



3 Year Pupil Premium Strategy Plan

All Saints CVA

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [Grainne Beaumont]

| | | | |
|--------------------|--|---------------|--|
| Pupil Premium Lead | | Governor Lead | |
|--------------------|--|---------------|--|

CURRENT PUPIL INFORMATION [2021-2022]

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|--|-----|---|----------|---------------------------------|---|
| Total number of pupils: | 79 | Total pupil premium budget: | 23,520 | Date of most recent PP Review: | Started February 2020- sopped due to COVID rescriptions |
| | | Carried over funding from 2020/21: | 0 | | |
| | | Recovery Premium Funding: | 2,755 | | |
| Number of pupils eligible for pupil premium: | 16 | Amount of pupil premium received per child: | 1345 | Publish Date: | 22 nd December 2021 |
| Proportion of disadvantaged pupils: | 20% | Date for next internal review of this strategy: | Feb 2022 | Statement authorised by: | G McGrath |

PUPIL PREMIUM COHORT INFORMATION

| CHARACTERISTIC* | NUMBER IN GROUP | PERCENTAGE OF GROUP |
|-----------------|-----------------|---------------------|
| Boys | 8 | 20% |
| Girls | 8 | 20% |
| SEN support | 7 | 50% |
| EHC plan | 0 | 0 |
| EAL | 0 | 0 |

*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) | N/A | 71% | 71% | 57% | 74% | 72% |
| % meeting EXP or exceeded in Reading | N/A | 71% | 71% | 62% | 79% | 77% |
| % meeting EXP or exceeded in Writing | N/A | 71% | 71% | 58% | 76% | 74% |
| % meeting EXP or exceeded in Maths (Number) | N/A | 86% | 86% | 66% | 82% | 80% |
| EYFS DATA 2017-18 | | | | | | |
| % achieving Good level of development (GLD) | 67% | 83% | 78% | 57% | 74% | 72% |

| | | | | | | |
|---|------|-----|-----|-----|-----|-----|
| % meeting EXP or exceeded in Reading | 67% | 83% | 78% | 62% | 79% | 77% |
| % meeting EXP or exceeded in Writing | 67% | 83% | 78% | 59% | 76% | 74% |
| % meeting EXP or exceeded in Maths (Number) | 67% | 83% | 78% | 66% | 82% | 80% |
| EYFS DATA 2016-17 | | | | | | |
| % achieving Good level of development (GLD) | 0% | 43% | 38% | 56% | 73% | 71% |
| % meeting EXP or exceeded in Reading | 100% | 71% | 78% | 63% | 79% | 77% |
| % meeting EXP or exceeded in Writing | 100% | 57% | 0% | 58% | 76% | 73% |
| % meeting EXP or exceeded in Number | 0% | 71% | 63% | 66% | 81% | 79% |

EYFS D

| 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 | 75% | 71% | 73% | 71% | 84% | 82% |
| PHONICS 2017-18 | | | | | | |
| % of pupils passing Phonics Screening Check | 0% | 71% | 56% | 70% | 84% | 82% |
| PHONICS 2016-17 | | | | | | |
| % of pupils passing Phonics Screening Check | N/A | 85% | 85% | 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 | 0 | 57% | 50% | 50% | 69% | 65% |
| % meeting expected standard or above in reading | 0 | 57% | 50% | 62% | 78% | 75% |

