**Pupil Premium Strategy Statement**

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| **Summary information** | | | | | |
| **School** | Churchfield Primary School | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | XXXXX | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 405 | **Number of pupils eligible for PP** | 134 (33%) | **Date for next internal review of this strategy** | Feb 2021 |

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| **School context (SEF)** |
| * Churchfield Primary School is an above-average sized primary school (405 pupils) based in the heart of the ex-mining community of Cudworth. Cudworth is part of the Metropolitan Borough of Barnsley, located 4 miles to the north-east of the town and approximately 3 miles from the West Yorkshire border. The village is home to three primary schools, with Churchfield being the largest and having the most varied catchment (in terms of areas that pupils attend from). * The immediate area around school is one of the more deprived in the borough, with 50.64% of pupils attending from ‘Financially Stretched’ households (Acorn, 2018). This is 12.92% greater than the Barnsley average and 29% above the national average. A small minority of pupils (3.58%) attend from more affluent backgrounds (Affluent Achievers & Rising Prosperity); this is 17.49% below the Barnsley average, and 32.93% below the national average. * In terms of deprivation, school is in quintile 4 for both school base and location. This contributes to pupils entering FS2 (school currently has no FS1 provision) below the expected level for their age (this is particularly prevalent in language, communication & literacy). * School admits pupils that face many challenges, with one of the biggest barriers to learning being a lack of parental aspirations. Some parents do not have high academic aspirations for their children; with this in mind, school is working hard to raise aspirations for the entire school community through in-school experiences and a new, exciting curriculum. * Being an ex-mining area, many families are part of generation-spanning cycles of unemployment, and the number of EHAs, LAC and social care interventions has increased over the last three years due to high mobility, and more affordable private rental properties. In terms of pupil make-up, school has historically been male-heavy; however, this is now starting to become more balanced (51.4% male to 48.6% female). * School is unique in that there is high number of pupils with an EHCP due to complex SEND (average of 5% over three years). The majority of these pupils would not be able to access mainstream education in other settings (this was recognised by OFSTED in 2018 ‘school goes above & beyond for all pupils’). Many professionals have commented that school provides specialist-level provision, including a sensory room and TEACCH space. * Many parents of SEND pupils name Churchfield over specialist provision, with a common misconception being that Churchfield is a specialist setting. Whilst the entire school community is immensely proud of school’s inclusive nature and the success of these pupils, the demands that such a complex level of need places on staff and in-directly other pupil groups can be seen. The number of SEND Support pupils is below the national average, but in reality, in most other settings many of the pupils managed at Quality first Teaching would be on SEND Support, but due to a highly skilled staffing team, commitment to inclusivity and Inclusion Development Leader, these pupils have their needs met. * 90% of support staff in school work exclusively with complex needs pupils, this leaves very little capacity for supporting the wider school population, and thus, disadvantaged pupils do not perform as well as their peers. * Staff wellbeing is a key focus, with school working to reduce workload and offer a supportive environment for all staff. In September 2020, 90% of staff members reported that they felt supported, and 100% of staff members felt happy to work at school. * School has been recognised with a range of awards, and is Yorkshire Sport Centre of Excellence, as well as having a number of staff that are income generating by supporting other schools through the SLE program, or Barnsley Alliance work. * In December 2019, school joined Waterton Academy Trust and has been working closely with the trust through the COVID19 pandemic. School remained open for the entirety of the COVID19 lockdown, with pupil numbers up to 35% of the school population. * In terms of staffing, staff mobility is particularly low, with very few staff opting to leave Churchfield. September 2020 saw a restructure in leadership, with the long-standing Headteacher becoming the Executive Headteacher and the Assistant Headteacher moving up to the Head of School position. Whilst this structure is new, the staff members that make up the Senior Leadership Team is not. * School also operates wrap-around-care, in the form of a Breakfast Club and paid-for after-school club (PlayZone). Parents place a high value on these services, with many parents choosing school because of this. Both services were opened safely at full capacity in September 2020. Pupils eligible for the Pupil Premium funding can access these services for free. * In September 2019 school introduced a new, more relevant curriculum. This covers issues and aspects of the world that many of our pupils and families were not familiar with, or had pre-conceived ideas of. The aim of this was, and still is, to broaden pupil’s horizons, expand their knowledge base and develop their view of the wider world of work. |

