021]					
Total number of pupils:	310 (plus 28 in Nursery = 338)	Total pupil premium budget:	£98,185	Date of most recent PP Review	22nd June 2016
Number of pupils eligible for pupil premium:	87 in September 99 in July 2021	Amount of pupil premium received per child:	£1,345 – FSMEver6 £2345 – In Care/ Adopted from Care £310 – Service Child	Date for next internal review of this strategy	Pentecost '21
Proportion of disadvantaged pupils:	28.04%				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	45	52%
Girls	42	48%
SEN support	18	21%
EHC plan	3	3%
EAL	35	40%

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

Assessment data for previous 3 years *

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)	58%	82%	74%	57%	74%	72%
% meeting EXP or exceeded in Reading	58%	86%	76%	62%	79%	77%
% meeting EXP or exceeded in Writing	58%	82%	74%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	67%	91%	82%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	60%	62%	62%	57%	74%	72%

% meeting EXP or exceeded in Reading	100%	69%	72%	62%	79%	77%
% meeting EXP or exceeded in Writing	60%	67%	66%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	80%	67%	68%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	50%	47%	48%	56%	73%	71%
% meeting EXP or exceeded in Reading	50%	68%	64%	63%	79%	77%
% meeting EXP or exceeded in Writing	50%	55%	54%	58%	76%	73%
% meeting EXP or exceeded in Number	58%	71%	68%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	88%	90%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	60%	91%	81%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	50%	83%	80%	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	56%	58%	57%	na	na	na
% meeting expected standard or above in reading	67%	77%	73%	62%	78%	75%
% meeting expected standard or above in writing	61%	61%	61%	55%	73%	69%
% meeting expected standard or above in maths	61%	74%	69%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	50%	69%	67%	na	na	na
% meeting expected standard or above in reading	50%	84%	80%	60%	78%	75%
% meeting expected standard or above in writing	50%	69%	67%	53%	73%	70%
% meeting expected standard or above in maths	50%	80%	76%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	45%	64%	60%	na	na	na
% meeting expected standard or above in reading	45%	77%	70%	61%	78%	76%
% meeting expected standard or above in writing	55%	67%	64%	52%	71%	68%
% meeting expected standard or above in maths	64%	77%	74%	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	92%	77%	81%	51%	71%	65%
Progress score in reading	4.94	2.71	3.29	-0.62	0.32	0.03
Progress score in writing	3.99	2.91	3.19	-0.50	0.27	0.03
Progress score in maths	2.48	1.55	1.79	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	44%	85%	71%	51%	70%	64%
Progress score in reading	0.18	1.70	1.20	-0.60	0.30	0.03
Progress score in writing	-2.23	0.90	-0.14	-0.40	0.20	0.03
Progress score in maths	-1.44	0.04	-0.45	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	40%	69%	62%	48%	67%	61%
Progress score in reading	-0.87	0.32	0.03	-0.70	0.30	0.00
Progress score in writing	-1.75	-1.03	-1.21	-0.40	0.20	0.00

KS2 Data 2018-19

Progress score in maths	-2.30	-1.16	-1.44	-0.60	0.30	0.00
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ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	93.9%	96.1%	na
2018-19	93.8%	96.3%	96%
2017-18	94.4%	95.9%	95.8%

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

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	<p>Poor oracy and parental engagement at home</p> <p>Nursery and Reception baseline assessments highlight low levels of C&L and PSED are demonstrated in pupils eligible for PP. This prevents sustained achievement in FS2 by slowing their reading and phonic progress. (3/3- FS2 below ARE) Pupils in KS1 and KS2 struggle to use standard English in their spoken form and does not translate into their written form in English</p>
B	<p>Low cultural capital</p> <p>Poor vocabulary knowledge and use, and deprivation of cultural capital, results in pupils having poor spelling knowledge.</p>
C	<p>Metacognition skills of disadvantaged children.</p> <p>Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into long term memory.</p>
D	<p>Reasoning in Maths in KS1</p>
E	<p>Low levels of children passing their Phonics Screening check</p>

External Barriers (such as poor attendance)

F	<p>Poor Attendance</p> <p>Attendance rates for pupils eligible for PP are below National (47% at 95% + July 19 , 67% at 95% + Spring 1 20)</p>
G	<p>Low parental engagement</p> <p>The catchment area of the school is widespread over the whole of Derby, with a predominant number of children coming from an area which is in the 5th quintile of all schools – therefore ‘most deprived’. In a lot of the cases there is low parent/ carer confidence in supporting home learning and learning behaviours at home. At least half the PP children do not engage in homework, reading at home at least 3 times a week or completing the recent home learning. Several of the children are affected by their childhood experiences outside school, ranging from split families, Adverse Childhood Experiences (Neglect/ DV) and trauma. Work is being down with our Family Liaison Officer to understand the barriers these children are facing and how this impacts on the child’s ability to manage their cognitive load and process new information.</p>
H	<p>Anticipated Emotional Health Challenges</p> <p>As a result of the COVID-19 pandemic and then the school fire (Oct 20), there are as yet unknown consequences for the emotional health and well-being of the whole school, but particularly the PP chn. The closure of school during Pentecost term, the transition to home learning during that time and the missed education for those not engaging had an impact on how the children returned in Advent. Then just as we had settled back into the school routine the school fire caused the children to have to revert back to home learning for 13 days. Identifying the emerging needs of families and pupils on return to face to face learning is vital to reducing the impact the situation has on their future learning.</p>