| | | | | | | |
|--|-----|-----|------|-----|-----|-----|
| % meeting expected standard or above in writing | 0 | 57% | 50% | 55% | 73% | 69% |
| % meeting expected standard or above in maths | 0 | 57% | 50% | 62% | 79% | 76% |
| KSI ATTAINMENT 2017-18 | | | | | | |
| % achieving expected standard or above in reading, writing and maths | n/a | n/a | n/a | 51% | 69% | 65% |
| % meeting expected standard or above in reading | 0 | 77% | 71%% | 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 | n/a | n/a | n/a | 50% | 68% | 64% |
| % meeting expected standard or above in reading | N/A | 75% | 75% | 61% | 78% | 76% |
| % meeting expected standard or above in writing | N/A | 50% | 50% | 52% | 71% | 68% |
| % meeting expected standard or above in maths | N/A | 75% | 75% | 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 | 0 | 61.5% | 57% | 51% | 71% | 65% |
| Progress score in reading | -5.31 | 1.77 | 1.3 | -0.62 | 0.32 | 0.03 |
| Progress score in writing | -0.5 | 0.89 | 0.8 | -0.50 | 0.27 | 0.03 |
| Progress score in maths | -9.09 | -2.89 | -2.9 | -0.71 | 0.37 | 0.03 |
| KS2 DATA 2017-18 | | | | | | |
| Ks2 Attainment RWM combined | N/A | 89% | 89% | 51% | 70% | 64% |
| Progress score in reading | N/A | 2.30 | 2.3 | -0.60 | 0.30 | 0.03 |
| Progress score in writing | N/A | 2.07 | 2.07 | -0.40 | 0.20 | 0.03 |
| Progress score in maths | N/A | 0.42 | 0.42 | -0.60 | 0.30 | 0.03 |
| KS2 DATA 2016-17 | | | | | | |
| Ks2 Attainment RWM combined | 50% | 75% | 70% | 48% | 67% | 61% |
| Progress score in reading | 1.11 | 5.83 | 4.89 | -0.70 | 0.30 | 0.00 |
| Progress score in writing | -0.24 | -1.08 | -0.91 | -0.40 | 0.20 | 0.00 |
| Progress score in maths | -0.63 | 0.70 | 0.43 | -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) | 95.33% | 97.39% | na |
| 2019-20 (Pandemic year) | 92.8% | 96.2% | na |
| 2018-19 | 93.11% | 96.17% | 96% |
| 2017-18 | 91.8% # | 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)

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|---|--|
| A | Progress with oral language and communication skills is slower for PP than other pupils. |
|---|--|

| B | PP struggle to read for pleasure and do not regularly read at home. | |
|---|---|--|
| C | Self-esteem and confidence can slow progress. | |
| External Barriers (such as poor attendance) | | |
| D | Attendance and punctuality is slightly below other pupils. | |
| E | Parental involvement with home learning and low aspirations is impacting progress made. | |
| Desired Outcomes/Aim | | |
| | Outcome/Aim | Success Criteria |
| A | To improve the oral language and communication skills for pupils eligible for PP. | <ul style="list-style-type: none"> - PP pupils to be in line with the national average in EYFS in Communication and Language. - Reading a variety of age appropriate books for enjoyment and increasing their vocabulary. - Pupils confident to answer questions in maths. Higher percentage of pupils to meet expected and great depth standard at the end of the year. |
| B | PP struggle to read for pleasure and do not regularly read at home. | <ul style="list-style-type: none"> - Children to be given 6 age appropriate books a year to build up a home library. - Children to enjoy reading at home for pleasure. - Children being encouraged to read at home and reading more at home to gain their Bronze/ Silver/ Gold awards. - Parents more engaged with school and encouraging their child to read at home. |
| C | Self-esteem and confidence can slow progress. | <ul style="list-style-type: none"> - Good progress being made due to high self-esteem. - ELSA supporting children with additional mental health or anxiety needs that cannot be met in class. - House point system enables pupils to be given praise for achievement and for the whole child. |

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| | | <ul style="list-style-type: none"> - Children's skills and achievements in all areas of the curriculum and for personal qualities recognised and rewarded. |
| D | Attendance and punctuality is slightly below other pupils. | <ul style="list-style-type: none"> - Attendance to be in line with non PP children. - Attendance to at 96%- whole school target. - Families working with attendance officer and given strict criteria to follow and this having an impact. - Number of lates to be down to zero, especially in line with COVID staggered starts. |
| E | Parental involvement with home learning and low aspirations hindering progress made by pupils. | <ul style="list-style-type: none"> - All PP children to have access to online learning platform introduced for home work and home learning. - All PP children to have suitable internet access. - All PP children to be using CENTURY/ Education City/ Timetable Rock stars to enhance their learning. - Structured conversations to take place between staff and parents. - Staff trained to carry out beneficial structured conversations. |

