



**St Ralph
Sherwin**
Catholic Multi Academy Trust

3 Year Pupil Premium Strategy Plan 2020 - 2023

All Saints CVA

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2022-2023

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| Pupil Premium Lead | G Beaumont | Governor Lead | Reg Tabb | Trust Lead | Kate Mann |
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CURRENT PUPIL INFORMATION 2022-2023

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| Total number of pupils in school: | 73 | Total pupil premium allocation: | £29,748 | Date of most recent PP Review: | March 2022 |
| | | Carried over funding from 2021/22: | £0 | | |
| Number of pupils eligible for pupil premium: | 22 | Recovery Premium Funding (RPF): | £2,610 | Publish Date: | 23/12/22 |
| | | RPF Carried over funding from 2021/22: | £0 | | |
| Proportion of disadvantaged pupils %: | 30% | Total PP and RPF budget: | £32,358 | Statement authorised by: | R Tabb |

PUPIL PREMIUM COHORT INFORMATION

| CHARACTERISTIC* | NUMBER IN GROUP | PERCENTAGE OF GROUP |
|-----------------|-----------------|---------------------|
| Boys | 10 | 45% |
| Girls | 12 | 55% |
| SEN support | 8 | 36% |
| EHC plan | 1 | 4.5% |
| EAL | 0 | 0 |

| BARRIERS TO FURTHER ATTAINMENT | | |
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| In-School Barriers (such as poor literacy skills) | | |
| 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 |

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| | | <p>anxiety needs that cannot be met in class.</p> <ul style="list-style-type: none"> - House point system enables pupils to be given praise for achievement and for the whole child. - 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>£5,500 per year</p> <p>1:1 reading – 3 times a week. 1 TA for 15 mins per week x 39 weeks.</p> <p>1Decision to purchase £350</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. | <p>Children work 1:1 with ELSA to develop skills to deal with anxiety and raise their self-esteem.</p> <p>School following Recovery curriculum from September. This involves putting everyone's mental health and confidence as the main focus for the first term.</p> | <p>ELSA works with 3-5 children a week for a 12-week period from September.</p> <p>From September and reviewed every two weeks.</p> | <p>£132 per child for the 12 weeks.</p> <p>X 9 children- £1,188</p> | <p>Children develop the skills to deal with their anxieties and use these back in the classroom to enhance their learning capabilities.</p> <p>All children to have settles back into school. Children who need extra support identified and given correct support.</p> |
| 3. | Quality first teaching for all pupils. | HT/subject leads/TAs to monitor, coach and support teaching and learning. | <p>Ongoing throughout the year.</p> <p>Regular learning walks, work scrutiny, pupil voice.</p> <p>Reviewed termly at pupil progress meetings.</p> | £1000 per year for cover and courses. | All teaching to be a least good. Supported and validated by Trust. |

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>£396 per year. £920 over 3 years.</p> <p>£1000 per year. £3000 over 3 years.</p> <p>£1000</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 |
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| 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>£1,100 for trips per year.</p> <p>£3,300 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>£1,365</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 on a termly basis.</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. | <p>School to link with feeder secondary school to join 'Achievement for all'.</p> <p>Staff trained on how to deliver structured conversations with parents. Targets set for school and home and reviewed regularly.</p> <p>One education support for families.</p> | <p>Start Jan 2022</p> <p>Training Feb 2022</p> <p>Structured conversations started March 2022</p> | £1912.50 to join. | Parents aware of targets and how they can help their child reach goals set. |
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PUPIL PREMIUM ACTION PLAN: 2022/23

| TEACHING PRIORTIES | | | | | | |
|-------------------------------|---|---|---|--|---------------------------|--|
| Priority No. from 3 Year plan | Desired Outcome (link to barrier) | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date & who is evaluating impact? |
| 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 | <p>This will be reviewed ½ termly.</p> <p>PP lead to hear PP children read ½ termly and assess</p> | <p>GB/GR</p> <p>GB/GR</p> | <p>Dec/March/June GB/GM PP meeting.</p> <p>Dec/March/June GB/GM PP</p> |