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| **Current attainment EYFS *(Summer 2019 data due to COVID19)*** | | | | | |
| **Total number of pupils** | 58 | **Number of pupils eligible for PP** | 15 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving GLD** | | | | 67% | 74% |
| **% achieving all learning goals** | | | | 33% | 73% |

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| **Current % achieving the expected standard in phonics at KS1 *(Summer 2019 data due to COVID19)*** | | | | | | |
| **% achieving the expected standard at Y1** | | |  | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **Total number of pupils** | 59 | **Number of pupils eligible for PP** | | 20 | 90% | 85% (725 DIS.) |
| **% achieving the expected standard at Y2** | | | | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **Total number of pupils** | 13 | **Number of pupils eligible for PP** | | 7 | 76% | 94% (85% DIS.) |

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| **Current attainment KS1 *(Summer 2019 data due to COVID19)*** | | | | | |
| **Total number of pupils** | 58 | **Number of pupils eligible for PP** | 21 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | | | 67% | N/A |
| **% achieving ARE in reading** | | | | 67% | 79% (62% DIS.) |
| **% achieving ARE in writing** | | | | 67% | 74% (55% DIS.) |
| **% achieving ARE in maths** | | | | 72% | 80% (63% DIS.) |

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| **Current attainment KS2 *(Summer 2019 data due to COVID19)*** | | | | | |
| **Total number of pupils** | 47 | **Number of pupils eligible for PP** | 18 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving ARE in reading, writing and maths** | | | | 44% | 71% |
| **% achieving ARE in reading/ progress** | | | | 55% (-3.2) | +0.3 |
| **% achieving ARE in writing/ progress** | | | | 50% (-4.9) | +0.3 |
| **% achieving ARE in maths/ progress** | | | | 72% (+0.5) | +0.4 |

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| **Quality First Teaching** *(Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **A** | Teaching is not consistently good across school. This leads to pupils falling behind early in their school career, and the gap between disadvantaged and non-disadvantaged widened from Y3 to Y6. As a result of this, outcomes at KS2 in 2019 were below the national average in reading & writing, with disadvantaged pupils not achieving at the same level as their peers. Progress in writing & reading were also below the national average, and below their non-disadvantaged peers (-3.4 Reading, -4.9 Writing vs -2.6 & -4/7 Non-DIS). | JB. YG & BB | *30,000* |
| **B** | There are inconsistencies in the in the quality of teaching of writing across school, with a lack of clarity around how to structure writing lessons so that all pupils can make rapid progress. Lessons focus too much on a particular genre as opposed to considering the audience and purpose of a piece of writing. | JB, YG & MF |  |
| **C** | School is not yet a vocabulary-rich environment. Pupils enter FS2 with a very limited vocabulary range, with the majority being below ARE in Communication, Language and Literacy (70% below ARE in Writing, Reading & Speaking). The lack of a vocabulary-rich environment contributes to these pupils not making rapid progress. | JB, YG, ST, FP |  |
| **D** | Teachers’ understanding of assessment needs further development. There inconsistencies across school in the effectiveness of formative assessment to inform next steps and targets in order to facilitate rapid progress. | JB |  |
| **E** | School’s curriculum did not meet the needs of all learners, and was not appropriate to the area, community and needs of pupils, particularly disadvantaged pupils with limited wider-world knowledge. The new curriculum, that was introduced in September 2019, was not able to be fully implemented due to the COVID19 pandemic. | JB |  |
| **Targeted Academic Support** *(Structured interventions - small group tuition, one-to-one support)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **F** | A significant proportion of disadvantaged pupils display behaviours rooted in SEMH difficulties, particularly boys. This leads to disruption and a lack of engagement in class. These children are attending school not ready to access learning, and are often dysregulated emotionally due to difficult home situations. | YG, LD, Wellbeing Team, ST |  |
| **G** | Support staff are not always deployed effectively by class teachers, and as a result, the capacity to deliver targeted interventions across is not as effective as it could be. | YG, LD |  |