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 |
|----------|---|---|--|--|---|
| 1. | 1.For children to develop their communication and language skills in order to communicate their needs/ the knowledge they have been taught and to achieve their true potential. | <p>PP children to be heard read at least 3 times a week on a 1:1 basis. To use banded books but also to read library books together.</p> <p>Develop EYFS/KS1 curriculum to enhance communication skills. TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other.</p> | <p>From September 2021. Recognised that PP children read less than others in lockdown.</p> <p>Continue with Journey in Love and Circle Time. New PHSE curriculum to be continued this academic year.</p> | <p>£4,914 per year</p> <p>1:1 reading – 3 times a week. 1 TA for 15 mins per week x 39 weeks.</p> <p>1 Decision to purchase £300</p> | <p>Children reading on a more regular basis and achieving their Bronze (50 reads)/ Silver (100 reads)/ Gold badges (150 reads). Raising their communication skills through discussions with adult about the book.</p> <p>Children to be able to communicate their feelings more especially in the early years. 80% of PP children to achieve GLD in EYFS.</p> |

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| 2. | 2.To raise self-esteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve. | Children work 1:1 with ELSA to develop skills to deal with anxiety and raise their self-esteem. School following Recovery curriculum from September. This involves putting everyone’s mental health and confidence as the main focus for the first term. | ELSA works with 3-5 children a week for a 12-week period from September. From September and reviewed every two weeks. | £120 per child for the 12 weeks. X 9 children-£1080 | Children develop the skills to deal with their anxieties and use these back in the classroom to enhance their learning capabilities. All children to have settles back into school. Children who need extra support identified and given correct support. |
| 3. | | | | | |

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 |
|----------|-------------------|---|--------------------------------|------------------------------------|-----------------|
|----------|-------------------|---|--------------------------------|------------------------------------|-----------------|

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|---|--|--|----------------------|------------------|---|
| 1 | 1.To accelerate progress made for PP children and close the gap. | 1:1 and small group work interventions lead by TAs. Extra phonics sessions Precision teaching. | From September 2021- | £7,800 per year. | Children make accelerated progress. The children close the gap and this is shown in analysis of each intervention. More children reach their FFT targets due to interventions and the skills and knowledge taught and retained. |
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| 2 | 2.Children to read for pleasure and read more regularly at home. | <p>Each PP child to receive 3 books for them to build up a library at home. These books taken from Pie Corbett's list of must reads for each year group.</p> <p>Additional library books / resources purchased to enhance reading interventions in school. Non-fiction resources enhanced to enable PP children to read about subjects they are interested in.</p> | <p>1 book per ½ term-6 over each year in school.</p> <p>Current library books looked at and older books removed (September).</p> <p>Gaps in resources identified and purchased. (Oct 2020)</p> <p>New phonics home reading books.</p> | <p>£240 per year. £920 over 3 years.</p> <p>£1000 per year. £3000 over 3 years.</p> <p>£2000</p> | <p>Children to enjoy reading a variety of age appropriate books away from the reading scheme. To increase the percentage of PP children reaching the expected standard in reading at the end of each year (75%).</p> <p>Children using the library more and reading a wider variety of books for enjoyment.</p> |
| 3 | | | | | |

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

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 |
|----------|---|---|--|---|--|
| 1 | 1. Pupils gain a breadth of experiences that enhance their learning. These experiences lead to improved language and vocabulary skills. | <p>Activities outside the classroom. These include school trips/ residential/ visits from companies to school.</p> <p>All PP children have trips and residential paid for.</p> <p>When after school clubs resume, there will be no fee for PP children for paid activities.</p> | <p>September-December 2021- Lunch time PE sessions for whole school.</p> <p>Forest schools 2 weekly sessions. Each class to be timetabled.</p> | <p>£900 for trips per year.</p> <p>£2,025 over 3 years.</p> <p>Residential- £450 per year.</p> <p>£1350 over 3 years.</p> <p>Extra swimming sessions to resume (Pentecost Term) when swimming pool open.</p> <p>More after school clubs to resume when assessed to be viable.</p> | <p>Participation in clubs shows PP children participating. Shows percentage in line with whole school.</p> <p>All PP children to attend trips and residential and to be paid for by school.</p> <p>PP children joining in with PE activities at lunchtime.</p> |

