



## Pupil Premium Strategy 2021-22

*“Our values are Aspiration, Inclusion, Respect, Excellence. We believe it is possible to treat every child as an individual and to make every pupil feel special. The structure and organisation of our school has been designed to achieve this”*

*“Children are at the heart of every decision we make to ensure that they are happy and confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.”*

<b>1. Summary Information</b>					
<b>Academic year</b>	2021-22	<b>Total PP Budget (received July 2021 for following academic year)</b>	£104,080	<b>Date of most recent PP review</b>	July 2021
<b>Total Number of pupils</b>	483	<b>No. of pupils eligible for PP (from 1/7/2021)</b>	75 (12 pupils post-LAC and 2 pupil LAC)	<b>Date for next internal review of this strategy</b>	July 2022

<b>2. Attainment</b>		
<b>2020 KS2 Results (TA due to Covid-19 pandemic)</b>	<b>Pupils eligible for PP 17 pupils (16 based on Jan 2020 census) – 25.4% of year group 4 pupils identified as PP and SEND</b>	<b>All Pupils (67 pupils)</b>
% meeting standard or above in reading, writing and maths	65%	81%
Expected progress or above in reading	82%	91%
Expected progress or above in writing	65%	86%
Expected progress or above in maths	82%	89%
<b>2021 KS2 Results</b>	<b>Pupils eligible for PP 19 pupils – 25.3% of year group 2 pupils identified as PP and SEND</b>	<b>All Pupils (75 pupils)</b>
% meeting standard or above in reading, writing and maths	84%	81%
Expected progress or above in reading	84%	85%
Expected progress or above in writing	89%	89%
Expected progress or above in maths	84%	84%



### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	<p>A number of PP children this year were below the expected standard in writing: Overall 39% of PP pupils are below ARE in writing compared to 19% of non-PP. Foundation – 50% Year 1 – 38% ARE, Year 2 – 50%, Year 4 – 57% ARE, Year 5 – 55%</p> <p>A number of PP children this year were below the expected standard in reading: Overall 28% of PP pupils are below ARE compared to 13% of non-PP pupils PP Pupils who are ARE Foundation – 50%, Year 1 – 50%, Year 4 -75%, Year 5 – 78%</p>
B.	A significant number of PP children this year do not achieve the GDS in reading (40% non-PP achieved GDS compared to 21% PP) and writing (12% of PP pupils compared to 24% non- PP).
C	Spelling is an area of development across the school and is a barrier to some PP children not achieving ARE in writing.
D	A number of children enter school in Foundation Stage with poor oral language skills, as well as speech and language difficulties.
E	A number of our disadvantaged children have emotional and mental health difficulties; including attachment needs, which may impact on their academic progress and ability to access teaching and learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Some low-income families find it hard to afford extra enrichment activities and access appropriate support so pupils can reach their potential.
F	A number of disadvantaged children have suffered adverse childhood experiences (ACE's), which impacts on their ability to reach their potential.
G	Attendance of PP pupils compared to non-PP pupils shows variation (0.67%)

### 4. Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<p><b>Below ARE reading &amp; writing</b> Off-track pupils will make accelerated progress in reading and writing so as to close the gap between disadvantaged and non-disadvantaged pupils. Progress will be evident from termly data analysis.</p>	The percentage of PP pupils achieving the expected standard or above in reading and writing will have increased from July 2021 data.
B.	<p><b>Fewer PP pupils achieve the GDS in reading and writing</b> Disadvantaged pupils who are under achieving will be identified so support and QFT can be accessed to ensure accelerated progress is</p>	The percentage of PP pupils achieving the GDS will have increased in reading and writing and the attainment gap will have closed.