| **Wider Strategies** *(issues which also require action such as low attendance, behaviour, parental engagement)* | | | |
|  | | **Person/Team Responsible** | **Cost** |
| **H** | Over a three-year period, attendance is below the school target of 97%, this is particularly present in relation to disadvantaged pupils. 57% of all persistent absentees are pupils eligible for the Pupil Premium (28 pupils). | JB, TP |  |

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| 1. **Planned Expenditure**   Teaching is not consistently good across school. This leads to pupils falling behind early in their school career, and the gap between disadvantaged and non-disadvantaged widened from Y3 to Y6. As a result of this, outcomes at KS2 in 2019 were below the national average in reading & writing, with disadvantaged pupils not achieving at the same level as their peers. Progress in writing & reading were also below the national average, and below their non-disadvantaged peers (-3.4 Reading, -4.9 Writing vs -2.6 & -4/7 Non-DIS). | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| As a result of historical inconsistent standards of teaching, gaps in learning are present and pupils have not made expected progress.  There has been an inconsistency in planning & differentiation. Some lessons are not engaging.  Pupils have experienced a lack of opportunities to work with an adult due to a lack of effective adult deployment.  Feedback has not always provided pupils with precise strategies so that they can improve their work in lessons. | **Active Ingredient 1**  Class sizes in Y6 will be reduced to a maximum of 20 pupils (EEF Toolkit +3 months)  **Active Ingredient 2**  Lessons will take a collaborate approach to learning, with lower pupil numbers allowing teachers more opportunities to plan in explicit opportunities for pupils to work together (EEF Toolkit +5 months)  **Active Ingredient 3**  Smaller class sizes in Y6 will allow teachers to provide frequent and direct feedback to pupils, often on a 1:1 basis (EEF Toolkit +8 months)  **Active Ingredient 4**  Reduced class sizes will allow for staff to plan sequenced and progressive schemes of lessons that target the specific needs & pace of each group | | Staff will access initial CPD to prepare them for the delivery of learning to small groups  Y6 teachers will access follow-up training and support from SLT & experienced Y6 practitioners, facilitated through a coaching model  Teachers will have the opportunity to collaborate with other staff from across the MAT to share best practise, as well as within school through lesson study  Y6 pupils will be the first to access research-based approaches to learning through the English & Maths leads (both based in Y6) through working with the English & Maths MAT groups | | **Short Term**  Staff will be able to better articulate the specific needs of each child in their group, and what steps they need to take to make rapid progress  Staff will clearly understand the impact of small group, targeted teaching  Teaching will improve and be at least good or better in all year groups | | **Short Term**  Pupils will make accelerated progress from their starting points  The number of pupils achieve ARE in RWM combined will increase  Teachers planning will show clear differentiation and process, and how to support disadvantaged pupils.  Pupils will have greater access to adult support in lessons.  **Medium Term**  Pupil progress scores will at least be in-line with national  Pupils will have adequate skills and knowledge to prepare them for the transition to and success at secondary school  **Long Term**  Outcomes for pupils will increase as collaborative ways of working become integral to everyday classroom practice |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure**   There are inconsistencies in the in the quality of teaching of writing across school, with a lack of clarity around how to structure writing lessons so that all pupils can make rapid progress. Lessons focus too much on a particular genre as opposed to considering the audience and purpose of a piece of writing. | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| There has been a lack of clarity amongst teachers in relation to school’s approach to the teaching of writing  There has been a prolonged period of time where writing has not been an SDP focus in school, leading to a drop in standards as the framework and curriculum is not relevant  Staff have lacked confidence the teaching and assessment of writing leading to ineffective & repetitive lessons  Pupils do not see the value or purpose in writing, leading to a lack of engagement and low standards, particularly in disadvantaged boys  There has been a lack of high-quality texts used to promote as examples of excellence in writing | **Active Ingredient 1**  The appointment of an experienced leader, with a specific responsibility for writing (separating the writing & reading role).  **Active Ingredient 2**  Implementation of the Waterton Academy Trust Principles for Excellence document in writing, and associated CPD  **Active Ingredient 3**  The use of vocabulary-rich, high-quality texts and examples of excellence at the start of writing units to engage pupils  **Active Ingredient 4**  A shift in focus, through effective CPD, to the backwards planning approach of building towards an end product with a focus on audience and purpose  **Active Ingredient 5**  Teachers will be expected to fully read and understand any text they will be teaching, before it is planned and taught  **Active Ingredient 6**  Teachers will follow a clear teaching sequence that is consistent with the trust approach  **Active Ingredient 7**  Staff will collaborate and share best practise with colleagues in the trust though CPD and moderation. | | Deliver staff CPD (facilitated by Writing lead & Jane Simpkins) on the principles for excellence document  Writing lead & SLT will provide follow-up support for writing based on observation and in-school knowledge  Weekly pupil voice monitoring to capture attitudes and engagement in writing, facilitated by an experienced member of SLT  Facilitate opportunities for staff to reflect and liaise with colleagues in other schools  Conduct a review of the approach to marking & feedback in writing, as well as the planning process and proforma (EEF Toolkit +8 months) | | **Short Term**  Staff can clearly identify the audience and purpose for writing  Planning reflects the sequence of learning that leads to a specific outcome  **Medium Term**  Pupils speak with an increased confidence around writing, and an increase in engagement is visible in lessons  **Long Term**  Across school there is a consistent approach to the teaching and assessment of writing that is evident in books, planning and observations (including other monitoring) | | **Short Term**  Pupils are engaged in and enjoy writing and can articulate a reason for writing  Pupil attainment in writing increases to be at least in-line with reading  **Medium Term**  Pupils produce quality pieces of writing across all areas of the curriculum  **Long Term**  Attainment in writing is consistently high across school over a multiple year period |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
| Staff meeting held 18.11.20 | |  | | | |  | |

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| 1. **Planned Expenditure**   School is not yet a vocabulary-rich environment. Pupils enter FS2 with a very limited vocabulary range, with the majority being below ARE in Communication, Language and Literacy (70% below ARE in Writing, Reading & Speaking). The lack of a vocabulary-rich environment contributes to these pupils not making rapid progress. | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| The vast majority of pupils enter FS2 below (CLL)  Pupils enter school with a very limited vocabulary range, that does not develop rapidly as they progress through school  FS2 admits an increasing number of pupils with speech and language difficulties  Pupils experience a limited vocabulary range at home and out of school  Some staff have low expectations in relation to vocabulary development  Some staff do not plan for language development across a range of subjects  School does not have a language rich environment  All teachers do not explicitly plan for the development of speaking, listening, vocabulary acquisition, communication and language skills within the curriculum | **Active Ingredient 1**  Implementation of Neli in FS2 to develop language acquisition (EEF Toolkit +5 months)  **Active Ingredient 2**  Implementation and facilitation of Narrative Therapy and WellComm to all pupils in FS2 (EEF Toolkit +5 months)  **Active Ingredient 3**  Staff will plan in opportunities to develop speech and language skills  **Active Ingredient 4**  SLT will reintroduce vocabulary stems to be used across the curriculum  **Active Ingredient 5**  Leaders will work with teachers to develop a long-term strategy for the development of language in each subject and in lessons  **Active Ingredient 6**  Teachers to ensure that questioning and vocabulary enhancement is sequentially planned for within medium & short term planning  **Active Ingredient 7**  Daily opportunities are provided for children to listen to stories  **Active Ingredient 8**  In KS2, staff are to plan in opportunities for language development through the use of debate and discussion, using the vocabulary stems | | CPD will be provided to FS2 staff for the Neli scheme  CPD will be provided to all staff in planning for and delivering effective vocabulary development using the vocabulary stems  Opportunities for staff to **collaborate**, watch and share practice and develop a culture of peer feedback will be planned into the timetable.  