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|---|--|---|---|--|---|
| 2 | <p>2. PP children identified with additional emotional and mental health issues to be supported by ELSA and Mental health ambassadors in school. School to minimise and alleviate worries and concerns about uniform/ lunches.</p> | <p>Release ELSA to give time to plan and work with children. ELSA to continue with her training via Derbyshire.</p> <p>The school has 3 Mental Health Ambassador. These ambassadors are trained and will work with other agencies/ School Family support worker to get the right support for families and children who need it.</p> <p>One Education to work with families on any attendance issues.</p> <p>School buys uniform and other items for families who need this. School dinners for PP children who no longer receive FSM will also be looked at for families.</p> | <p>Advent term 2020- Children referred for ELSA after assessing emotional needs.</p> <p>AP</p> <p>Throughout the year- Family Support Worker involved.</p> <p>½ termly review to identify any families needing support from other agencies.</p> <p>AS recognised as needed.</p> | <p>ELSA- £2900</p> <p>FSW- One Education attendance-</p> <p>Approx. £500 per year.</p> | <p>Children learning the skills to use back in class to enhance their mental health and accelerate learning.</p> <p>Children with specific needs recognised and correct agencies put into place.</p> <p>Attendance of PP in line with whole school.</p> <p>Basic needs of all PP children being met and alleviating worries and concerns.</p> |
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|---|--|--|--|-------------------|---|
| 3 | Parental involvement with home learning and low aspirations is impacting progress. | School to link with feeder secondary school to join 'Achievement for all'. Staff trained on how to deliver structured conversations with parents. Targets set for school and home and reviewed regularly. | Start Jan 2022 Training Feb 2022 Structured conversations started March 2022 | £1912.50 to join. | Parents aware of targets and how they can help their child reach goals set. |
|---|--|--|--|-------------------|---|

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? |
| 1 | For children to develop their communication and language skills in order to | PP children to be heard read at least 3 times a week on a 1:1 basis. To use banded books but also to read library | Reading and being read to enhances the language skills of all children. Discussing a books and its characters | This will be reviewed ½ termly. PP lead to hear PP children | GB | Dec/March/June GB/GM PP meeting. Dec/March/June |

| | | | | | | |
|---|--|---|--|--|---|---|
| | <p>communicate their needs/ the knowledge they have been taught and to achieve their true potential.</p> | <p>books together. Work on the library to enhance it is included in the 3-year plan. Children to receive 6 age appropriate books throughout the year to build up their own library. Teachers to encourage parents to talk to their children more and discuss books. This will be achieved via on-line workshops this academic year. Develop EYFS/KS1 curriculum to enhance communication skills. TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other.</p> | <p>enhances and improves communication skills.</p> <p>A well-stocked and appealing library promotes children to want to read.</p> <p>The children learn to read through phonics and the reading scheme. We want children to read a wide variety of books and learn to read for pleasure. We are using the 6 books from Pie Corbett's list to enhance the books they read.</p> <p>Teachers/TAs and parents talking / asking the correct questions/ modelling behaviours and talk have a real impact on communication and language skills.</p> | <p>read ½ termly and assess amount of home and school reading taking place.</p> <p>Discussions from Pupil Progress reviews to take place /pupil discussions/ book scrutinies.</p> <p>Literacy co-ordinator is working on updating the library. This is part of the Literacy action plan and will be reviewed.</p> <p>Assess the use of the library and discuss with pupils their enjoyment of it.</p> <p>Parent questionnaires and evaluations of workshops.</p> | <p>GB</p> <p>GB</p> <p>GR</p> <p>GR</p> <p>GB/ EM</p> | <p>GB/GM PP meeting.</p> <p>Dec/March/June GB/GM PP meeting.</p> <p>Dec/March/June GB/GR</p> <p>GB/GR- Feb 2022.</p> <p>GB/GM- Feb 2022</p> |
| 2 | <p>To raise self-esteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve.</p> | <p>ELSA trained TA to work with children. Recovery plan includes whole school actions to raise self-esteem.</p> | <p>Children who believe they can attempt a task achieve more. Self- esteem is a key to learning. Some children need to develop these skills and</p> | <p>Copies of referrals to ELSA / list of children undertaking and completing training.</p> <p>Teachers aware of skills the children have been taught</p> | <p>AP/SD</p> | <p>½ termly input by ELSA at a staff meeting.</p> |