Desired Outcomes

	Outcome	Success Criteria
A	White British, girls make positive progress in writing throughout KS1 & KS2 to be at least positive.	<p>FS Children to acquire a rich and broad vocabulary through T4W strategies and modelled play. For FS children to be able to communicate their own emotional needs and develop/maintain healthy relationships.</p> <p>Teaching addresses spelling needs of the pupils. Spelling lesson observations. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons and homework.</p> <p>Key vocabulary is pulled out of key texts during whole class reading, ERIC activities ensure children focus on vocabulary. RAG rating occurs when key texts are introduced and children have the time to explore the meanings of unfamiliar/new vocabulary.</p> <p>Pupils apply more advanced vocabulary when speaking and when writing. Children are more confident in speaking in-front of their class.</p> <p>Reading records show increased engagement.</p> <p>Children are more KS1/ KS2 / Secondary ready.</p> <p>Clear personalised feedback given.</p>
B	<p>Positive progress in Writing in KS2</p> <p>Improved girls writing, particularly for higher attaining girls in KS1</p> <p>Increased Cultural Capital.</p>	<p>Oral rehearsal approaches and handwriting focussing around spelling.</p> <p>Attitudes to reading to be pushed out to SPAG work to develop positive attitude to writing</p> <p>Curriculum design, vocabulary focus on Knowledge Organisers and displays, use of standard English at home,</p> <p>Phonics focus in FS/ KS1 to ensure children are ready for KS2. Phonic lessons continued throughout KS2 for those children who need it.</p> <p>Revisiting spellings and SPAG from previous year groups or earlier in the year to ensure retrieval is embedded.</p> <p>Prior spelling mats shared with children and sent home.</p> <p>Teaching of writing is a whole school focus.</p> <p>Teaching of spelling improves through more discreet lessons, setting up weekly spelling tests and using software such as spelling shed tasks and quizzes to engage children and embed knowledge.</p> <p>Lunchtime –‘spelling shed’ shed (Spelling club)</p> <p>PPM, data analysis</p>
C	Metacognition skills of disadvantaged children improves and more key knowledge retained.	<p>Staff meetings led by Subject leaders to share progression maps and key sticky knowledge for their subjects.</p> <p>Focus on key knowledge and vocabulary shared with parents on Knowledge Organisers and are in books for children to refer to throughout lessons. Key vocabulary displayed.</p> <p>Quizzes used to check retention of knowledge and vocabulary.</p> <p>Rainbow retention cards set up – recalling facts/ definitions/ vocabulary</p> <p>All lessons start with recaps of previous learning that relates to the lesson.</p>

		<p>Staff use a variety of strategies to ensure children are ready to learn.</p> <p>Staff explore metacognition strategies and trial different ones in their classrooms to ensure the children are supported in ways to help them retain more information.</p>
D	<p>Reasoning in Maths in KS1 to improve Improved results for higher attaining girls, in Maths in KS1.</p> <p>Continue closing gap in maths in KS1, particularly higher attainers</p>	<p>Key vocabulary displayed and modelled during input sessions.</p> <p>Power Maths strategies to be embedded.</p> <p>Time to talk with peers and staff to explain their thoughts and reasons.</p> <p>Resources provided to support reasoning skills.</p>
E	<p>For the % of pupils passing the phonics screening check to be in-line with national levels</p>	<p>Oct data to show progress towards 90% Y2 chn passing their phonics retake.</p> <p>96% target for the y1 children.</p> <p>Parent sessions set up via teams for phonic workshops during Lent term.</p> <p>Phonic sessions are well structured and fast paced.</p> <p>1:1 sessions with target children.</p> <p>Phonic games and activities set up during free flow.</p>
F	<p>For school to see increased attendance rates for pupils eligible for PP.</p>	<p>To ensure the gap between PP and Non-PP are in line with National.</p> <p>Persistent absences will show a diminished difference. FLO working closely with parents and checking in daily with families not attending. Children earn a place at the afternoon tea parties and McDonald trips by improving their attendance/ having a full week in school. Parents/ carers use offered taxi's to help them ensure children are in school. More children's names are entered into the competition to win a Kindle.</p>
G	<p>For parents/ carers to have increased confidence in supporting learning at home through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.</p>	<p>For large majority of children to have comments left on ClassDojo to show home reading has been undertaken. For large majority of homework to be completed. For large majority of home-learning tasks to be facilitated and sent in for assessment if children have to work from home. For the weekly Triage group to identify children/ parents through My Concern notifications/ meetings with CTs, who need support or referrals and act on them accordingly.</p> <p>For CT to monitor engagement from children/ parents if children are home learning, monitoring the register taken twice a day. Share concerns regarding attendance with phase leader- FLO- PP lead.</p>
H	<p>For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice.</p>	<p>Children with existing emotional health concerns to work with FLO/ LAs/ CTs and show progress through Boxhall profiles and daily feeling charts. For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.</p>