Support staff delivering SALT will receive additional training to meet the increasing depth of need  Staff will receive refresher CPD on Blank’s  Aspects of monitoring will focus on language and opportunities to develop vocabulary, with environmental monitoring focusing on vocabulary rich environments | | **Short Term**  Classrooms will be language rich with a range of vocabulary visible and being used  All staff model the correct use of a wide range of vocabulary  **Medium Term**  Staff are confident in planning for and delivering lessons to develop vocabulary  Conversations with and monitoring of FS2 staff show an increased level of confidence in facilitating CLL | | **Short Term**  Pupils will communicate meaningfully with others, using an increasing spectrum of language  Pupils will respond to targeted questions using Blank’s to develop CLL  **Medium Term**  Pupils will be increasingly confident speakers, in both conversations and aloud  **Long term**  Behaviour incidents at playtimes will decrease due to an increased communication range and pupils being able to verbalise their thoughts  Attainment in writing at KS2 will increase as pupils dvelop a more sophisticated language range |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure**   Teachers’ understanding of assessment needs further development. There inconsistencies across school in the effectiveness of formative assessment to inform next steps and targets and facilitate rapid progress. | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Not all teachers see the value of assessment, particularly any data exercise  Not all teachers have the skills & knowledge to analyse next steps from assessment and plan for this  Support staff are not used effectively/ cannot be used effectively as part of the assessment process to inform next steps due to school’s capacity for working with other groups  Staff are not fully confident in differentiating between assessment and data  Some teacher assessment of pupil premium pupils has not been rigorous enough to ensure that gaps in learning are identified and addressed quickly and effectively | **Active Ingredient 1**  Staff will follow a consistent approach to assessment in line with wider MAT projects  **Active Ingredient 2**  Staff will use assessment (both summative and formative) to inform next steps in planning  **Active Ingredient 3**  All staff will be involved in the assessment process  **Active Ingredient 4**  HoS to work with Y6 team to identify gaps and intervention groups  **Active Ingredient 5**  Staff to use diagnostic tools to analyse assessment and identify next steps for specific groupings  **Active Ingredient 6**  NfER/SATS tests used at agreed times as per assessment calendar  **Active Ingredient 7**  PPM - teachers report to SLT on gaps and pupil misconceptions. Teachers to report on strategies for addressing these in subsequent medium term planning | | All teachers will undertake training around a common approach to assessment (EBE)  Two members of staff to complete assessment lead training, this will also allow for staff development and succession planning  Assessment leads to work and share best practise with colleagues from the MAT  Staff meetings will be planned in for teachers to collaborate and reflect on assessment  CPD on QLA and use for identifying gaps delivered by Trust English and Maths Leads  Support and QA cycle from TRUST SIOs  Pupil Progress Meetings to focus on gaps from QLA (amongst other information) and identify clearly targeted intervention on provision maps  Impact on progress monitored through half termly testing cycle/PP cycle and book scrutiny activities and communicated to all staff | | **Short Term**  There will be a clear channel of communication between support staff & teachers to inform assessment of all pupils  Planning will demonstrate a clear understanding/ sequence of learning  Staff are confident and skilled in identifying and addressing specific areas for improvement  **Medium Term**  Staff will have a clear understanding of the principles assessment, along with the purpose and value  All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils in reading, writing and maths. Core subject leaders closely monitor the impact that improved planning and new, bought resources have on outcomes  QLA process becomes embedded within the pupil progress cycle | | **Short Term**  Pupils will engage with the curriculum as learning will be pitches appropriate to their needs  **Medium Term**  Pupils will make accelerated progress due to closely monitored & identified next steps  The amount of pupils reaching ARE will increase due to specific and targeted assessment and next steps  **Long Term**  Disadvanatged pupils will make progress across the curriculum due to consistency in approach between year groups |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure**   School’s curriculum did not meet the needs of all learners, and was not appropriate to the area, community and needs of pupils, particularly disadvantaged pupils with limited wider-world knowledge. The new curriculum, that was introduced in September 2019, was not able to be fully implemented due to the COVID19 pandemic. | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| The curriculum was narrow, with some subjects not being taught at all – particularly around the arts  The curriculum was not specific to the needs of pupils and the local community