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| | | | learn how to cope with stresses to succeed. | and encourage these in class. | | |
| 3 | To improve the teaching of Mathematics to enable all learners to make good progress. | Two teachers to work with maths hub and develop teaching to improve progress made by pupils. To use NCETM videos enhance teaching. | Maths hub- believe all children can reach the targets for each lesson if it is well structured. | Monitor maths lessons. Book looks Monitor home learning. | GB/SD | ½ termly- GB |
| TOTAL estimated budgeted cost: | | | | | 6,214 | |
| Of which from RP funding: | | | | | 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 | To accelerate progress made for PP children and close the gap. | 1:1 and small group work interventions lead by TAs. Dynamo maths Extra phonics sessions Precision teaching. (Children at AS) 1:1 TA support for individual child's needs. St M's in the afternoon. | Research from EEF shows TA one to one or small group work has a positive benefit on children's learning and can close the gap by 3 to 5 months. We use our TA's | Pupil progress meetings with TAs. TA record files of progress made. | GB/PJ/AP/AF/SD | GB- Pupil progress meetings- Dec/ March/June |

| | | | | | | |
|---|--|---|--|---------------------------------|-------|------------------|
| 2 | Children to read for pleasure and read more regularly at home. | Each PP child to receive 3 books for them to build up a library at home. These books taken from Pie Corbett's list of must reads for each year group. Additional library books / resources purchased to enhance reading interventions in school. Non-fiction resources enhanced to enable PP children to read about subjects they are interested in. | School has evaluated that children who read quality texts, enjoy reading and read and comprehend to a higher level. The school has recognised the need for a wider variety of fiction and non-fiction books to enhance the reading scheme is needed. New home reading books linked to phonics scheme purchased for older pupils. | Literacy co-ordinator meetings. | GB/GR | Feb- 2022- GB/GR |
|---|--|---|--|---------------------------------|-------|------------------|

TOTAL estimated budgeted cost: £9,040
Of which from RP funding: £2000

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? |
|-------------------------------|---|---|---|---|------------|---|
| 1 | Pupils gain a breadth of experiences that | Activities outside the classroom. These | EEF research shows that children need a | Registers from clubs. | GB/DQ/CS | ½ termly- GB |

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| | <p>enhance their learning. These experiences lead to improved language and vocabulary skills.</p> | <p>include school trips/ residential/ visits from companies to school.</p> <p>All PP children have trips and residential paid for.</p> <p>When after school clubs resume, there will be no fee for PP children for paid activities.</p> | <p>wide variety of experiences to help knowledge stay with them. We believe every child should gain a variety of experiences inside the classroom and out. Residential provides children with coping being away from home and a variety of skills. We wanted to take the pressure of children and ensure they gained all these experiences.</p> | <p>Ensure every child attends trips/ residential.</p> <p>These are recorded on HT termly report.</p> | | |
| 2 | <p>PP children identified with additional emotional and mental health issues to be supported by ELSA and Mental health ambassadors in school. School to minimise and alleviate worries and concerns about uniform/ lunches.</p> | <p>Release ELSA to give time to plan and work with children. ELSA to continue with her training via Derbyshire.</p> <p>The school has 3 Mental Health Ambassador. These ambassadors are trained and will work with other agencies/ School Family support worker to get the right support for families</p> | <p>Children need to feel safe and secure to learn. Evidence from Mental Health First Aid Training.</p> <p>Families need guidance from experts. Once these strategies have been put into place, the school has seen accelerated learning</p> | <p>Referrals and notes from ELSA. ELSA given planning time and ELSA time.</p> <p>My Concern</p> | <p>GB/AP</p> <p>GB/BS/GR</p> | <p>Dec/March/June-meeting with ELSA- GB/AP/SD</p> <p>½ termly TAF meetings- with</p> |

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| | | <p>and children who need it.</p> <p>One Education to work with families on any attendance issues.</p> <p>School buys uniform and other items for families who need this. School dinners for PP children who no longer receive FSM will also be looked at for families.</p> <p>To buy specific resources to meet Childrens' specific needs.</p> | <p>taking place.</p> <p>Punctuality and attendance are a main barrier to learning. (EEF)</p> | <p>Attendance file with paperwork.</p> <p>Discussions with teachers about specific barriers for children (September 2021)</p> | <p>One education</p> <p>GB/SD/AB</p> | <p>families</p> <p>Dec/March/June- review meeting with FSW- GB/ES</p> <p>Attendance looked at weekly GB/DQ/CS</p> <p>Sept 2021- GB/ class teachers</p> |
| 3 | Parental involvement with home learning and | School to link with feeder secondary school to join | Secondary school have started this process and seen a rapid improvement in the | Start Jan 2022 Training Feb 2022 Structured | GB/GM/ MK- secondary | March 2022 after first structured conversations- |