3 YEAR PUPIL PREMIUM STRATEGY

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

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
C. Metacognition	Revisit and retrieval CPD, staff introducing strategies throughout the year.	Some strategies in place by end of Lent 21, Subject leaders see an impact by Pentecost 21. Strategies continue over 21-22.	Retrieval practice –Kate Jones 18x6= £108 QFT CT salary £49,000 CPD supply-afternoon £67.50 / £135 day x2	Evidence based observations, children show greater recall of knowledge of previous subjects. Whole school ethos of attainment for all. QFT observed. Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children’s needs.
A/B. Positive progress in writing	Spelling shed activities embedded and a clear strategy being followed. Revisiting spellings from previous years.	By end of Lent 21 Ongoing	Curriculum time for subject lead- £135 x4 = £540 QFT	Higher attainment focus in writing in KS1. Positive progress in writing KS2 Interleaving approach seen throughout year groups eg. wk1 y6 list, wk 2 y5 list, wk 3 y6 list, wk4 y5 list. Whole school ethos of attainment for all. Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children’s needs.
D. Maths	Power Maths embedded throughout school and language focus in all lessons. Deliver training on new DfE Maths – language focus strategy	Shared by end of Pentecost 21 Embedded by end of Pentecost 22	Staff meeting times Curriculum time for subject leads- £135 x8 = 1,080 CPD supply-afternoon £67.50 / £135 day x2 QFT	Richer language observed in maths. Improvement in mastery/ reasoning tasks. Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children’s needs.

E. Phonics	Streamed groups (If COVID allows) 1:1 sessions with KS1 lead. Interventions, afterschool clubs,	Termly	RS time x3 mornings per week (9hrs x £23=£207 a week x30 = 6,210) LA salary (13.16 per hour x9 = 118.44 x 30= 3553.20)	Phonic data rises more in-line with National. Children can apply phonics more in their reading and writing, impacting on their own progress against FFT.
TOTAL COST: £62,000				

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
F/ A/B /G/H Pastoral support	1:1 sessions with FLO 1:1 sessions with LAs	Termly reviews	DA (13.29 per hour) LA salary (13.16 per hour) 16,000	Children are more relaxed and settled. Positive comments regarding school and support they receive. They understand they have someone to talk to and can concentrate on their work. Better focus in lessons seen during observations.
F. Attendance	Daily check ins with families Treat sessions (games and treats shared to engage children and help them feel happy at school) Kindles	RS & DA to meet termly to assess impact of strategies	DA time (13.29 per hour £33x23 per week =£1,800 Treats -£1000 Kindles- £600	Attendance rises to more in-line with National. Families feel supported and have developed long term solutions. Children happy to come to school.

A/B/D/H. 1:1 sessions	CT allocated intervention sessions LA allocated interventions	Termly	1:1 CT time- (21.68 per hour) approx. £700 1:1 LA time-(Daily readers and interventions) approx £1,500	Children's gaps are filled and they can access class work more confidently. More children are working in line with their FFT data prediction.
A/B. Physical Literacy	LA led session per day.	LA review termly	£260	Children's core strength improves and therefore improvements seen in writing levels.
TOTAL:22,000				

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

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
H Wellbeing and engagement	Pound sessions After school club Sport opportunities & competitions.	Review after each block of sessions.	Pound sessions- £600 £4000 per year £600	Children are more active and this affects their mental wellbeing, meaning they are more engaged in class.
B. Cultural Capital	Pantomime visit Trips subsidised /Visitors in Key texts Well dressing session	Review after each session.	Pantomime tickets Key texts purchased x 3 times a year for each child approx £5.99 x 105 per phase = £628.95 x3 per year = £1,886.85, 4 phases x 3 sets per year= £7,547 £100 Spiral Art	Children receive experiences they would not have otherwise had. They have more knowledge of the wider world through these experiences, which can then be referred to in their writing. Language rich cultural is encouraged through key texts.
G. Uniform	Providing children with a coat & book bag.	Yearly	£900	Children feel part of the school community.
			TOTAL: £14,185	

PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORITIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
A/B Positive progress in writing	White British, girls make positive progress in writing throughout KS1 & KS2 to be at least positive. Positive progress in Writing in KS2 Improved girls writing, particularly for higher attaining girls in KS1	FS Children to acquire a rich and broad vocabulary through T4W strategies and modelled play.	Evidence indicates that modelled play has a high impact on children's development.	Spelling lesson observations. Clear personalised feedback given in books and verbally. Reading records show increased engagement. Book/Look/Talks- Pupils apply more advanced vocabulary when speaking and when writing. Children are more confident in speaking in-front of their class. Quality key texts purchased for the children.	RS SD-Eng PB-Phonics/ FS	Monitor half termly
		Spelling focus Teaching addresses spelling needs of the pupils. Past and current spelling patterns are taught and recapped regularly.	In analysis of end of year data, spelling gaps have been found to have held back the children in making positive progress in writing.			
		Key vocabulary is pulled out of key texts during whole class reading, ERIC activities ensure children focus on vocabulary. RAG rating occurs when key texts are introduced and children have the time to explore the meanings of unfamiliar/new vocabulary. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons and homework.	Gaps in spellings have been highlighted and so the focus needs to be on recapping previous gaps before moving onto new spellings. Vocabulary gaps have been identified in white, British girls. Poor vocabulary knowledge and use, and deprivation of cultural capital, results in pupils having poor spelling knowledge.			
C. Metacognition	Metacognition skills of disadvantaged children improves and more key knowledge retained.	Revisit and retrieval CPD, staff introducing strategies throughout the year. Staff put into place strategies they explored last year during T&L staff meetings and Trust INSET. Lessons start with links to when the content has been taught previously in the term/ previous year groups and how it follows on from previous lessons. Subject leaders and phases explore 'Rainbow Cards' which focus on sticky knowledge for each	Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into long term memory. New strategies have been explored to help us support the children in revisiting knowledge more frequently and in a way that it goes into their long term memory.	Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children's needs. Evidence based virtual observations take place by Subject Leaders (S/Ls) and LT over Lent term. Children show greater recall of knowledge of previous	RS S/Ls	Pentecost '21

		subject.		subjects. Whole school ethos of attainment for all. QFT observed. Assessment strategies explored for virtual lessons.		
D. Maths	Rich mathematical vocabulary. Reasoning in Maths in KS1 to improve and improved results for higher attaining girls, in Maths in KS1. Continue closing gap in maths in KS1, particularly higher attainers.	Key vocabulary displayed and modelled during input sessions. Power Maths strategies to be embedded with the emphasis on children using rich mathematical language to discuss their answers. Lots of time to talk with peers and staff to explain their thoughts and reasons. Resources provided to support reasoning skills. Subject leads to deliver training on new DfE Maths – language focus strategy Language rich knowledge organisers shared.	Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non- disadvantaged children. We made this central to our plans when designing our maths curriculum and chose Power Maths to support us in building and developing the children’s vocabulary.	Richer language observed in maths. Improvement in mastery/ reasoning tasks. Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children’s needs.	RS LH & MB- Maths leads	Review into training being shared by Pentecost ‘21
E. Phonics	For the % of pupils passing the phonics screening check to be in-line with national levels	Interventions with LAs set up. RS to lead 1:1 sessions with target children. Phonic sessions are well structured and fast paced. (Streamed phonics groups created when KS1 moved to Church as they were one big bubble.) Phonic games and activities set up during free flow. Parent sessions set up via teams for phonic workshops during Lent term.	Evidence suggests that 1:1 support can be effective in having optimum impact. Phonic knowledge has a major impact on writing levels and our children are stronger at recognising the sounds but then do not always apply them correctly when writing. We want to focus on securing their blending skills then move onto segmenting and applying in their writing.	Phonic data rises more in-line with National. Oct data to show progress towards 90% Y2 chn passing their phonics retake. 96% target for the y1 children. Children can apply phonics more in their reading and writing, impacting on their own progress against FFT.	RS PB	Pentecost ‘21
TOTAL estimated budgeted cost?						62,000