	<p>sustained. SLT and CTs will identify pupils to target who have the potential to achieve the GDS. Progress data will be monitored termly and HT, DH and SENCO will meet termly to discuss the progress of these children.</p>	
C.	<p><b>Under-achievement in spelling</b> A greater percentage of PP children are not achieving ARE in writing and spelling has been identified as an area of development across the school. A progressive spelling/phoics programme will be evident throughout the school from FS to Year 6 to ensure there is consistency in teaching and learning.</p>	<p>Evidence of improved spelling skills will be evident from book scrutiny and all staff will maintain high expectations with respect to children’s application of known spelling rules across all areas of writing.</p>
D.	<p><b>Speech and language difficulties and poor oracy skills</b> Disadvantaged pupils identified as having speech and language difficulties will receive regular targeted support in the early years. Staff will be able to work alongside a SPLT accessing appropriate materials and strategies so appropriate support can be provided. Progress will be measured using Wellcomm materials for language development and reports from SPLT.</p>	<p>Rapid progress will be evident from monitoring Wellcomm assessments and from regular reviews of pupil progress who have had direct input from SPLT. Staff will feel confident supporting pupils and oral language and speech difficulties will not become a barrier to the acquisition of reading and writing skills in the early years.</p>
E.	<p><b>SEMH and Attachment difficulties</b> Disadvantaged pupils with emotional and mental health needs; including attachment difficulties and early trauma, will be identified by staff and appropriate support will be put in place. Targeted support will be in place for pupils with emotional and mental health needs and a full-time Pastoral Support Assistant will be in role from September 2021. Small groups of pupils will access Nurture Provision. The Zones of Regulation will be in place across the school community to improve children’s emotional literacy skills and promote children’s ability to self-regulate and optimise their learning potential.</p>	<p>To make the expected progress in their learning as well as be better equipped to meet day-to-day expectations Boxall Profile scores will be more in line with expected results. Identified pupils will access Nurture provision and over-dependence on adult support will be reduced and they will successfully integrate back into their mainstream classroom.</p> <p>ELSA/PSA sessions will impact positively on pupils mental health needs and evidence from these sessions will demonstrate pupils improved outcomes.</p> <p>Consistent use of the Zones of Regulation will be evident across the school community. Children will be confident using the language to express their emotions and will be able</p>



		to utilise taught strategies to ensure self-regulation is achieved.
F.	<p><b>Enrichment Opportunities</b>            Parents/Carers more able to access help and financial support to ensure those pupils entitled to PP are not disadvantaged and can access enrichment opportunities. Children who are entitled to the PPG will receive a credit towards music lessons, educational visits (including residential) and other enrichment clubs as well as school uniform.</p>	<p>Equal access to outside/enrichment activities; parents/carers know how to access support, signposted by Inclusion Manager.            Inclusion Manager and KS will monitor that parents access the credit provided to ensure pupils are benefitting from enrichment activities and purchasing appropriate uniform as required.</p>
G	<p><b>Attachment and Early Trauma</b>            Appropriate support will be allocated to disadvantaged pupils who may have suffered early trauma. This will be identified and monitored through on-going parental, pupil and staff discussions. School will have a designated ELSA who will support pupils needs as they arise.</p>	<p>Disadvantaged pupils will make the expected progress in their learning as well as being better equipped to meet day-to-day expectations. SDQ scores will be lowered and/or Boxall Profile scores will be more in line with expected results. ELSA will undertake specific provisions to support identified pupils. Specific post-LAC pupils will access more specialist assessments as and when required e.g. Thrive OT.</p>
H	<p><b>Attendance</b>            IM and HT will monitor pupil attendance on a weekly basis to ensure early intervention is achieved when less than 95% attendance occurs. Where attendance falls below 90% parents will be contacted and home-school agreements will be written as required.</p>	<p>Variation in PP and non-PP attendance will be reduced to no greater than +0.5%            Overall school attendance will be continue to be at least 97.6%.</p>



## 5. Planned expenditure

<b>Academic year</b>		<b>2021-22</b>				
i. Quality of teaching for all						
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>	<b>Cost</b>
<p>A. Improved attainment in writing for PP pupils.</p> <p>B. Increased % of PP pupils achieve the GDS in writing and the variation between PP and non-PP pupils is reduced.</p>	<p>QFT for whole class English lessons. Regular ongoing CPD and staff meeting time to review pupil progress in writing and book scrutiny opportunities. Additional adult support used to support pupils within daily English lessons. Provide increased opportunities for extended writing across the school and throughout the curriculum. Promote reading across the school to ensure this impacts on pupils writing. Talk for Writing used across the school alongside opportunities for extended writing. Non-negotiables evident in all classes.</p>	<p>Writing has been identified as an area for whole school development and there are a significant number of disadvantaged pupils who are meeting the expected standard in writing. As a school, Talk for Writing has been introduced as a model that is used. It has already been associated with increased pupil engagement and talk is widely recognised as a strong approach to literacy development (eg Robin Alexander, Deborah Myhill, David Maytham) and this needs to be firmly embedded to ensure consistency in QFT across all year groups.</p>	<p>English Lead will continue to provide ongoing CPD to support staff in planning and teaching using the Talk for Writing principles. SLT and CTs identify pupils who have the potential to achieve the GDS in writing. Learning walks will demonstrate approaches being implemented across the school. Book scrutiny will evidence progress in children's writing. SLT will monitor termly data to ensure there is an increase in the number of children at the expected standard and beyond.</p>	<p>English Lead, Deputy Head and Head Teacher</p>	<p>Termly reviews (December, March and June)</p>	<p>£1000 - staff CPD costings</p>



