

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2020-2023		
CURRENT PUPIL INFORMATION -2020-2021			
Total number of pupils:	425 as 21.9.20	Total pupil premium budget:	£ 98185
Number of pupils eligible for pupil premium:	104 as 21.9.20 Previous: 73	Amount of pupil premium received per child:	£1,320

PUPIL PREMIUM COHORT INFORMATION 2020-2021 104			PUPIL PREMIUM COHORT INFORMATION 2020-2021 104		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP	YEAR GROUP	NUMBER IN GROUP	PERCENTAGE OF PP GROUP
Boys	46	44%	Reception	10	9.6%
Girls	58	56%	Year 1	21	20%
SEN support	28	27%	Year 2	16	15%
EHC plan			Year 3	12	11%
EAL	33	32%	Year 4	13	12%
			Year 5	12	11%
			Year 6	20	19%

Assessment data

EYFS				Data from previous 3 years		
2019-2020	Pupils eligible for PP	All pupils	National average All pupils (FFT)	2016-17	2017-18	2018-19
Good level of development (GLD)	PP 13%	59.3%	61.9%	61	68	60
Reading	PP 25%	64.4%	64.4%	85	78	81
Writing	PP 25%	59.3%	66.3%	83	73	64
Number	PP 25%	69.5%	73.1%	85	83	74
Shape	PP 50%	76.3%	74%	92	88	76

YEAR 1 PHONICS SCREENING CHECK 2019-2020			Data from previous 3 years		
All pupils	Pupils eligible for PP	National average	2016-17	2017-18	2018-19
(TO BE UPDATED AFTER AUTUMN 20 ASSESSMENT)	(TO BE UPDATED AFTER AUTUMN 20 ASSESSMENT)	(TO BE UPDATED AFTER AUTUMN 20 ASSESSMENT)	Sch: 74% National: 81%	Sch: 76% National: 83%	Sch: 84% National: 82%

END OF KS1						
2019-2020	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	PP 58%	Non- PP 46%	In response to the COVID-19 pandemic, the Department for Education has cancelled the 2019/20 national curriculum assessments and associated data collections.	Sch: 28% National: 64%	Sch: 55% National: 65%	Sch: 51% National: 65%
% achieving expected standard or above in reading	PP 58%	Non- PP 64%		PP 43% Non-PP 40%	PP 25% Non-PP 69%	PP 57% Non-PP 61%
% achieving expected standard or above in writing	PP 58%	Non-PP 57%		PP 21% Non-PP 45%	PP 25% Non-PP 65%	PP 71% Non-PP 68%
% achieving expected standard or above in maths	PP 75%	Non-PP 71%		PPG 43% Non-P 43%	PP 37% Non-PP 67%	PP 42% Non-PP 59%

END OF KS2						
2019-2020	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	PP 4%	Non PP 33%	In response to the COVID-19 pandemic, the Department for Education has cancelled the 2019/20 national curriculum assessments and associated data collections.	Sch: 15% National: 61%	Sch:27% National:64%	Sch:41% National: 65%
% achieving expected standard or above in reading	PP 44%	Non PP 49%		PP 52% Non-PP 41%	PP 29% Non-PP 59%	PP 25% Non-PP 49%
% achieving expected standard or above in writing Note changes to the writing TA framework in 2018	PP 44%	Non PP 49%		PP 19% Non-PP 25%	PP 29% Non-PP 54%	PP 37% Non-PP 69%
% achieving expected standard or above in maths	PP 33%	Non PP 67%		PP 37% Non-PP 66%	PP 24% Non-PP 56%	PP 37% Non-PP 82%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> Reduced persistence absence and lateness 	<ul style="list-style-type: none"> Higher than national persistence absence –complex needs PPG absence higher than non-PPG SEND absence higher than non SEND
Behaviour data	<ul style="list-style-type: none"> Reducing number of exclusions All existing staff Therapeutically Trained 	<ul style="list-style-type: none"> New staff (7) need Therapeutic Training
Safeguarding referrals	<ul style="list-style-type: none"> Strong internal systems 	<ul style="list-style-type: none"> Inconsistent support form Children's Services, incl high turnover of staff

LONG-TERM PLAN (3 YEAR TIMESCALE):

The Department of Education is moving away from annual reviews that can be time consuming; instead using a 3 year strategy for pupil premium use, with light touch reviews that will continue to inform the school's pupil premium strategy.

At Battle Primary, our ambition is to improve outcomes of socially and economically disadvantaged pupils, reducing the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress.

Our priorities to ensure that we do this are:

1. To improve attainment in Reading and close the gap between pupil premium children and non-pupil premium.
2. To provide quality first teaching for all
3. To ensure Pupil Premium children attend school regularly.
4. To ensure Pupil Premium children have rich and varied experiences throughout their school life, helping to raise aspirations and hopes for the future and improve attitudes to learning.

PRIORITY 1: To improve attainment in Reading and close the gap between pupil premium children and non-pupil premium.