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
F/G/H (A/B) Pastoral support	<p>For school to see increased attendance rates for pupils eligible for PP. (see below)</p> <p>For parents/ carers to have increased confidence in supporting learning at home through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.</p> <p>For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice.</p>	<p>Virtual learning: CTs to chase up absences of children to virtual learning for the first 2 days – then refer to FLO/ SENDCo/ Office for support. CTs monitoring the register taken twice a day. Share concerns regarding attendance with phase leader- FLO- PP lead. These are then take to Triage. Triage group to meet and discuss any concerns regarding attendance, how to support and put in place actions,</p> <p>During virtual learning: CTs/ LAs and FLO offering parents/ carers support around accessing Class Dojo/ website or proving paper copies. Regularly contacting those not engaging.</p> <p>1:1 sessions with FLO / LAS. Children with existing emotional health concerns to work with FLO/ LAs/ CTs and show progress through Boxhall profiles and daily feeling charts. For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health. Quiet, safe zones set up in school. Lots of reflection time planned.</p>	<p>Attendance rates did begin to increase after FLO role was introduced.</p> <p>Also the relationships built between school and the parents of disadvantaged children is exceptional.</p> <p>Nurture, behaviour and emotional support sessions have supported our most vulnerable children in the past and we need this to continue through this uncertain time. Following conversations about how they feel, their academic learning has a more positive outcome.</p> <p>The catchment area of the school is widespread over the whole of Derby, with a predominant number of children coming from an area which is in the 5th quintile of all schools – therefore 'most deprived'. In a lot of the cases there is low parent/ carer confidence in supporting home learning and learning behaviours at home. At least half the PP children do not engage in homework, reading at home at least 3 times a week or completing the recent home learning.</p>	<p>For large majority of children to have comments left on ClassDojo to show home reading has been undertaken. For large majority of homework to be completed. For large majority of home-learning tasks to be facilitated and sent in for assessment if children have to work from home. For the weekly Triage group to identify children/ parents through My Concern notifications/ meetings with CTs, who need support or referrals and act on them accordingly.</p> <p>Children are more relaxed and settled. Positive comments regarding school and support they receive. They understand they have someone to talk to and can concentrate on their work. Better focus in lessons seen during observations.</p>	RS DA SMC	Termly review

F. Attendance	For school to see increased attendance rates for pupils eligible for PP.	<p>When in school: Office/ FLO/ SENDCo to be in contact with children daily following attendance policy.</p> <p>Virtual learning: CTs to chase up absences of children to virtual learning for the first 2 days – then refer to FLO/ SENDCo/ Office for support. CTs monitoring the register taken twice a day. Share concerns regarding attendance with phase leader- FLO- PP lead. These are then take to Triage. Triage group to meet and discuss any concerns regarding attendance, how to support and put in place actions,</p> <p>Weekly door -step check ins with families during lockdown. Daily check ins with families when at school. Regular contact with families via Class Dojo.</p> <p>Treat sessions (games and treats shared to engage children and help them feel happy at school) E.g. Children earn a place at the afternoon tea parties and McDonald trips by improving their attendance/ having a full week in school. (Post COVID)</p> <p>Parents/ carers use offered taxi's to help them ensure children are in school.</p> <p>Children's names are entered into the competition to win a Kindle following a week's full attendance.</p>	<p>Attendance rates did begin to increase after FLO role was introduced.</p> <p>Also the relationships built between school and the parents of disadvantaged children is exceptional.</p>	<p>To ensure the attendance gap between PP and Non-PP is in line with National. Persistent absences will show a diminished difference. FLO working closely with parents and checking in daily with families not attending.</p> <p>Attendance rises to more in-line with National.</p> <p>Families feel supported and have developed long term solutions.</p> <p>Children and parents happy to come to school.</p> <p>More children's names in Kindle competition and more children attending treat sessions.</p>	DA RS SMC	Half termly review
A/B/D/H. 1:1 sessions	Positive progress in Writing, Maths and Well being	Time for staff to work 1:1 with vulnerable children and ensure they get support in the areas they need. CT allocated intervention sessions when out of class. Gaps to be filled during 1:1 sessions and clear progress made.	Evidence suggests that 1:1 support can be effective in having optimum impact. Children work better 1:1 and their	Children's gaps are filled and they can access class work more confidently. More children are working in line with their FFT data	RS PB LH/MB	Half termly review of interventions

		LA allocated interventions throughout the day eg daily reading slots to support vocabulary development, wellbeing sessions and social skills. Children have the attention of a staff member 1:1 to give them chance to share their feelings.	specific needs/gaps can be targeted.	prediction. Children are emotional stable and ready to learn.	SD	
A/B. Physical Literacy	Positive progress in Writing	LA led session per day. (Post lockdown to start again)	Physical Literacy has an effect of children's core strength which in turn reflects in their writing levels.	Children's core strength improves and therefore improvements seen in writing levels.	RS SMC	Half termly review
TOTAL estimated budgeted cost?					22,000	