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| | communicate their needs/ the knowledge they have been taught and to achieve their true potential. | books together. Work on the library to enhance it is included in the 3-year plan. Children to receive 3 age appropriate books throughout the year to build up their own library. Teachers to read 3 times a week to the class. Use Pie Corbett books for each class. 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. | enhances and improves communication skills. A well-stocked and appealing library promotes children to want to read. 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 3 books from Pie Corbett's list to enhance the books they read. These books will also be used as story time books for each class. Teachers/TAs and parents talking / asking the correct questions/ modelling behaviours and talk have a real impact on communication and language skills. | amount of home and school reading taking place. Discussions from Pupil Progress reviews to take place /pupil discussions/ book scrutinies. Literacy co-ordinator is working on updating the library. This is part of the Literacy action plan and will be reviewed. Assess the use of the library and discuss with pupils their enjoyment of it. Parent questionnaires and evaluations of workshops. | GB/GR GR GR GB/ GR | meeting. Dec/March/June GB/GM PP meeting. Dec/March/June GB/GR GB/GR- Feb 2023 GB/GM- Feb 2023 |
| 2 | To raise self-esteem and confidence, so each PP child has a can do attitude to | ELSA trained TA to work with children. Recovery plan includes | Children who believe they can attempt a task achieve more. Self- esteem is a key to | Copies of referrals to ELSA / list of children undertaking and completing training. | AP/SD | ½ termly input by ELSA at a staff meeting. |

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| | learning and knows they can achieve. | whole school actions to raise self-esteem. This continues to be an area of priority. | learning. Some children need to develop these skills and learn how to cope with stresses to succeed. | Teachers aware of skills the children have been taught 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. Separate year maths lessons taught using new scheme. Extension activities developed. | 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 |
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| TOTAL estimated budgeted cost: | | | | | | 8,684 |
| Of which from RP funding: | | | | | | 500 |

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 | Research from EEF shows TA one to one or small group work has a positive benefit | Pupil progress meetings with TAs. TA record files of | GB/PJ/AP/SL/NC | GB- Pupil progress meetings- Dec/ |

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| | | <p>Extra phonics sessions Precision teaching. (Children at AS)</p> <p>1:1 TA support for individual child's needs. In the afternoon.</p> | <p>on children's learning and can close the gap by 3 to 5 months. We use our TA's</p> | <p>progress made.</p> | | <p>March/June</p> |
| 2 | <p>Children to read for pleasure and read more regularly at home.</p> | <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>School has evaluated that children who read quality texts, enjoy reading and read and comprehend to a higher level.</p> <p>The school has recognised the need for a wider variety of fiction and non-fiction books to enhance the reading scheme is needed.</p> <p>New home reading books linked to phonics scheme purchased for older pupils.</p> | <p>Literacy co-ordinator meetings.</p> | <p>GB/GR £396</p> | <p>Feb- 2023- GB/GR</p> |
| 1 | <p>To accelerate progress made for PP children and close the gap.</p> | <p>1:1 15 hours tutoring.</p> <p>6 groups of 3</p> | | <p>Monitoring of tutoring. Assessments prior/ middle/end</p> | <p>GB/ BS/Connex tutoring</p> | <p>GB- Pupil progress meetings- Dec/</p> |

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| | | children. | | to show progress made. | | March/June |
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| TOTAL estimated budgeted cost: | | | | | | 15,511 |
| Of which from RP funding: | | | | | | 1000 |

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 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>2 funded after school clubs for all PP children.</p> | EEF research shows that children need a 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 | <p>Registers from clubs.</p> <p>Ensure every child attends trips/ residential.</p> <p>These are recorded on HT termly report.</p> | <p>GB/DQ/CS</p> <p>£1,650</p> <p>225 (£25 per child)</p> | ½ termly- GB |

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| | | | experiences. | | | |
| 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>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>To buy specific resources to meet</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 taking place.</p> <p>Punctuality and attendance are a main barrier to learning. (EEF)</p> | <p>Referrals and notes from ELSA. ELSA given planning time and ELSA time.</p> <p>My Concern</p> <p>Attendance file with paperwork.</p> | <p>GB/AP</p> <p>GB/BS/GR</p> <p>One education</p> | <p>Dec/March/June-meeting with ELSA- GB/AP/SD</p> <p>½ termly TAF meetings- with families</p> <p>Dec/March/June-review meeting with FSW- GB/ES</p> <p>Attendance looked at weekly GB/DQ/CS</p> |

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| | | Childrens' specific needs. | | Discussions with teachers about specific barriers for children (September 2021) | GB/SD/AB | Sept 2021- GB/ class teachers |
| 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. | Secondary school have started this process and seen a rapid improvement in the progress of their PP pupils. School from same area and we have the same local barriers. | Start Jan 2023 Training Feb 2023 Structured conversations started March 2022 | GB/GM/ MK-secondary school PP lead. | March 2023 after first structured conversations- GB/GM |
| TOTAL estimated budgeted cost: | | | | | | £8,227 |
| Of which from RP funding: | | | | | | £2,610 |