We know that Reading is essential to a child's success in school. It allows them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for a child, which opens doors to all kinds of new worlds for them and provides lifelong learning. It develops thinking skills, comprehension; extends knowledge and expands vocabulary. Ultimately, it improves their writing skills as well. Our current data, though improved, still shows a gap in attainment between Pupil Premium children and Non Pupil Premium; with no children achieving greater depth. Our new focus, driven with a forensic approach, along with staff CPD will ensure it has the value it requires and our aim is to not only close the gap but improve attainment for all.

PRIORITY 2: To provide quality first teaching for all

We know that access to high quality teaching is essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. As well as focusing on teaching, we will also ensure that we have specific targeted intervention that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. Early diagnosis of difficulties for pupils will have the most positive impact on the pupils. This combined with close monitoring and tracking will ensure that no child 'slips through the net'.

PRIORITY 3: To ensure Pupil Premium children attend school regularly.

Attendance has a direct link to attainment. If a child is not in school regularly, they are not fully accessing the curriculum and learning opportunities available to them. Achieving at school builds a child's self-esteem, as well as enhancing their future prospects.

PRIORITY 4: To ensure Pupil Premium children have rich and varied experiences throughout their school life, helping to raise aspirations and hopes for the future and improve attitudes to learning.

Closing the gap is more than just data and we know that many of our pupil premium children will not have access to the cultural provision of their non-disadvantaged peers. We are therefore building 'cultural compensation' into our curriculum (launched in September 2018). Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically catered for so that we are building the personal qualities required for life such as resilience and doing things without reward. We recognise the need for our disadvantaged children to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. Our list of clubs has been designed to appeal to a range of hobbies, from craft all the way through to sporting activities. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases, we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families be the best they can be. This may come in the form of parenting support, or 1:1 nurture support.

PRIORITY 1: TO IMPROVE ATTAINMENT IN READING AND CLOSE THE GAP BETWEEN PUPIL PREMIUM CHILDREN AND NON-PUPIL PREMIUM.

Member of staff responsible: All Leaders; Head, Deputies, Phase Leaders, English lead, SENCO, PPG Lead.

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>To ensure all children are confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language.</p> <p>All PP pupils will achieve in line with their peers in Reading.</p>	<p>Introduce a phonics lead in lower KS2 to ensure regular provision, monitoring and challenge. This will raise the profile and ensure dedicated time to consider individual children and their provision. Good practice will be shared and momentum maintained. <i>Note: Phonics lead to have support and training</i></p> <p>Regular fortnightly catch up, review, discuss and monitor children's phonic levels with the staff delivering provision.</p> <p>Daily and high quality intervention reading for children who can not encode, decode and read with fluency</p> <p>Promote and develop parental links particularly in Early Years, through drop ins, coffee mornings, workshops, planned joint activities and celebrations.</p> <p>Review the expectations, provision and communication for reading at home.</p>	<p>NNB AD EB</p> <p>AD</p> <p>AD</p> <p>AD JM HD</p>	<p>July 2023</p> <p>Termly</p> <p>Termly</p> <p>September 2021</p> <p>Termly</p>	<p>RWI Training (£1800)</p> <p>KS1 and Y3 Phonics Lead release time (0.1 x 38 weeks = £4000)</p>	<p>Reading milestones on track</p>	<p>Interventions will successfully meet the needs of identified pupils.</p> <p>Reading is planned in all sequences of work across all subjects</p> <p>Children who can not read make good progress in standardised tests against benchmarks</p> <p>There will be an upward trend in pupils achieving GLD in EYFS, passing the phonic screening check in year 1 and the attainment of pupils at KS1 and KS2 SATs will be in the highest quintile.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
Further develop the profile of Reading across the school, and expectations of texts/vocabulary.	Timetable arrangements will be considered so that children have the opportunity to read more, increasing their exposure to vocabulary and stamina across other areas of the curriculum.	AD	October 2020 Reviewed during the year.	Texts: £4000	Reading milestones on track	Increased opportunities for children to read, share books etc.
	Use of weekly library time developed with purpose and organisation. The library on line provision to be developed so children can log in and post blogs, reviews and discuss books.	AD	February 2021		Reading ages improve	Children have quality texts read to them regularly and join in class discussion about texts regardless of their attainment
	Train Year 6 children to support younger children in their use of the library.	HR AD	Currently unable due to Covid restrictions			School Reading spine on the school website.
	Develop use of class library -celebrating books as a class, phase and school. Raise profile and involve children in upkeep/ display, competitions etc.	AD	January 2021			Book units planned, using therapies to teach specific skills/gaps.
	Source quality texts for other subject areas/topics so that high challenging texts are planned into each unit of work.	IG DD AD	July 2021			
	Investigate oracy strategies for changing informal speech/writing to formal		July 2021			
	Further develop the use of a class novel- so that every class listens to a quality text and discusses it daily- link to topic and Reading lessons.	CA SLT	Termly			