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
H Wellbeing and engagement	Children with existing emotional health concerns to work with FLO/ LAs/ CTs and show progress through Boxhall profiles and daily feeling charts. For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.	After school clubs designed with Vul pupils in mind. Lots of sporting opportunities & competition allocated just to PP children. Pound sessions provided in school time for wellbeing and fitness. Dodgeball club.	As a result of the COVID-19 pandemic and then the school fire (Oct 20), there are as yet unknown consequences for the emotional health and well-being of the whole school, but particularly the PP chn. The closure of school during Pentecost term, the transition to home learning during that time and the missed education for those not engaging had an impact on how the children returned in Advent. Then just as we had settled back into the school routine the school fire caused the children to have to revert back to home learning for 13 days. Identifying the emerging needs of families and pupils on return to face to face learning is vital to reducing the impact	Children are more active and this affects their mental wellbeing, meaning they are more engaged in class. Children have a more positive outlook on sport and how it affects their bodies and minds.	RS SC	Termly review
B. Cultural Capital	Children who have a wider experience of the world have more	Creative, rich curriculum is personalised to Derby and the needs/ experiences of our		Children receive experiences they would not have otherwise had. They have more knowledge of the	RS	Pentecost '21

	to talk about and use as examples to refer to in their own work.	<p>children.</p> <p>Specific, important trips are subsidized and if we can't visit somewhere locally visitors are invited in (post COVID). Wow days planned for to give children chance to experience new things (eg. Baking sessions/ enterprise days/ dressing up)</p> <p>Pantomime visit paid for by school.</p> <p>Key texts paid for by school.</p> <p>Well dressing session for Y5 chn.</p> <p>PE experiences.</p>	<p>the situation has on their future learning.</p> <p>The catchment area of the school is widespread over the whole of Derby, with a predominant number of children coming from an area which is in the 5th quintile of all schools – therefore 'most deprived'. In a lot of the cases there is low parent/ carer confidence in supporting home learning and learning behaviours at home. At least half the PP children do not engage in homework, reading at home at least 3 times a week or completing the recent home learning. Several of the children are affected by their childhood experiences outside school, ranging from split families, Adverse Childhood Experiences (Neglect/ DV) and trauma. Work is being done with our Family Liaison Officer to understand the barriers these children are facing and how this impacts on the child's ability to manage their cognitive load and process new information.</p>	<p>wider world through these experiences, which can then be referred to in their writing or taken forward into their real life.</p> <p>Language rich cultural is encouraged through key texts.</p>		
G. Uniform	Children feel part of the school community.	Providing children with a coat & book bag.		<p>Children are happy to have logo on their uniform.</p> <p>Parents appreciate the support.</p>	office	Yearly
TOTAL estimated budgeted cost?					14,185	

REVIEW OF 3 YEAR STRATEGY [July 2021]

*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>Communication with parents through the pandemic</p> <p>Laptop requests during pandemic</p> <p>Attainment figures- maths prior/end topic learning</p> <p>Behaviour records</p> <p>Referrals of those who need support</p> <p>Notes from triage meetings – children monitored/ taken off</p> <p>Sensory / break out rooms were used</p> <p>Mental health referrals/ times with DA</p> <p>Attendance monitoring of virtual and inline- invited in during lockdowns</p>	<p>Monitor how the children return in September</p> <p>Provide them time to talk</p>
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<p>First lockdown we used phonecalls to check children's and their families' mental health but also how they did with their work.</p> <p>Attainment figures- maths prior/end topic learning.</p> <p>PASS assessments, NFERs</p> <p>Recovery curriculum- assessing gaps</p> <p>CTs have been monitor engagement of children/ attitudes to learning and behaviours.</p> <p>Support returning to school, staff working hard to close gaps as soon as they returned,</p> <p>Attendance and behaviour book monitoring.</p> <p>Feelings charts- are they ready to learn again.</p>	<p>Continue to use daily feelings charts so we know whether they are ready to learn.</p> <p>During September when we recap basic skills from previous year group, closely track their gaps and how much support is needed.</p>
What work have you done to establish the impact on pupils and their families?	<p>Attendance monitoring – buses have helped our children be in on time and more regularly.</p>	<p>Continued check ins following summer phone call.</p> <p>Families in contact with FLO through Dojo.</p>

	<p>Triage meetings- monitoring the notifications on My Concern, looking for patterns and safeguarding concerns with PP chn, tracking signs of neglect</p> <p>Measured how numbers of PP children has risen over lockdown</p> <p>Children's mental health –feelings charts, friendship groups, break out spaces all set up and used by staff.</p> <p>Weekly phone calls to continue to check in with PP families.</p> <p>Dojo messages</p>	
Do families know the impact of the pandemic on themselves and their child/ren?	<p>Early Help assessment referrals have increased after meetings with families around concerns</p> <p>Check ins during communications with parents and adults allowed for staff to ask questions, reassure parents and support them in moving forward.</p> <p>More families asking for help verbally during check ins.</p>	<p>Parent survey to assess needs</p> <p>Staff closely monitoring families and Triage team checking My Concern cases for patterns weekly.</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>Gains:</p> <p>Recent PASS tests</p> <p>Daily check ins using feelings charts</p> <p>Introduction of Zones of Regulations to help chn regulate their emotions.</p> <p>Check ins to push independence and resilience</p> <p>Digital literacy</p> <p>Application of teaching strategies matched new research eg retrieval strategies</p> <p>Rainbow cards</p> <p>Loss: bubble structure stops mixing for reading eg UKS2 and FS/ additional prayer times</p>	<p>Continue with Zones of Regulations across the school and daily feelings charts.</p> <p>Supporting children with their play and re-establishing friendships and routines.</p> <p>FS/ Y1 focussing on independence skills</p>