<p>C. Improved spelling skills evident across the school.</p>	<p>Phonics Lead to provide all staff (and in particular KS2) with a clear progressive plan for teaching phonics/spelling to the end of Year 6.</p>	<p>Spelling has been identified as an area for development across the school and is the one area of writing that is not enabling some pupils to reach ARE. Although results in Phonics are excellent in FS/KS1 it has been identified that consistency needs to be maintained when teaching spelling throughout KS2.</p>	<p>Phonics Lead will monitor planning and book scrutiny will evidence pupils improved application of spelling rules. High expectations in relation to spelling will be maintained across the school in all areas of pupils writing across the curriculum.</p>	<p>Phonics Lead, English Lead, SLT</p>	<p>Review spelling progress termly.  Phonics Lead to monitor Year 1 phonics progress throughout the year.</p>	<p>Staff meeting time</p>
<p>D. Improved CPD for staff on supporting children with speech and language difficulties and also poor oracy skills in Foundation Stage and KS1.</p>	<p>On-going CPD from Traded Services will be provided for staff working with children who have speech and language difficulties.  TG and SM to train KS1 TA's in the use of Colourful Semantics.</p>	<p>A number of children have been identified as demonstrating significant speech and language difficulties which impact on their overall literacy development. Our rationale is that early identification of these difficulties is vital in ensuring timely intervention in the early years. Staff need to be equipped with the most appropriate approaches and strategies to use with these children.</p>	<p>Evidence from learning walks of children receiving appropriate support from TA's implementing guidance from SPLT. Evaluations of provisions. Feedback from staff on CPD provided.  Evidence of Colourful Semantics being used in KS1 and FS.</p>	<p>Inclusion Manager, SPLT  TG and SM</p>	<p>Review termly progress data provided by Traded Services  Time allocated for staff CPD.</p>	<p>Costed below  £100 non-contact time.</p>
<p>E. Pupils will develop their emotional literacy skills and will utilise strategies to develop self-regulation to optimise learning.</p>	<p>CPD to ensure Zones of Regulation is consistently used across the whole school community.</p>	<p>Some children have demonstrated increased challenges with their emotional regulation which has subsequently at times, impacted on teaching and learning time after unstructured times of the day. As a school we have identified a consistency of language is important to ensure pupils can express their wishes and feelings and are also able to utilise strategies to regulate their emotions.</p>	<p>Zones of Regulation being taught across the school will be evident from learning walks.  Pupils will be able to identify strategies that support self-regulation and utilise these skills when required.</p>	<p>SM and all staff</p>	<p>Staff meeting time</p>	



			Staff will confident using language linked to the ZoR and parents will develop knowledge and understanding of this approach.			
--	--	--	--	--	--	--

<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>	<b>Cost</b>
A. Improve reading comprehension skills in Years 2, 4 and 6.	Implement Reading Gladiators programme with targeted PP pupils and others identified as off-track.	Reading data has indicated a number of year groups with children identified as off-track or not meeting the expected standard. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English lead and SLT will review the impact of using Reading Gladiators through analysing termly data information.	English Lead, SLT	Termly data reviews of identified pupils in key year groups.	£1,500
Improve fluency and comprehension skills of off-track PP children.	Early morning reading club offered to PP and vulnerable children to increase opportunities to read aloud, improve oral language skills, vocabulary and comprehension skills.		English Lead and IM will monitor RA scores and comprehension data of targeted group of pupils.	English Lead, IM and TAs.	Half termly reviews and pupil voice ascertained.	£1260
In-class support for pupils identified as off-track in core areas of English and Maths (this will include pot-holing and pre-teaching).	Small group and individual support for PP children provided in-class by HLTA's and TA's to develop children's knowledge and skills in maths and English.	This additional resource allows for many of the effective principles of teaching that are evidence-based by the EEF to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months). Pupils benefit from in-class support in small groups and 1:1 pot-holing provides pupils with immediate feedback and teaching	SLT will conduct learning walks to ensure vulnerable children and those who are off-track are receiving high quality in-class support. Termly pupil progress meetings and analysis of termly data using Insight. HT, DH and Phase Leaders will evaluate impact of	English Lead, Maths Lead, HT and SENDCo  Class Teachers	Termly reviews	£22,500