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| | low aspirations is impacting progress. | ‘Achievement for all’. Staff trained on how to deliver structured conversations with parents. Targets set for school and home and reviewed regularly. | progress of their PP pupils. School from same area and we have the same local barriers. | conversations started March 2022 | school PP lead. | GB/GM |
| TOTAL estimated budgeted cost: | | | | | | £10.762 |
| Of which from RP funding: | | | | | | |

REVIEW OF 3 YEAR STRATEGY [2020/21]

*At least annually

| Impact of Global Pandemic | | |
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| | Commentary | Next Steps |
| How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)? | <p>Pupil PASS surveys.</p> <p>Pupil discussions around safeguarding.</p> <p>Teacher assessments academic and emotional.</p> <p>Contact with all children throughout lockdown and regular catch ups with parents.</p> | <ul style="list-style-type: none"> - Continued intervention groups to fill in the gaps. - New assessment framework introduced to assess all subjects and identify gaps/celebrate progress. - PASS interventions to be used for |

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| | | <p>children highlighted.</p> <ul style="list-style-type: none"> - Continued ELSA and Nurture group support. - New reading books to be purchased for library and home reading. This will be led by a pupil led committee. |
| <p>How do you know disadvantaged pupils' starting points following lockdown across subjects?</p> | <p>Assessment of home learning/ work by children in school. Teacher assessments on return to school. NFER/ SATs in June for all children. Quizzes on assessments for foundation subjects. All disadvantaged heard read. All children assessed for phonics and spelling ages on return to full time schooling.</p> | <ul style="list-style-type: none"> - Regular 1:1 reading with children. - Phonics/ spelling groups to be ability grouped and assessed regularly. - Mini topics to address gaps in knowledge. - Metacognitive skills to be taught across the school. - Continue to purchase disadvantaged a book per ½ term to build up their own home library. |

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| <p>What work have you done to establish the impact on pupils and their families?</p> | <p>Questionnaires around home learning. Weekly/daily phone calls to parents. Family Support Worker- working with more families.</p> | <ul style="list-style-type: none"> - Phonecalls/ face to face chats with specific families on a weekly basis to check in. - All staff to be aware of how to refer a family for Family Support and reasons for doing so. |
| <p>Do families know the impact of the pandemic on themselves and their child/ren?</p> | <p>End of year school reports. Phone calls and meetings held with parents if they were needed on return. Meetings with parents for attendance issues.</p> | <ul style="list-style-type: none"> - Face to face parents evening early on in the year. - Continue to work with 1 Education for attendance issues. - Information on newsletters/ websites for families and were to find support. - Structured conversations to start this term with families to discuss targets for them and school and to discuss issues. |

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| <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>PASS surveys carried out. Teachers met with each child to discuss how they were feeling about returning to school in the first week back. Nurture groups for all classes carried out with before and after pupil questionnaires. Almost all pupils were happy to be back at school and see their friends. They had enjoyed the home learning on Seesaw. PASS surveys picked up specific children with low self- esteem and low attitudes to learning.</p> | <ul style="list-style-type: none"> - To continue to use 1 Decision scheme for Nurture groups. - ELSA support to continue and new ELSA to be trained to further capacity. - PASS survey interventions to take place. - Seesaw to be used for homework and for children self-isolating. - Commando Joe being introduced to develop Character education across the school. |
| <p>What learning/experiences positive and negative took place (influences) and what was the impact?</p> | <p>Safeguarding, Social, economic, incorrect teaching, misconceptions embedded. Home learning on Seesaw and MS Teams ensured that children and teachers still felt connected. The children in school enjoyed the experience and smaller groups. TAs took on new roles and used MS Teams to work 1:1 with children. All staff gained new technology skills. School gained new resources which can be used moving forward.</p> | <p>-Ensure all children have continued access to a device for homework and home learning. Questionnaire to be sent to parents to assess any changes in</p> |