REVIEW OF 3 YEAR STRATEGY [2021/22]

*At least annually

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? |
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| 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>Work on the library to enhance it is included in the 3-year plan.</p> <p>Children to receive 3 age appropriate books throughout the year to build up their own library.</p> <p>TA/Teacher modelling play. Use PSHE time to encourage children to talk about their feelings and communicate with each other.</p> | <p>Mid</p> <p>Children enjoyed being heard read regularly (Pupil discussion). Majority of PP pupils back on track. Specific pupils highlighted for further interventions.</p> <p>New books have enhanced the library. More non-fiction books available in each classroom (mini library). All children received 3 age/ interest appropriate books. Many of the children read the books and talked about looking after them at home. New resources and teacher led activity led to children discussing their emotions more and being able to communicate this to the adult.</p> | <p>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. Phonics and reading interventions to take place.</p> <p>New books to be purchased over the next two years. Pupil voice used to ascertain the books to be bought.</p> <p>Each child will receive 3 new books this year to add to their own private library.</p> <p>ELSA provision to continue and use of 1 decision scheme to be used which encourages children to talk and communicate.</p> |
| To raise self-esteem and confidence, so each PP child has a can do attitude to | <p>ELSA trained TA to work with children. Recovery plan includes whole school actions to raise self-esteem.</p> | <p>High</p> <p>Children used skills taught in ELSA to regulate their emotions and gained confidence. These children scored</p> | <p>ELSA will continue and there is already a waiting list.</p> <p>Nurture groups will also continue to raise self-esteem across the school.</p> |

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| learning and knows they can achieve. | | highly on PASS survey in all areas. | |
| 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. | LOW The majority of children made good progress and gaps were identified and covered. End of Key stage results showed more work is needed and this will be included on this year's plan/ SDP/ action plan. | Maths is a priority on SDP for all pupils this year. The school has adapted its timetable to enable single year mathematic lessons to take place. CPD for all staff will continue and be linked to Whiterose Scheme of Work. |

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 close the gap. | 1:1 and small group work interventions lead by TAs. Dynamo maths Extra phonics sessions Precision teaching. | Mid Extra phonics sessions had a great Impact on progress made in phonics. All children who had 1:1 sessions made rapid progress and filled in Gaps identified. 10% of Year 1 passed the phonics screening. 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. | 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 not have an impact on learning. |

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| 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>Mid</p> <p>All children received 3 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. New library books have enhanced the library and books being used by the children.</p> | <p>Each child will receive 3 new books this year to add to their own private library. These books are bought for individual children at a level they can read for pleasure at home.</p> <p>Pupil voice to be used to identify new books for the library.</p> |
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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? |
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| Pupils gain a breadth of experiences that enhance their learning. These experiences lead to | <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>Mid</p> <p>Trips went ahead this year and enhanced the curriculum for PP children. Residential took place. This raised the</p> | School will continue to pay for trips/ activities/ clubs/ residential. |

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| improved language and vocabulary skills. | When after school clubs resume, there will be no fee for PP children for paid activities. | self esteem for PP children and for many was their first time away for family. High uptake for clubs in Summer term, 60% PP children attended a club. | |
| 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>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>To buy specific resources to meet Childrens' specific needs.</p> | <p>Mid</p> <p>ELSA continued to be trained and supported. 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 were also able to direct people to their doctor if needed.</p> <p>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 helped and taken off the support.</p> <p>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.</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. Training will be online and has been sourced through the CMAT.</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 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.</p> <p>Teachers will continue to look at each PP student and identify any specific resources that would enhance learning. (£50- £100 per child).</p> |
| Parental involvement with home learning and low aspirations is impacting | <p>School to link with feeder secondary school to join 'Achievement for all'.</p> <p>Staff trained on how to deliver structured conversations with parents. Targets set for school and home and reviewed regularly.</p> | <p>Secondary school have started this process and seen a rapid improvement in the progress of their PP pupils. School from same area and we have the same local barriers.</p> <p>School has introduced its own structured conversations around attendance. This has</p> | <p>Training for teachers to take place this academic year. Dates to be decided.</p> |

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| progress. | | improved in all cases. | Attendance meetings to continue to take place. Attendance monitored on a weekly basis and children highlighted early for support. |
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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 and staff meetings. English and mathematics leads included strategies on action plan. |