



3 Year Pupil Premium Strategy Plan

[St. Mary's Catholic Voluntary Academy]

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [December 2021]

Pupil Premium Lead	Rebecca Smith	Governor Lead	Emma Farmer
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CURRENT PUPIL INFORMATION [2021-2022]

Total number of pupils:	326 (plus 21 in Nursery = 347)	Total pupil premium budget:	£114,290	Date of most recent PP Review:	22 nd June 2016
		Carried over funding from 2020/21:	£16,420		
		Recovery Premium Funding:	£12,180.00		
Number of pupils eligible for pupil premium:	86 in Sept 21	Amount of pupil premium received per child:	£1,345 – FSMEver6 £2345 – In Care/ Adopted from Care £310 – Service Child	Publish Date:	December 2021
Proportion of disadvantaged pupils:	26.38%	Date for next internal review of this strategy:	Pentecost 2022	Statement authorised by:	Gill Novak-Lemmings

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	43	50%
Girls	43	50%
SEN support	15	17%
EHC plan	2	2%
EAL	40	46%

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%	50%	69%	65%

% 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%	51%	69%	65%
% 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%	50%	68%	64%
% 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%

KS2 Data 2018-19						
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
Progress score in maths	-2.30	-1.16	-1.44	-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 (Pandemic year)	95.16%	96.42%	na
2019-20 (Pandemic year)	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 & 2020-21 academic years, 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 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>
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/Aim		
	Outcome/Aim	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	Positive progress in Writing in KS2 Improved girls writing, particularly for higher attaining girls in KS1 Increased Cultural Capital.	<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	Reasoning in Maths in KS1 to improve 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. Time to talk with peers and staff to explain their thoughts and reasons. Resources provided to support reasoning skills.
E	For the % of pupils passing the phonics screening check to be in-line with national levels	Oct data to show progress towards 90% Y2 chn passing their phonics retake. 96% target for the y1 children. Parent sessions set up via teams for phonic workshops during Lent term. Phonic sessions are well structured and fast paced. 1:1 sessions with target children. Phonic games and activities set up during free flow.
F	For school to see increased attendance rates for pupils eligible for PP.	To ensure the gap between PP and Non-PP are in line with National. 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.
G	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.	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. 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.
H	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.	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.

3 YEAR PUPIL PREMIUM STRATEGY

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

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
C. Metacognition	<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>	Revisit and retrieval CPD, staff introducing strategies throughout the year.	Strategies in place by end of Advent 21, Subject leaders see an impact by Lent 22. Strategies continue over 21-22.	<p>Retrieval practice –Kate Jones 18x6= £108</p> <p>QFT</p> <p>CT salary £49,000</p> <p>CPD supply-afternoon £67.50 / £135 day x2</p>	<p>Evidence based observations, children show greater recall of knowledge of previous subjects.</p> <p>Whole school ethos of attainment for all.</p> <p>QFT observed.</p> <p>Results over KS2 show the smaller KS2 classes continue to give staff more time to focus on individual children's needs.</p>

<p>A/B. Positive progress in writing</p>	<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> <p>Low cultural capital</p> <p>Poor vocabulary knowledge and use, and deprivation of cultural capital, results in pupils having poor spelling knowledge.</p>	<p>Spelling shed activities embedded and a clear strategy being followed. Revisiting spellings from previous years.</p>	<p>By end of Lent 21</p> <p>Termly reviews - Ongoing</p>	<p>Curriculum time for subject lead- £135 x4 = £540</p> <p>QFT</p>	<p>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.</p>
<p>D. Maths</p>	<p>Reasoning in Maths in KS1</p>	<p>Power Maths embedded throughout school and language focus in all lessons. Deliver training on new DfE Maths – language focus strategy</p>	<p>Shared by end of Pentecost 21</p> <p>Embedded by end of Pentecost 22</p>	<p>Staff meeting times Curriculum time for subject leads- £135 x8 = 1,080 CPD supply-afternoon £67.50 / £135 day x2 QFT</p>	<p>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.</p>

E. Phonics	Low levels of children passing their Phonics Screening check	Streamed groups (If COVID allows) 1:1 sessions with KS1 lead. Interventions, afterschool clubs,	Termly	PB 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.
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
F/ A/B /G/H Pastoral support	Low parental engagement Emotional Health Challenges	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	Poor Attendance Attendance rates for pupils eligible for PP are below National (47% at 95% + July 19)	Daily check ins with families Treat sessions (games and treats shared to engage children and help them feel happy at school) Kindles	GNL & 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	Poor oracy and parental engagement at home Low cultural capital Reasoning in Maths KS1 Emotional Health	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	Poor oracy and parental engagement at home Low cultural capital	LA led session per day.	LA review termly	£260	Children's core strength improves and therefore improvements seen in writing levels.