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| | | <p>circumstances.</p> <p>-New devices to be used to enhance learning in all subjects. Training for staff to take place with Technology expert from the CMAT.</p> |
| <p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p> | <p>Strong home learning strategies in place ensured children did not fall behind and kept good relationship with teacher and peers.</p> <p>Strong safeguarding strategies in place. Families were able to be given help when needed and referrals made.</p> <p>MS Teams and use of TAs meant children could still receive 1:1 help when needed and be heard read regularly.</p> <p>New resources (Chromebook/ data cards) meant all children had access to online learning at home. This meant that we had 98% of children seen on a daily basis online and completing the majority of their home learning.</p> <p>Seesaw used for home Learning-Teachers able to feedback to children using different media. Children able to produce work in different media. This meant there was a close relationship kept with adults in schools and children could be assessed and given extra help when needed.</p> <p>MS Teams- morning register and lesson online meant all children had a routine and were up and dressed for a specific time.</p> | <ul style="list-style-type: none"> - Seesaw to be used for homework and for children self-isolating. - New devices to enhance learning and have an Impact on progress. |
| <p>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> | <p>Forest school/ PE sessions if at home. Videos and ideas sent home but this was noticeably different for the children at home.</p> <p>Social relationships with their peers suffered.</p> <p>Resilience and self-belief suffered from not being in school.</p> <p>Not being part of our local community suffered and children missed out on local clubs they are involved with e.g. Rainbows/ Scouts/</p> | <ul style="list-style-type: none"> - Forest School to take place for all classes. - Lunch time PE sessions to take place for children |

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| | <p>Karate/ Swimming. Year 4 children missed their school swimming lessons and the Year 5s missed ½ of the previous year. Children missed out on school trips/ residential and the experiences gained through them.</p> | <p>who want it.</p> <ul style="list-style-type: none"> - After school clubs to be reintroduced e.g. martial arts/ multisport. Disadvantaged will get these for free. - All year 4/5 children to part take in school swimming sessions and any Y6 who require further sessions. - School to work with Glossop/Glossop dale group for sporting events with other schools. - School to partake in CMAT sporting events. - School trips and residential to be reintroduced- these will be free for disadvantaged children. |
| <p>Have you identified more vulnerable</p> | <p>Self-regulation and coping skills have suffered. This has resulted in</p> | <ul style="list-style-type: none"> - Introduction and |

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| groups because of this? | noticeable changes in behaviour and attitudes to learning. PASS surveys and Nurture group questionnaires showed a decline in self-belief and more anxiety. | training for 'Commando Joe' character building scheme. <ul style="list-style-type: none"> - ELSA support and Nurture groups to continue. - Forest School sessions for all pupils. - 1:1 TA support for specific children e.g. pre teaching/IMPACT. |
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| TEACHING PRIORITIES | | | |
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| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Why will you continue with this provision/why won't you? |
| Pupils gain a breadth of experiences that enhance their learning. These experiences lead to improved language and vocabulary skills. | PP children to be heard read at least 3 times a week on a 1:1 basis. To use banded books but also to read library books together. Work on the library to enhance it is included in the 3-year plan. Children to receive 6 age appropriate books throughout the year to build up their own library. Teachers to encourage parents to talk to their children more and discuss books. This will be achieved via on-line workshops this academic year. | Mid Children enjoyed being heard read regularly (Pupil discussion) All children in school received their badge for 50 reads and most 100 reads. All children received 6 age/interest appropriate books. Many of the children read the books and talked about looking after them at home. | Children will continue to be heard read on a regular basis and a new target of 150 reads achieved to be set. This will be reached by more parent involvement over the year. Each child will receive 6 new books this year to add to their own private library. |

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| | Develop EYFS/KS1 curriculum to enhance communication skills. TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other. | 80% of disadvantaged children achieved their FFT target in reading at the end of the year. New resources and teacher led activity led to children discussing their emotions more and being able to communicate this to the adult. 100% of disadvantaged children in EYFS met GLD in communication and language. | TA and teacher to undergo NELI training starting in January. This strategy will be used to enhance speech/ language and communication skills. |
| To raise self-esteem and confidence, so each PP child has a can do attitude to learning and knows they can achieve. | ELSA trained TA to work with children. Recovery plan includes whole school actions to raise self-esteem. | High Children used skills taught in ELSA to regulate their emotions and gained confidence. These children scored highly on PASS survey in all areas. | ELSA will continue and there is already a waiting list. Another TA to be trained this year to meet needs. Nurture groups will also continue to raise self-esteem across the school. |
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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? |
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| To accelerate progress made for PP children and | 1:1 and small group work interventions lead by TAs. Dynamo maths | Mid Extra phonics sessions had | Each of these strategies will be used again this year. Each strategy benefits specific children. Interventions are assessed regularly and children taken off them if they do |