		and learning opportunities to deal with misconceptions. This approach also consolidates teaching and learning approaches identified in 2019/20 PP Strategy where the benefits were identified.	support and adjust according to the needs of individual learners. HT, DH and English/Maths leads will scrutinise planning.			
B. To ensure that an increased number of PP Pupils achieve the GDS in Reading and Writing at the end of KS2.	Small group teaching from DHT/English Lead for upper KS2 pupils.	This additional resource allows for many of the effective principles of teaching that are evidence-based by the EEF to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months).	Regular monitoring and review of quality of provision and outcomes of children in upper KS2 using termly assessment tests, Book scrutiny and learning walks will also evidence the impact of this approach.	English Lead/DHT	Termly reviews (December, March and June)	£10,000
C. Improve children's speech and language skills.	Early intervention for pupils with identified speech and language difficulties. 1:1 and small group intervention for pupils from Lizzie Parker (commissioned SPLT through Traded Services)  Use Wellcomm materials to identify language difficulties and plan appropriate interventions.	Having used Traded Services since 2019/20 it was agreed to continue with this approach to target pupils identified as having Speech and language difficulties. Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. The EEF found On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Close liaison between class teacher, Inclusion Manager and SpLT as appropriate. SPLT will monitor the progress of children with specific speech difficulties and feedback progress to IM termly. Track progress of language development and how pupils' understanding of vocabulary correlates to their chronological age using BPVS. Pupil progress meetings. Review interventions using Wellcomm materials.	Inclusion Manager and Lizzie Parker (SpLT)	Termly Reviews in December, March and July	£3960 (£70 resources)  £600 intervention TA time
D. Improved understanding of SEMH needs and difficulties and	Individualised support as required for vulnerable pupils with SEMH needs e.g. Drawing and talking,	Staff are becoming increasingly more aware of the significant impact of SEMH needs and the barrier to learning that this can	Regular review of individual provisions. Pupil progress meetings. Utilise advice and support	Inclusion Manager Mental Health Lead, AS and	July 2022	£6,880 (Time to talk/Meet and greet)



<p>support pupils to enable them to reach their potential using nurture based principles and by providing SEMH support as required.</p>	<p>Meet and Greet/ Time to Talk</p>	<p>create. In April 2021 we were awarded the Gold award as a TAMHS school. This support is a priority for some of our more vulnerable pupils and the decision was made to appoint a full-time Pastoral Support Assistant (who is also a trained ELSA) We recognise that early intervention for pupils and their families can improve outcomes long term. Improved social interaction enables pupils to participate in collaborative learning opportunities.</p>	<p>from appropriate outside agencies as required.</p>	<p>JR (Drawing and Talking TA's)</p>	<p>Every 6- 8 weeks</p>	<p>£4,500 (% of IM salary)</p>	
	<p>Regular meetings between home and school to ensure pupils needs are understood and supported appropriately.</p>	<p>We recognise that early intervention for pupils and their families can improve outcomes long term. Improved social interaction enables pupils to participate in collaborative learning opportunities.</p>	<p>SENDCo to continue to seek the views of our adoptive parents and the impact of support provided.</p>	<p>Ascertain the needs and wishes of our post-LAC parents</p>	<p>Inclusion Manager</p>	<p>Termly reviews after group meetings</p>	<p>£360</p>
	<p>Provide an Adoption Support group to parents of adopted children.</p>	<p>It was identified that within the LA there is not currently an Adoption Support Group and we recognise the high number of adopted children we have on roll (12 on roll from Jul 21)</p>	<p>Monitor SDQ scores pre and post Drawing and Talking intervention. Collect pupil voice.</p>	<p>AS, JR, NG and RH</p>	<p>AS, JR, NG and RH</p>	<p>Termly reviews, SDQ scores and pupil voice</p>	<p>£1,600</p>
	<p>Drawing and Talking intervention implemented for vulnerable learners where this has been agreed as an appropriate provision.</p>	<p>Drawing and Talking has been successfully used as an intervention for the past 18 months – evidence of reduced SDQ scores.</p>	<p>Monitor Boxall Profile scores every term.</p>	<p>Inclusion Manager, AN, BH and SD</p>	<p>Inclusion Manager, AN, BH and SD</p>	<p>Termly reviews Boxall Profile scores</p>	<p>£20,900 (4 mornings and 3 afternoons 2 staff each session)</p>
<p>Nurture Provision – 4 mornings a week (KS1) and 3 afternoons (KS2).</p>	<p>Increased number of pupils with complex SEMH needs that require a high level of 1:1 support. Concern that pupils are becoming over-dependent on specific key adults. Nurture provision has had longstanding benefits to many</p>						