and was too generic  There was not a clear sequence of learning in the wider curriculum  The curriculum was not relevant to pupils, particularly disadvantaged boys  Pupils have a very limited knowledge of the wider world, with many disadvantaged pupils & families having misconceptions  Pupils typically experience limited opportunities to visit places of interest outside the area in which they live  Many pupils face a lack of expectations in relation to life achievements, and are unaware of their options moving forward | **Active Ingredient 1**  Continued implementation of a bespoke curriculum, with a distinct focus on cultural capital, empathy & the wider world  **Active Ingredient 2**  Wider curriculum leaders will work with the Curriculum lead to develop progression maps and strategies within each subject  **Active Ingredient 3**  Staff will be provided with adequate training & time to develop MTPs on a half-termly basis  **Active ingredient 4**  School values will be promoted throughout school and the wider community to create a sense of belonging for pupils and families  **Active Ingredient 5**  Outdoor education and OAA will provide pupils with opportunities to develop self-confidence, resilience, teamwork and practical skills, as well as exposing pupils to new areas  **Active ingredient 6**  Each year will be assigned a particular local individual who has overcome adversity or achieved great things and study these through the information station sessions | | School & year group LTPs to be finalised and sampled through parent and pupil focus groups before being implemented in school. These will be developed around three key themes: resilience, respect and responsibility  Curriculum leader will work individually with each subject manager by mid AUT2 to review and finalise subject specific progression and skills maps  HoS to laisse with Awesome Branding to develop whole school strategy and approach to the rebranding and redevelopment of school values, and their presence with school and the community. Each HT will have a different value focus for assemblies and in class for awards, with these reinforced on a daily basis and in all lessons through value awards,  4 x twilight training sessions to be booked in for the end of the AUT term and SPR term for staff to work collaboratively and with curriculum leader on MTP  All pupils from Y2 – Y5 will attend an OAA day and follow up sessions via Kingswood, paid for by school. Activities will be picked in relation to the needs of the cohort. Y6 disadvantaged pupils will attend the Y6 residential and have the cost covered by school if needed. (EEF + 4 months)  HoS to laisse with the Primary Futures project to develop pupil knowledge of skills needed for future aspirations.  PE Lead to laisse with Totally Runnable to develop strategies in school to raise aspirations and self-confidence in disadvantaged girls  Y6 team & HoS to develop a careers pathway programme of learning for Y6 pupils in SUM2 focussing on the skills and knowledge required (EEF) | | All staff to be aware of how pupils’ skills in relation to aspirations are being raised/developed through school and will be able to articulate this.  All subject managers will be confident in how their subject is planned and progresses in order to meet the needs of all learners, but the most disadvantaged in particular. There will be a homogenous approach across all subjects to ensure parity.  Staff, pupils and families will know and be able to talk about our school values, and what each of them means, and how they can be shown. Parents will understand and acknowledge the high expectations and standards for both conduct, effort and behaviour.  Teachers will plan learning around real-world events, including recent and dynamic events that will broaden pupils’ understanding of the wider world. | | **Short Term**  Pupils are engaged in all subjects across the curriculum and eager to learn.  Most pupils make at least expected progress through the curriculum, particularly disadvantaged pupils.  **Medium Term**  Pupils will have a deeper understanding of the wider world, developed their cultural capital and be more accepting of other people & their beliefs.  **Long Term**  Most pupils will achieve ARE in all subjects, including wider curriculum subjects.  Pupils will have a clear understanding of their opportunities, but more importantly, the skills and knowledge required to achieve these. |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure**   A significant proportion of disadvantaged pupils display behaviours rooted in SEMH difficulties, particularly boys. This leads to disruption and a lack of engagement in class due to incensing approaches to behaviour. | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| A number of pupils, particularly disadvantaged boys, display SMEH difficulties that lead to disruption in class.  There has been an inconsistent approach to behaviour management between across classrooms, and varying standards of expectations, which has not been conducive to creating a safe and positive environment.  