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| close the gap. | Extra phonics sessions Precision teaching. | a great Impact on progress made in phonics. All children who had 1:1 sessions made rapid progress and filled in Gaps identified. Dynamo maths worked with specific children who needed basic skills to move forward. Pre teaching worked better for children who had gaps identified in specific areas and they were taken off dynamo and given TA time before maths topics. This enabled them to partake in class maths lessons and achieve. Precision teaching had a high impact on children especially with spelling progress and times tables. | not have an impact on learning. |
| Children to read for pleasure and read more regularly at home. | Each PP child to receive 6 books for them to build up a library at home. These books taken from Pie Corbett's list of must reads for each year group. Additional library books / resources purchased to enhance reading interventions in school. Non-fiction resources enhanced to enable PP children to read about subjects they are interested in. | Mid All children received 6 age/ interest appropriate books. Many of the children read the books and talked about looking after them at home. 80% of disadvantaged children achieved their FFT target in reading at the end of the year. The library project has been put on hold and will be started in 21/22. This will be led by the school council. | Each child will receive 6 new books this year to add to their own private library. Library project to start in September 2021 and led by pupils. Will also be main focus for 'Friends of the Federation'. |

| WIDER STRATEGIES | | | |
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| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Why will you continue with this provision/why won't you? |
| Pupils gain a breadth of experiences that enhance their learning. These experiences lead to improved language and vocabulary skills. | <p>Activities outside the classroom. These include school trips/ residential/ visits from companies to school.</p> <p>All PP children have trips and residential paid for.</p> <p>When after school clubs resume, there will be no fee for PP children for paid activities.</p> | <p>Mid</p> <p>Many trips and experiences put on hold due to COVID this year.</p> <p>In school experiences purchased and some afterschool clubs started in the Summer term.</p> <p>High uptake for clubs in Summer term and pupils enjoyed 'Mad Science/ Baking/ Pantomime in school.</p> | <p>School will continue to pay for trips/ activities/ clubs/ residential.</p> |
| PP children identified with additional emotional and mental health issues to be supported by ELSA and Mental health ambassadors in school. School to minimise and alleviate worries and concerns about | <p>Release ELSA to give time to plan and work with children. ELSA to continue with her training via Derbyshire.</p> <p>The school has 3 Mental Health Ambassador. These ambassadors are trained and will work with other agencies/ School Family support worker to get the right support for families and children who need it.</p> <p>One Education to work with families on</p> | <p>Mid</p> <p>ELSA continued to be trained and supported.</p> <p>ELSA gained new ideas and shared expertise with other ELSAs in Derbyshire.</p> <p>Staff have been able to get help for families due to training. This included referral to Family Support/ Social care/ crossroads/ CAMHs and others. We</p> | <p>ELSA to continue with support to maintain her ELSA title and to gain new ideas.</p> <p>Other members of staff to complete Mental Health First aid training.</p> <p>Family Support worker has developed a close working relationship with school. As she works for our feeder school this will enhance the transition for families and</p> |

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| uniform/ lunches. | any attendance issues. School buys uniform and other items for families who need this. School dinners for PP children who no longer receive FSM will also be looked at for families. | were also able to direct people to their doctor if needed. Family support worker has had a major impact on our families. TAF meetings have given school and home targets to meet and are monitored. Many families have been help and taken off the support. School did not need to buy uniform this year. Families who needed help in this area were able to access a scheme through the CMAT and uniform was provided. | pupils moving to the secondary school. New links with the secondary school through an 'Achievement for All'. To work on structured conversations and engagement of parents. |
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ENGAGING STAFF, GOVERNORS & PARENTS

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| How has this document been shared with stakeholders? | Staff through SharePoint and staff meetings Shared with Pupil Premium Governor Will be discussed at governor meetings. On school website |
| How do you know staff understand the strategy and apply correctly? | Discussed as part of pupil progress meetings. |