		<p>pupils who have SEMH needs and whom have been risk of exclusion.</p> <p>Pupils will have access to 1:1 or small group support to help remove SEMH barriers to learning and subsequently have improved mental health e.g. Lego Therapy, Social skills intervention, Zones of regulation small group support including ELSA intervention.</p>	<p>Monitor pre and post intervention information</p>	<p>Inclusion Manager, PSA/ELSA and Class TA's</p>	<p>Termly reviews</p>	<p>£10,000 (PSA % of time).</p>
<p>E. Provide enrichment opportunities and access to uniform for pupils entitled to the PPG.</p>	<p>Identify enrichment activities to support vulnerable pupils and provide families with a credit to their ParentMail account which they can use towards a range of experiences and/or uniform costs.</p> <p>Inclusion Manager to co-ordinate EHA's and support vulnerable families to ensure they access appropriate and timely support.</p> <p>Identify a group of vulnerable children who would benefit from Notivate (composing and recording experience designed to raise self-confidence and</p>	<p>The EEF state "We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment."</p> <p>Notivate has been successfully provided for a number of years for vulnerable learners and pupils have reported feeling positive about</p>	<p>Funding to support enrichment opportunities will be monitored by the Head Teacher and Inclusion Manager to ensure parents access their entitlement through the use of the credit system.</p> <p>The effectiveness of support provided through EHA's monitored every 6 weeks.</p> <p>Discuss the impact of the Notivate experience with staff and pupils to evaluate the impact it has provided.</p>	<p>Head teacher, Inclusion Manager KS (Office)</p> <p>Upper KS2 teachers, Inclusion Manager,</p>	<p>Review each term throughout the year and in light of other vulnerable children who may not meet the entitlement for the PPG but vulnerability is a factor.</p> <p>6 weekly reviews of EHA's</p> <p>Review July 2022</p>	<p>£9850 (£100 for each child entitled to PPG, £225 for post-LAC pupils plus additional £50 for residential year groups).</p> <p>£5,500</p> <p>£1,500</p>



	development of musical skills).	their abilities and the increase in self-confidence.		Music Subject Lead		
F. Appropriate support will be allocated for PP pupils who have suffered early trauma and/or have attachment difficulties.	Meet and greet time with key adults when required. Drawing and talking when identified as an appropriate intervention. Time to talk with key adults as required. Specialist assessments as deemed appropriate to ensure longer term intervention can be accessed from the ASF if required.	Staff are becoming increasingly more aware of the significant impact of SEMH needs and the barrier to learning that this can create.  Maslow's Hierarchy also tells us that traumatic and negative experiences have a detrimental effect on children's ability to 'self-actualise' and learn.	Inclusion Manager to meet on a regular basis with parents of these children on a regular basis to review progress and provide timely support.	Inclusion Manager and Teachers	Review each half term	Costings previously listed above  £800 (Specialist assessments)
G. Reduce variation in attendance of PP and non-PP pupils to – 0.5% (with an overall whole school aspiration of 97% +).	Weekly reviews of whole school attendance figures ensuring pupils falling below 90% are identified and support is put into place. Staged approach to communicating with parents when attendance falls below 90% including the use of home school agreements where required.	Variation is evident between PP and non-PP attendance data.  "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes" (EEF)	Inclusion Manager and HT will prioritise the monitoring of whole school and individual pupil attendance on a weekly basis. Timely intervention will be established when individual pupil's attendance becomes a concern.	Inclusion Manager and HT	Weekly reviews of individual pupils who fall below 90% and timely intervention to improve poor attendance.  Termly reviews of key groups attendance data	£1200
<b>Total budgeted cost</b>						<b>104,080</b>



## 6. Review of expenditure

### Previous Academic Year 2020/21

#### i. Quality of teaching for all

Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Total Spend 2020/21
<p>A. Improved attainment in writing for PP pupils.</p> <p>B. Increased % of PP pupils achieve the GDS in writing and the variation between PP and non-PP pupils is reduced.</p>	<p>Talk for Writing – on-going CPD provided by English Lead.</p>	<p>Writing has been identified as an area for whole school development and there are a significant number of disadvantaged pupils who are meeting the expected standard in writing. As a school, Talk for Writing has been introduced as a model that is used. It has already been associated with increased pupil engagement and talk is widely recognised as a strong approach to literacy development (eg Robin Alexander, Deborah Myhill, David Maytham) and this needs to be firmly embedded to ensure</p>	<p>Evidence from book scrutiny, planning and learning walks showed increased consistency of the teaching and learning across the school of Talk for Writing. In FS pupils engaged in the T4W learning from the autumn term compared to historically not beginning these units in the Spring term. Positive feedback from CDP opportunities. Equally it was recognised that there needed to be an increased quantity of planned longer writes for children to ensure pupils had the opportunity to develop their creative flair.</p> <p>Writing is still an area of development for our school, not only for PP pupils but across the school. Currently evidence shows the gap is greatest in FS and KS1 and closes as pupils reach upper KS2 and in June 2021 there was no variation in Year 6 PP and non-PP pupils achieving the EXP standard in writing. This highlights that on entry PP pupils are consistently below expectations in writing compared to non-PP. The number of PP pupils achieving GDS is still significantly below non-PP.</p> <p>At the end of June 2021 12% of PP pupils achieved GDS in writing compared to 11% in June 2020. Variation between PP and non-PP pupils remains evident with 24% of all non-PP pupils achieving GDS compared to 12% of PP pupils.</p>	