	<p>FS data shows less independence Smaller groups helped them and now back to big classes and more structured approaches some are struggling to adapt.</p>	
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p>Positive: the children that completed work online and live on teams had immediate feedback. Safeguarding needs were heightened and everyone alert for signs. Number of chn who asked for laptops showed interest and support was there Extra sessions for disadvantaged children provided and these children didn't fall further behind their peers Calls and check ins showed safeguarding was high priority Negative: Online learning meant some misconceptions were not addressed immediately if chn were not online, parents taught chn a certain way or completed work for them. Socially they missed playing with their friends. You could see economic differences between children when joining virtually.</p>	<p>Ensuring September basic skills time recaps on what could have been lost during home learning and brings whole class back inline. Staff provide booster 1:1 sessions for those children who are further behind their peers.</p>
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<p>Offering out chrome books to whoever asked for one meant no children had a lack of technology. Families were supported with internet access as well. So attendance levels during lockdown remained good. Consistent structure of the daily timetables meant children could keep in some sort of routine and then ease back into school life more easily. They didn't</p>	<p>Staff and subject leaders are aware of the gaps that could have developed by chn missing home learning, lessons not being able to be taught online/ at home and lack of resources due to the fire and are planning to cover these areas this year.</p>

	feel like they had lost contact with staff or some peers because they had seen them live on teams.	
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?	<p>Cultural capital/ experiences missing- trips, key texts, residential trips, transition, sats prep (resilience), money management</p> <p>Positive Knowledge- digital literacy skills have improved, some have had other richer experiences at home eg cooking/ gardening but not all.</p> <p>They did miss out on clear routines if parents did not stick to the timetable eg some when they returned were not used to getting up early/ getting dressed, had poor stamina, and had become less independent. Those at home had had more 'free time'</p> <p>Discussions- children in school had more discussions and interactions so they were socially more advantaged. We had children who came in because they were missing it so much it was making them ill.</p>	<p>Trips and enterprise ideas to be relaunched from September.</p> <p>Clear routines and rules established from the beginning with only reading and spellings being sent home for the first month.</p> <p>Sensory areas set up in each phase and are accessible for all who need it, alongside structured sensory breaks for those identified by CTs.</p>
Have you identified more vulnerable groups because of this?	<p>Mental health</p> <p>Social support</p>	<p>Keep providing time to talk and children to share their feelings. Staff to share concerns with FLO straight away and ask for her support moving forward.</p>

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?
C. Metacognition	Revisit and retrieval CPD, staff introducing strategies throughout the year.	Low evidence of impact being made due to bubbles in place and staff not being able to collect evidence through observations. Rainbow cards were introduced and strategies discussed to enable children show greater recall of knowledge of previous subjects. Staff all aware of the sequence of the rainbow cards and are helping the chn become more familiar with the style of questioning and level of responses needed. Whole school ethos of attainment for all has been promoted.	Yes continue with this. Strategies were outlined to continue over 21-22. Curriculum time has been timetabled into the new year to allow SL and SLT to go around the classes and talk to groups of children to assess their recall. The start of lessons are used to recap learning in previous lesson/ last time they did the strand of work/ focus for the lesson/ where the sequence is going. As well as some rainbow card q's related to the focus of the lesson. Assessment Framework monitoring sheets are to be trialled during September to highlight sticky knowledge and then track children's responses to retrieval q's . Friday afternoon sessions are being planned in from Sept to allow for a range of metacognition/ retrieval games to be used to assess the children recalling a mixed variety of knowledge.
A/B. Positive progress in writing	Spelling shed activities embedded and a clear strategy being followed. Revisiting spellings from previous years.	Medium impact seen as spelling tasks became embedded over the year and a clear routine used- seen in planning. However the gaps from children not completing work during lockdown is noticeable. Monitored via dojo and talking to class teaching. Knowledge Organisers have been developed and are vocab rich with reference to sticky knowledge past and present. Data analysed after Friday data drops Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children's needs. Average attainment in Writing was expected.	Ongoing monitoring now observations can happen from September. Discussion in Curriculum teams for Eng leaders to ensure there is an Interleaving approach seen throughout year groups eg. wk1 y6 list, wk 2 y5 list, wk 3 y6 list, wk4 y5 list. September used to revisit previous year group spellings and ensure gaps are covered. High focus still on spellings. Carried over: Curriculum time for subject lead- £135 x4 = £540
D. Maths	Power Maths embedded throughout school and language focus in all lessons. Deliver training on new DfE Maths – language focus strategy	Impact not seen through observations due to restrictions. Richer use of language monitored by staff in class. Power Maths structure has helped develop this. Staff comment on an improvement in mastery/ reasoning tasks being accessed and completed by more children. Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on	Continue with the provision and support to ensure PM is embedded by end of Pentecost 22. Investigate ways to use PM in FS alongside the new curriculum. Carried over: Curriculum time for subject leads- £135 x8 = 1,080 CPD supply-afternoon £67.50 / £135 day x2