Lessons directly following a playtime or lunchtime have shown an increase in behaviour incidents.  There is disengagement from this particular group in some classes, with weak relationships being formed with staff and peers.  SEMH related issues take up a considerable amount of SLT time, which impacts on monitoring and wider school improvement.  Some pupils have particularly difficult relationships with their parents, along with social care involvement and a lack of trust in adults  Some pupils find it difficult to regulate their emotions and regularly enter fight or flight | **Active Ingredient 1**  A nurture provision will be used for identified pupils with SEMH, with a trained member of staff, focussing on metacognition and self-regulation (EEF +7 months)  **Active Ingredient 2**  Nurture strategies will be implemented into the classroom practise.  **Active ingredient 3**  A new rewards and behaviour system will be implemented, focussing on promoting and rewarding positive behaviours and clear expectations/ consequences.(EEF +3 months)  **Active ingredient 4**  Learning mentor interventions to focus on continuing the development of social skills, self-regulation, feelings and emotions, emotional literacy as identified at pupil progress meetings and supervision  (EEF + 4 months)  **Active Ingredient 5**  The Wellbeing manager will support families both formally and informally | | Wellbeing manager works with parents to support any financial/ benefits/ housing/ mental wellbeing issues that may have an in direct impact on their ability to parent and meet the SEMH needs of children (EEF + 3 months)  The Wellbeing manager is the first point of contact for parents, and acts as the lead professional on any EHAs  Identified pupils will access nurture provision each morning, for targeted support around social skills, self-regulation, feelings and emotions, emotional literacy as identified at pupil progress meetings and supervision | | Improved relationships between school and home will increase communication around potential issues that could impact on SEMH pupils  More staff are trained (DY, BB, CMc) to support pupils with SEMH  Staff will use a consistent approach to behaviour across all classes and phases of school, with consistent expectations, rewards and sanctions.  Behaviour incidents will decrease, and the number of pupils linked to ‘red’ incidents will decrease.  There is a shared language and understanding between staff and children across all areas of school.  Effective communication networks are in place so that parents are able to link school behaviour systems to home.  Individual Behaviour Support plans are in place and reviewed half-termly for relevant pupils (EEF + 3 months) | | **Short Term**  Pupils with SEMH difficulties will be able to better regular their emotions, resulting in behaviours for learning improving  **Medium Term**  SEMH pupils will engage better in learning, and develop positive relationships with peers and staff.  **Long Term**  SEMH pupils are able to regulate their emotions, enabling them to make accelerated progress; reaching ARE by the end of KS2. |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure**   Support staff are not always deployed effectively by class teachers, and as a result, the capacity to deliver targeted interventions across is not as effective as it could be. | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| In most classes there is no classroom support for disadvantaged pupils or other key groups  There is a lack of targeted interventions in place for groups, leading to vulnerable groups performing poorly in comparison to their peers  Staff wellbeing and workload have been negatively impacted by the significant stretch on resources  Support staff are highly trained and skilled in working with SEND pupils, but have been deskilled in supporting groups to make progress within the national curriculum  Some SEND pupils have become over reliant on particular support staff, causing issues when support staff are redeployed  Not all staff effectively deploy teaching assistants | **Active Ingredient 1**  Support staff will be deployed to work with various groups in class  **Active Ingredient 2**  Redevelopment of marking & feedback policy to place an emphasis on interaction and closer working with all adults in a class (EEF +8 months)  **Active Ingredient 3**  Renewed focus on TA deployment will allow for in-class attainment grouping, and targeted support (EEF +3 months)  **Active Ingredient 4**  SENCO & IDL to analyse TA deployment in relation to SEND, with a view to promote independence in these pupils  **Active Ingredient 5**  QLAs used to identify pupils requiring additional support, and review of interventions to be held, with designated support staff deployed to deliver interventions  **Active Ingredient 6**  Breakfast club provision will be free to access for all DIS pupils and identified pupils with SEMH difficulties | | A key focus of all SLT observations to be on use of additional adults and provide feedback to staff  Support staff training (SPR1 inset day) on