		consistency in QFT across all year groups.	Kinetic letters we know has significantly had a positive impact on pupils writing in the early years and this needs to be embedded early in the Autumn term to maintain the momentum of pupils progress.	
Improved CPD for staff on supporting children with speech and language difficulties and also poor oracy skills in Foundation Stage and KS1.	<p>On-going CPD from Traded Services will be provided for staff working with children who have speech and language difficulties.</p> <p>Staff will access training in Colourful Semantics.</p>	A number of children have been identified as demonstrating significant speech and language difficulties which impact on their overall literacy development. Our rationale is that early identification of these difficulties is vital in ensuring timely intervention in the early years. Staff need to be equipped with the most appropriate approaches and strategies to use with these children.	<p>From discussion with staff and parents pupils with identified SpL needs received targeted support and the regular reviews of progress ensured provision was appropriate for their needs.</p> <p>Small groups of children in FS have received intervention to work on their oral language skills using the WellComm resources. Progress has been attained when continuity of support was achieved after the Jan –Mar lockdown.</p> <p>There have been a number of children whereby we have accessed support quickly through using Traded Services to ensure early intervention has been achieved with respect to SpL difficulties.</p> <p>2 members of staff received training in Colourful Semantics in May 2021 – this now needs to be shared with KS1 TA’s/CT’s so an increased number of pupils can benefit from this approach to teaching sentence structure – this should also improve not only oral language skills but pupils attainment in writing.</p>	
D Appropriate support will be allocated to disadvantaged pupils who present with significant SEMH needs that present a barrier to learning.	<p>Nurture UK training accessed by key adults will be shared with whole staff so nurture based principles are evident in whole school provision.</p> <p>On-going reviews of the PSHE/RE curriculum and SMSC needs across the school.</p>	Over the past academic year an increasing number of pupils have presented with significant SEMH needs that are a barrier to their learning. This has created an over-dependence on 1:1 support. One pupil in 2019-20 accessed a dual placement at Vernon Terrace’s nurture provision, which significantly reduced the child being at risk of exclusion.	<p>4 members of staff are now fully trained in Nurture UK principles.</p> <p>Our nurture provision, The Hive, is now fully in place and 8 pupils have accessed nurture provision since March 2021.</p> <p>There has been progress in some children’s Boxall profile scores although the January lockdown impacted on many children’s emotional health and engagement when comparing progress from October 2020 to July 2021.</p> <p>Overall, learning walks in school have shown teaching and learning environments enable all children to engage purposefully in learning when SEMH needs of a smaller number of our pupils are being effectively met.</p>	



<b>ii. Targeted Support</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	
H. Improve reading comprehension skills in Years 2, 4 and 6.	Implement Reading Gladiators programme with targeted PP pupils and others identified as off-track.	Reading data has indicated a number of year groups with children identified as off-track or not meeting the expected standard. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	Reading ages of PP children have shown a significant improvement with targeted support. Only 8 PP pupils have a reading age below their chronological age and many children have a word reading age significantly above expectations. Reading Gladiators was used as an intervention in KS1 to target reading comprehension and this intervention was effective for these pupils. There still continues to be variation in the % of pupils achieving the GDS in reading (19% compared to 35% of non-PP children). Regular reading in school has helped to close the gap with respect to reading ages and daily reading lessons focusing on VIPERS have had an impact on pupils attainment. At the end of KS2 there was minimal variation between PP and non-PP children's attainment in reading (1%)	
In-class support for pupils identified as off-track in core areas of English and Maths (this will include pot-holing and pre-teaching).	Small group and individual support for PP children provided in-class by HLTA's and TA's to develop children's knowledge and skills in maths and English.	This additional resource allows for many of the effective principles of teaching that are evidence-based by the EEF to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months). Pupils benefit from in-class support in small groups and 1:1 pot-holing provides pupils with immediate feedback and teaching and learning	Feedback from staff and pupils evidences the effectiveness of pre-teaching and pot-holing as a strategy is effective. Pupils seek support when learning is now fully understand and this develops their resilience to 'being in the pit'. Evidence following book scrutiny shows this approach is used on a regular basis and benefits pupils to consolidate learning and prepare them for subsequent lessons.	