		individual children's needs. Average attainment in Maths was expected.	
E. Phonics	Streamed groups (If COVID allows) 1:1 sessions with KS1 lead. Interventions, afterschool clubs,	More impact was seen with Y2s after some 1:1 sessions by KS1 lead and a big focus after the fire. Oct data showed progress towards 90% Y2 chn passing their phonics retake. Y2 total by sum 21= 88% Some new children arrived just before the screening. Y1 phonic data still needs to be more in-line with National. Y1 sum 21= 79% Impact noted by staff that children can apply phonics more in their reading but not as much in their writing. After school club was provided by staff via teams for Y1 children had an impact on those who attended.	Assessed termly so continue with the strand. Still need to raise standards. Phonics from September can be streamed to support the children and help focus in on the needs- using all adults. Jolly Phonics pattern of lessons and actions to be focus from September.

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?
F/ A/B /G/H Pastoral support	1:1 sessions with FLO 1:1 sessions with LAs	Medium impact- FLO accessed both sites as much as she could and LAs stepped in to work with the children as well. Not only did the children have COVID to deal with but also the fire and they struggled to settle into home learning/ learning on different sites and then coming together in our temporary building. Weekly Triage group identified children/ parents through My Concern notifications/ meetings with CTs, who need support or referrals and act on them accordingly. Triage numbers dropped massively from Oct to return to school in April. When the main focus was then on 3 families. Some positive comments received on PASS survey	Ongoing. Work is still ongoing to ensure the children are more relaxed and settled. Observations can now take place to check they have better focus in lessons.

		regarding school and support they receive. They understand they have someone to talk to and can concentrate on their work	
F. Attendance	Daily check ins with families Treat sessions (games and treats shared to engage children and help them feel happy at school) Kindles	High impact seen. Attendance has risen to more in-line with National- average of each year group from Y1-Y6 was around 95%. Families feel supported and have developed long term solutions, particularly around use of buses. Children happy to come to school and eager to receive their entries into the kindle competition.	Ongoing monitoring needed for new year- in particular: 3x Rec, 2x Y1, 2xY2, 3xY3, 5x Y4, 7x Y5, 3xY6 £1600 carried due to treats and kindles not being purchased.
A/B/D/H. 1:1 sessions	CT allocated intervention sessions LA allocated interventions	Mid impact seen. Results show rise in % children are working in line with their FFT data prediction. Children's gaps are filled and they can access class work more confidently.	Ongoing to ensure gaps continue to be filled.
A/B. Physical Literacy	LA led session per day.	Children's core strength improves and therefore improvements seen in writing.	Ongoing to ensure core strength continues to develop.

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?
H Wellbeing and engagement	Pound sessions /After school club /Sport opportunities & competitions.	Low impact as clubs couldn't happen until Pentecost 2 Brain breaks were used and then Derby School Sports partnership focussed on key year groups – Y6/5/4 Extra sessions of sensory activities were provided as needed.	Yes it needs to continue. Money (£5200) moved over to 21-22 to support children in being more active as we know this affects their mental wellbeing, meaning they are more engaged in class. PP children allocated to clubs first and these are funding by school.
B. Cultural Capital	Pantomime visit Trips subsidised /Visitors in	Medium impact as visits could not happen in person, however staff used technology to enrich the curriculum as much as possible and to give the children key experiences. Pantomime was streamed	Extra important this coming year 21-22, to ensure children receive experiences they would not have otherwise had. They have more knowledge of the wider world through these experiences, which can then be referred to in their writing. High quality/

	Key texts Well dressing session	to families. Language rich cultural was encouraged through key texts shared in school and one was purchased for them during Pentecost term.	purposeful visits/ visitors to be planned in from September 21. £8000 carried over.
G. Uniform	Providing children with a coat & book bag.	High impact as these were provided and ensured that children and families feel part of the school community. Parents appreciate the support.	Continue yearly.

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Shared with Staff during a staff meeting, Governors through Chair. Parents?
How do you know staff understand the strategy and apply correctly?	Breakdown of targets correlating to the children in their class to be shared. Ideas provided on ways to support their needs.