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

Member of staff responsible: Philippa Brentnall (MH Lead), Sophie Cuts (PE Lead), Bushra Pasha (SBM)

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	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		<p>Pantomime visit</p> <p>Trips subsided /Visitors in</p> <p>Key texts</p> <p>Well dressing session</p>	Review after each session.	<p>Pantomime tickets</p> <p>Key texts purchased x 3 times a year for each child approx $£5.99 \times 105$ per phase $= £628.95 \times 3$ per year $= £1,886.85$, 4 phases x 3 sets per year= approx. £7,547</p> <p>£100 Spiral Art</p>	<p>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.</p> <p>Language rich cultural is encouraged through key texts.</p>
G. Uniform		Providing children with a coat & book bag.	Yearly	£900	Children feel part of the school community.

PUPIL PREMIUM ACTION PLAN: 2021/22

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?
A/B/E	<p>For children to be articulate in their communication skills in order for them to achieve their academic potential.</p> <p>For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2 so that white British, girls make positive progress in writing throughout KS1 & KS2 to be at least positive.</p> <p>For children to have an understanding of ambitious vocabulary to use in writing across a range of genres and subjects.</p>	<p>EYFS to receive targeted support based on their baseline results in November.</p> <p>Targeted reading aloud and book discussion with young children.</p>	<p>EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	<p>Spelling lesson observations.</p> <p>Clear personalised feedback given verbally.</p> <p>Pupil portfolios (ClassDojo) used as reading records will show increased engagement.</p>	<p>PB (EYFS Lead)</p> <p>SD (Eng Lead)</p> <p>PB (Phonics Lead)</p> <p>GNL/KT/PB</p>	<p>Half-termly – AG/GNL/PB/SD</p>
		<p>Spelling focus Teaching addresses spelling needs of the pupils. Past and current spelling patterns are taught and recapped regularly.</p>	<p>EEF – Phonics</p> <p>In analysis of end of year data, spelling gaps have been found to have held back the children in making positive progress in writing.</p>	<p>Book/Look/Talks- Pupils apply more advanced vocabulary when speaking and when writing.</p> <p>Children are more confident in speaking in-front of their class.</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. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons and homework.</p>	<p>Poor vocabulary knowledge and use, and deprivation of cultural capital, results in pupils having poor spelling knowledge.</p>	<p>Quality key texts purchased for the children – 3 books per child each year.</p> <p>Observations and monitoring led by SLT will ensure it is successfully implemented</p> <p>Data collection x3 each year</p>		

A/B/E cont.		School Led Tuition (25% contribution of government grant) Targeted writing through 1-2-1 interventions across all phases	EEF – one to one/small group tuition Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.		PB – KS1 KT – LKS2 SD – UKS2	Termly GNL/AG SD (Trust & MDE Eng Lead)
		Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	In-school evaluation of pupil progress and interventions shows the consistent value of quality texts leading the learning. A wide choice of both fiction and non-fiction texts supports this	Monitoring of the interventions put in place for each child is carried out on a half termly basis. Qualitative data is collected through whole class feedback forms, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.	SD (Eng Lead)	Termly AG/GNL
C.	Metacognition skills of disadvantaged children improves and more key knowledge retained.	Revisit and retrieval strategies following CPD. Staff to embed 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.	EEF – Metacognition and self-regulation approaches. Pupils, due to cognitive overload, struggle to retain knowledge over the curriculum, particularly spellings, and it is not fully embedded into 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 observations take place by Subject Leaders (S/Ls) and LT 3x each year. Children show greater recall of knowledge of previous subjects. Whole school ethos of attainment for all. QFT observed.	S/Ls	Termly – GNL/AG
D.	Rich mathematical vocabulary.	Last Year/Last Term/Last Lesson	Maths Hub	Observations led by SLT	IA/MB (Maths)	Termly – GNL/AG

	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.	approach at start of each lesson Power Maths approach to allow children to use rich mathematical language to discuss their answers. Additional maths resources to support the teaching of number	Research and CPD has emphasised the importance of the vocabulary gap between disadvantaged children and non- disadvantaged children.	Data collection x3 each year Book/Look/Talks- Pupils demonstrate a good knowledge of core Math skills.	Leads)	
C/D/H.	To ensure Y6 pupils are prepared for their end of year SATs	Pupils to receive targeted support through 1-2-1 interventions Additional CGP study books to support homework and revision	EEF – Teaching Assistant Interventions		SD/MF – Y6 class teachers	Lent 22 - GNL
TOTAL estimated budgeted cost:						£63,000
Of which from RP funding:						£2000

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?
F.	For school to see increased attendance rates for pupils eligible for PP.	Office/ FLO/ SENDCo to be in contact with children daily following attendance policy. 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 Door-step check ins if necessary. Regular contact with families via	Relationships between school and parents/carers of disadvantaged pupils are strong.	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. Attendance rises to more in-line with National. Families feel supported and have developed long term solutions.	JA (Office Admin) DA (FLO) SMc (SENDCO)	GNL – Monthly EF - Termly