		opportunities to deal with misconceptions. This approach also consolidates teaching and learning approaches identified in 2019/20 PP Strategy where the benefits were identified.		
To ensure that an increased number of PP Pupils achieve the GDS in Reading and Writing at the end of KS2.	Small group teaching from English Lead for upper KS2 pupils.	This additional resource allows for many of the effective principles of teaching that are evidence-based by the EEF to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months).	Only 1 PP pupil achieved the GDS in writing and 5 achieved GDS in reading. Writing data was impacted upon due to Covid and the January lockdown due to disrupted learning and less in-class evidence of pupils extended pieces of writing due to a term of pupils engaging on remote learning. Feedback from staff demonstrated writing was harder to facilitate remotely and pupils pieces written at home were not reflective of standards expected in school.	
F. Improve children's speech and language skills.	<p>Early intervention for pupils with identified speech and language difficulties.</p> <p>1:1 and small group intervention for pupils from Lizzie Parker (commissioned SPLT through Traded Services)</p> <p>Use Wellcomm materials to identify language difficulties and plan appropriate interventions.</p>	<p>Having used Traded Services during 2019/20 it was agreed to continue with this approach to target pupils identified as having Speech and language difficulties.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. The EEF found On average, pupils who participate in oral language interventions make approximately five</p>	<p>Pupils in FS have received early intervention due to accessing a SALT specialist in school. We have managed to escalate referrals and receive discreet support in school on a timely basis by having access to Traded Services.</p> <p>The SALT undertook Wellcomm interventions with a small group of FS pupils and the impact of this intervention was...</p> <p>1:1 support has been provided to pupils including 2 children accessing weekly intervention for 6 weeks (intervention which would have historically involved an extensive waiting list if support were to take place out of school).</p> <p>During the January lockdown Traded Services support was suspended for group intervention as this could not be successfully provided remotely due to the ages and needs of the pupils.</p>	



		months' additional progress over the course of a year.		
<p>I. Improved understanding of SEMH needs and difficulties and support pupils to enable them to reach their potential using nurture based principles and the ELSA role.</p> <p>G.</p>	<p>Individualised support as required for vulnerable pupils with SEMH needs e.g. Drawing and talking, Meet and Greet/ Time to Talk</p> <p>Regular meetings between home and school to ensure pupils needs are understood and supported appropriately.</p> <p>Provide an Adoption Support group to parents of adopted children.</p> <p>Drawing and Talking intervention implemented for vulnerable learners where this has been agreed as an appropriate provision.</p>	<p>Staff are becoming increasingly more aware of the significant impact of SEMH needs and the barrier to learning that this can create. In April 2020 we were awarded the Bronze award as a TAMHS school. This support is a priority for some of our more vulnerable pupils. We recognise that early intervention for pupils and their families can improve outcomes long term. Improved social interaction enables pupils to participate in collaborative learning opportunities.</p> <p>It was identified that within the LA there is not currently an Adoption Support Group and we recognise the high number of adopted children we have on roll (13 on roll from Sept 2020)</p> <p>Drawing and Talking has been successfully used as an intervention for the past 18 months – evidence of reduced SDQ scores.</p>	<p>9 pupils received Drawing and Talking intervention during the Autumn and Summer terms. Feedback from pupils was positive and children benefited from having this time to express their thoughts, worries and needs on a 1:1 basis with a trusted adult. 2 further TA's were trained to use this approach.</p> <p>Meet and greet and time to talk has continued to ensure we are relational in how we support pupils and feedback from parents and pupils is positive in the difference this makes in ensuring pupils are happy and settled in school.</p> <p>As a school we have now been awarded the Gold Award as recognition for the mental health and emotional wellbeing support provided to our pupils.</p> <p>Regular home school liaison has continued to benefit parents and pupils and this was especially crucial during the January lockdown. The IM continued to liaise with vulnerable pupils and parents to ensure needs were not emerging and appropriate support was accessed. This included an increased number of vulnerable pupils attending school and referrals to wider professionals as required.</p> <p>This could not be provided due to Covid restrictions. When discussed with parents they expressed face-to-face sessions were more desirable so this did not occur remotely. Feedback from the previous year was positive so this will be considered as a means of support for parents in September 2021.</p> <p>7 children accessed Drawing and Talking and there was positive feedback from the pupils about the impact of this intervention. 6/7 engaged well in the intervention and expressed positive feedback about the having quality 1:1 time with a key adult to express their wishes and feelings. This intervention only took place during 2 of the terms due to Covid-19 and school closure in Jan 21.</p>	