supporting small groups through targeted support  IDL to review and categorise all interventions, and staff to access an interventions database  Support staff timetables will be adapted to work around SEND choose time, enabling support staff to support other groups of pupils  SLT to directly deploy support staff in LKS2 to facilitate targeted interventions  Launch event and promotion of free access to BF club, as well as specific invites from Wellbeing Manager for identified pupils who have issues transitioning into school | | Targeted interventions will be present in school, initially in Y2 and then LKS2  Teachers will identify actions for support staff on new planning format  Support staff will be able to articulate how to support non-SEND groups of pupils in class and through interventions  Staff are aware of all available interventions, and able to select interventions to meet the needs of learners  Support staff will not only support high tariff pupils, these pupils will become increasingly independent after starting a task with an adult  Marking identification will show an increased number of pupils working with an adult  There will be a decreasing number of pupils who present with SEMH difficulties when transitioning into school, as issues will be able to be addressed before learning starts | | **Short Term**  Pupils will work with a range of adults in class, decreasing dependency on a particular individual  All pupils will have the opportunity work with support staff in class  Pupils will access higher-quality feedback from a range of adults  **Medium Term**  LPA pupils will make accelerated progress, due to effective, targeted interventions  **Long Term**  The % of MPA pupils achieving GDS/GD will increase due to targeted interventions and access to highly trained support staff |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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| 1. **Planned Expenditure**   Over a three-year period, attendance is below the school target of 97%, this is particularly present in relation to disadvantaged pupils. 57% of all persistent absentees are pupils eligible for the Pupil Premium (28 pupils). | | | | | | | |
| **Barrier/Problem** | **Intervention Description**  **(What are the active ingredients?)** | | **Implementation Activities** | **Implementation Outcomes** | | | **Pupil Outcomes** |
| Pupils regularly arriving late due to staggered start times (COVID). This is a particular issue in families with pupils over more than one year group  3 pupils’ parents are refusing to bring their child to school due to concerns around the national approach to COVID (all DIS)  The majority of families that live outside of school’s catchment area are disadvantaged, and often rely on multiple bus journeys  Some parents do not prioritise punctuality and education, often due to their own experiences of school  LA procedures for managing and improving poor attendance focus on a fixed period, and are often open to manipulation  The formal language involved in the attendance monitoring process can be misunderstood by parents with a low level of literacy | **Active Ingredient 1**  Breakfast club will be free of charge to all disadvantaged pupils  **Active Ingredient 2**  Breakfast club offered to families who have children in year groups that have a 30 minute start time difference  **Active Ingredient 3**  QR codes linking to audio summaries to be placed on all attendance letters  **Active Ingredient 4**  Parent support from wellbeing manager for bus information  **Active Ingredient 5**  Attendance incentives in school to promote the value of regular attendance and punctuality | | Letters to be sent to parents detailing free breakfast club, and promotion through the Autumn term via text, letter and Twitter.  Wellbeing manager to perform audit of families who live out of the catchment and analyse attendance patterns to provide targeted breakfast club support  Attendance to be highlighted in school through a link to the rewards and behaviour system, and highlighted in daily assemblies, along with competitions running over the year to provide an incentive to both parents and pupils  Online sessions with parents to highlight the important and good attendance and punctuality  Weekly attendance meetings wot the EWO, and weekly parent ISAPs when required | | **Short Term**  Punctuality improves, and minutes lost reduces  **Medium Term**  The number of PA pupils decreases due to regular attendance  **Long Term**  Attendance is at or above the school target | | **Short Term**  Pupils will arrive ready to learn, with their peers  **Medium Term**  Contact time with class teachers/ familiar adults will increase, and outcomes will improve over time  **Long Term**  Pupils develop the habit and awareness of the importance of regular and timely attendance, in preparation for secondary school |
| **Review Progress at the end of the autumn term** | | **Review Progress at the end of the spring term** | | | | **Review Progress at the end of the summer term** | |
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