		<p>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 lunches by improving their attendance/ having a full week in school.</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>Class prizes awarded for each full week of 100% attendance</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>		
F/G/H.	<p>For school to see increased attendance rates for pupils eligible for PP.</p> <p>For parents/ carers to have increased confidence in supporting learning at home through listening to reading and supporting homework through online platforms (Century/ClassDojo/ Bug Club)</p> <p>For any emotional health concerns to</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>Relationships built between school and the parents of disadvantaged children is strong.</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 analysis of PASS survey (June 21) and conversations about how pupils 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 'most deprived'. In a lot of the</p>	<p>Children to have comments left on ClassDojo to show home reading has been undertaken.</p> <p>Large majority of homework will be completed.</p> <p>The Triage group will 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</p>	<p>GNL</p> <p>DA</p> <p>SMC</p>	<p>Termly review – EF/SB (LGB)</p>

	be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice.		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.	observations.		
TOTAL estimated budgeted cost:						£22,500
Of which from RP funding:						£5,180

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?
C/H	To support pupils to manage their emotions and behaviours.	To embed the use of Zones of Regulation Educational Psychiatrist to carry out assessments on pupils in order to devise individualised support plans. To provide in class calming resources to help keep pupils in class more during lessons in order to always access the curriculum.	EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.	Increased focus in lessons/decreased time spent out of class	PB (Mental Health Ambassador) SMc (SENDCO)	LB (LGB)
F.	To ensure all PP pupils receive experiences offered to the whole school to enrich their curriculum. For example, trips, days	To provide support for all PP children to have the same experiences as non PP pupils.			BP (SBM)	GNL

	out for children who may otherwise struggle to receive these additional enrichment opportunities.					
TOTAL estimated budgeted cost:						£14,185
Of which from RP funding:						£1,100

REVIEW OF 3 YEAR STRATEGY [2020/21]

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Communication with parents through the pandemic Laptop requests during pandemic Attainment figures- maths prior/end topic learning Behaviour records Referrals of those who need support Notes from triage meetings – children monitored/ taken off Sensory / break out rooms were used Mental health referrals/ times with DA Attendance monitoring of virtual and inline- invited in during lockdowns	Monitor how the children return in September Provide them time to talk
How do you know disadvantaged pupils' starting points following lockdown across subjects?	First lockdown we used phone calls to check children's and their families' mental health but also how they did with their work. Attainment figures- maths prior/end topic learning. PASS assessments, NFERs Recovery curriculum- assessing gaps CTs have been monitor engagement of children/ attitudes to learning and behaviours. Support returning to school, staff working hard to close gaps as soon as they returned, Attendance and behaviour book monitoring. Feelings charts- are they ready to learn again.	Continue to use daily feelings charts so we know whether they are ready to learn. 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>	<p>Attendance monitoring – buses have helped our children be in on time and more regularly. Triage meetings- monitoring the notifications on My Concern, looking for patterns and safeguarding concerns with PP chn, tracking signs of neglect Measured how numbers of PP children has risen over lockdown Children’s mental health –feelings charts, friendship groups, break out spaces all set up and used by staff. Weekly phone calls to continue to check in with PP families. Dojo messages</p>	<p>Continued check ins following summer phone call. Families in contact with FLO through Dojo.</p>
<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>Early Help assessment referrals have increased after meetings with families around concerns Check ins during communications with parents and adults allowed for staff to ask questions, reassure parents and support them in moving forward. More families asking for help verbally during check ins.</p>	<p>Parent survey to assess needs Staff closely monitoring families and Triage team checking My Concern cases for patterns weekly.</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>Gains: Recent PASS tests Daily check ins using feelings charts Introduction of Zones of Regulations to help chn regulate their emotions. Check ins to push independence and resilience Digital literacy Application of teaching strategies matched new research eg retrieval strategies Rainbow cards Loss: bubble structure stops mixing for reading eg UKS2 and FS/ additional prayer times 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>Continue with Zones of Regulations across the school and daily feelings charts. Supporting children with their play and re-establishing friendships and routines. FS/ Y1 focussing on independence skills</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>

Impact of your strategies to mitigate/lessen the impact of lockdown?	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 feel like they had lost contact with staff or some peers because they had seen them live on teams.	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.
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?	Cultural capital/ experiences missing- trips, key texts, residential trips, transition, sats prep (resilience), money management Positive Knowledge- digital literacy skills have improved; some have had other richer experiences at home e.g. cooking/ gardening but not all. 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' 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.	Trips and enterprise ideas to be relaunched from September. Clear routines and rules established from the beginning with only reading and spellings being sent home for the first month. Sensory areas set up in each phase and are accessible for all who need it, alongside structured sensory breaks for those identified by CTs.
Have you identified more vulnerable groups because of this?	Mental health Social support	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.

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Strategy is shared with parents on website. Successes are shared during Parent Consultations. Governors are informed of PP strategies through Governor meetings. Staff are involved at every level in planning and auctioning the interventions and actions specified.
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.