	<p>Train one TA in Drawing and Talking due to staff changes .</p> <p>Nurture Provision</p> <p>Emotional Literacy Support Assistant 1 afternoon each week</p>	<p>Increased number of pupils with complex SEMH needs that require a high level of 1:1 support. Concern that pupils are becoming over-dependent on specific key adults. Nurture provision has had longstanding benefits to many pupils who have SEMH needs and whom have been risk of exclusion.</p> <p>Pupils will have access to 1:1 or small group support to help remove SEMH barriers to learning and subsequently have improved mental health.</p>	<p>2 members of staff were trained in light of a LAC child starting the school and this being deemed an appropriate intervention for her to undertake with a key adult.</p> <p>Evidence of reduced over-reliance of some children who have 1:1 adult support. 9 children accessed Nurture provision from March 21 from years FS to Y5. Pupil voice was positive about accessing this provision and levels of emotional regulation were evident and a reduction in the number of negative behavioural incidents in these children. Staff feedback was positive in the sense that pupils needs were being more effectively met and this improved teaching and learning for all.</p> <p>The diverse range of ages will be reviewed in September and a KS1 group will take place in the mornings whilst a smaller KS2 nurture group will take place 3 afternoons a week.</p> <p>Our ELSA completed her training which had been delayed due to Covid and she undertook groups and 1:1 intervention this year on 2 afternoons a week as well as throughout the January lockdown. Sessions were provided remotely and this enabled pupils to maintain positive relationships with this key adult and enabled the transition back into school to be more successful.</p> <p>Support was provided for a range of pupils including those who had social interaction difficulties, anxiety and self-esteem difficulties, some children who had experienced lose and trauma and also support around transition to secondary school. Feedback from pupils was consistently positive and the decision has been made to appoint a full-time pastoral support assistant due to the extensive range of pupils with increasing emotional and mental health needs.</p>	
<p>J. Provide enrichment opportunities and access to uniform for pupils entitled to the PPG.</p>	<p>Identify enrichment activities to support vulnerable pupils and provide families with a credit to their ParentMail account which they can use towards a range of experiences and/or uniform costs.</p>	<p>The EEF state “We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly</p>	<p>Covid-19 has impacted on the number of enrichment activities available to pupils and school staff have done their utmost to provide opportunities for pupils in the summer term by incorporating alternative experiences e.g. visitors. Parents of PP pupils have been able to use this allocation to fund these experiences. PP pupils in Years 3 and 5 have been able to use this year’s allocation for their deposit for the residential next year and some family have used their allocation to order uniform.</p>	



	<p>Inclusion Manager to co-ordinate EHA's and support vulnerable families to ensure they access appropriate and timely support.</p> <p>Identify a group of vulnerable children who would benefit from Notivate (composing and recording experience designed to raise self-confidence and development of musical skills).</p>	<p>improve pupils' attainment."</p> <p>Notivate has been successfully provided for a number of years for vulnerable learners and pupils have reported feeling positive about their abilities and the increase in self-confidence.</p>	<p>EHA's have been in place for vulnerable pupils and their families and a number of these have closed following improved outcomes and positive feedback following support given.</p> <p>Timely intervention is crucial and as a school we are proactive in offering support to ensure emerging needs do not escalate.</p> <p>Notivate did not go ahead this year due to Covid restrictions for pupils and staff. We do recognise the positive experience this provides pupils and it will be considered as an approach to support pupils next year.</p>	
<p>K. Appropriate support will be allocated for PP pupils who have suffered early trauma and/or have attachment difficulties.</p>	<p>Meet and greet time with key adults when required.</p> <p>Drawing and talking when identified as an appropriate intervention.</p> <p>Time to talk with key adults as required.</p> <p>Specialist assessments</p>	<p>Staff are becoming increasingly more aware of the significant impact of SEMH needs and the barrier to learning that this can create.</p> <p>Maslow's Hierarchy also tells us that traumatic and negative experiences have a detrimental effect on children's ability to 'self-actualise' and learn.</p>	<p>Where pupils have suffered ACE's appropriate specialise support has been accessed e.g. Blosson and Thrive OT. There has been close liaison between home, school and wider professionals and this has enabled school to ensure appropriate support is in place for pupils based on professional advice.</p> <p>Feedback from pupils who have accessed Drawing and Talking has been positive and pupil voice has been more of a significant determiner to 'impact' as opposed to using SDQ scores. This measure of impact will be used next year. 2 further TA's were trained in using Drawing and Talking.</p> <p>Meet and greet is still used effectively for many children with attachment difficulties and parent and pupil voice is positive with respect to relational approaches used to support children.</p>	
<p>Reduce variation in attendance of PP and non-PP pupils to – 0.5% (with an overall whole school aspiration of 97% +).</p>	<p>Weekly reviews of whole school attendance figures ensuring pupils</p>	<p>Variation is evident between PP and non-PP attendance data.</p>	<p>This year pupil attendance has improved and 97.6% of sessions have been attended across the school community. Variation between PP and non-PP pupils has decreased to 0.67%.</p>	



	<p>falling below 90% are identified and support is put into place.</p> <p>Staged approach to communicating with parents when attendance falls below 90% including the use of home school agreements where required.</p>	<p>“Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes” (EEF)</p>	<p>Most parents have responded positively when school have targeted attendance less than 90% with letters sent home and follow-up calls made. This has demonstrated in most cases improved attendance subsequent weeks.</p> <p>22 pupils by July 2021 had attendance of less than 90%.</p>	
			<b>Total Spent 2021/22</b>	<b>104,145</b>