Develop staff knowledge of the Reading curriculum expectations and strategies to support the needs of children not yet at age related expectations.	<p>Visit and share best practice-CPD opportunities for all staff/teams to then discuss and implement specific actions.</p> <p>CPD: staff subject knowledge of curriculum expectations. Use of CPD reading e.g. Closing the Reading Gap by Alex Quigley.</p> <p>Link training and release time to ensure staff are familiar with research.</p> <p>Introduce KS1 fluency project and monitor progress.</p> <p>Introduce Accelerated reader in Years 5 and 6.</p>	AD HR	<p>Dec 2021 On-going</p> <p>September 2021</p> <p>September 2020</p> <p>September 2020</p>	<p>Staff/Phase meetings. (alternate every 3 weeks)</p> <p>Core Teams/ supported us of PPA. (every 3 weeks)</p> <p>AR Training (2 sessions)</p>	Fluency assessments demonstrate progress	Adults model and teach Oracy skills focused on academic language and formal speech
Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
Improve in each phase, % of PP children who achieve greater depth in Reading	<p>Develop the use of Termly PiXL Reading assessments started last year- focusing on the diagnostic analysis and implications for teaching /interventions in order to close the gap.</p> <p>Use of Pixl covid assessments in T1 to assess gaps. Analysis and smart use of resulting Pixl therapies.</p> <p>Consider how TAs are deployed effectively: who, what, why and when?</p>	NBB SLT Phase leaders	<p>September 2022 Termly</p> <p>September 2020 Term 1</p> <p>April 2021</p>	Core Group Meetings (every 3 weeks).	<p>Transition assessments demonstrate impact</p> <p>PiXL assessments demonstrate improvement against assessment statements</p>	<p>TAs deployed effectively with impact.</p> <p>PLCs guide practice and sequence of learning</p> <p>QLA analysis informs planning and provision</p> <p>Guided work is targeted</p>

<p>Ensure all staff share clear expectations of the Reading journey for their class over a Term</p> <p>To promote the development of vocabulary and explanation of how meaning is enhanced through choice of words and phrases.</p>	<p>Revisit and introduce simplified, clear, universal planning format.</p> <p>Revisit reading expectations for each phase and support teams in achieving this.</p> <p>Revisit and further develop vocabulary work started last year.</p> <p>Revisit explicit modelling e.g. echo reading and the relentless drive that all children will follow the expectation to have a go and practice over and over. Adults to model looking for evidence, strategies to use and the thought process.</p>	<p>AD</p> <p>AD</p> <p>AD</p> <p>HR AD MB</p>	<p>October 2020</p> <p>January 2021</p> <p>December 2022</p>	<p>English surgeries (3 x year)</p> <p>Time at inset (0.1)</p>	<p>Monitoring demonstrate improved consistency of planning</p>	<p>Clear variety of vocabulary activities in weekly planning. Children able to explain the what and why?</p> <p>Modelling explicit on working walls/displays.</p> <p>Children talk of modelling as part of the editing process; Purple Polishing- Fab 5 feedback</p>
<p>To provide strong writing models and precisely defined objectives.</p>	<p>Teachers provide several example WAGOLLS where children can practise the strategy before completing work.</p> <p>Staff consciously and continuously refer to writing objective through skilled feedback and modelling of the WAGOLL</p> <p>Develop speed work for written tests in Upper KS2- use of Pixl '3 in 3.' Model/develop the clarity and detail in children's' written answers</p>	<p>CA</p> <p>CA</p> <p>AD HR</p>	<p>December 2021</p> <p>April 2022</p> <p>December 2021</p>	<p>English surgeries (3 x year)</p>	<p>Lesson observations demonstrate strong modelling</p> <p>Monitoring of classroom expectations demonstrates clear modelling on display</p>	<p>Children's writing shows an increased range of vocabulary and sophisticated content and they can write and speak using formal language appropriately</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
Harness community support in increasing reading opportunities and improved fluency.	Refresh training on question strategies.	AD	Currently unable due to Covid restrictions	Phase meetings. Staff training	Volunteers in place	All children are routinely listened to each week
	Recruit further reading volunteers and develop their remit, providing training- target children.				Pupils survey demonstrates value	Volunteers visit weekly
	Train the next group of Peer Coaches and assign children.	CW	Currently unable due to Covid restrictions		Intervention analysis demonstrates accelerated progress	Training program created
	Repeat and develop 2019-20 successful programme. Train the Year 5s to read and discuss a book with a group of Nursery children. Modelled by Mrs Smith, training sessions on pace, use of voice, facial expressions and eye contact.	CW	December 2022			Children can identify positive impact on their reading.
	Y5 chn work with a targeted group/pair of Nursery children, daily.(Post COVID restrictions)	CW	December 2022			Intonation, fluency and decoding improve
	Y5 readers to start to use the question matrix to generate possible verbal questions.		February 2023			Class Dojo promotes expectations and communication with parents
	Continue ABC to Read volunteers	AD				Events planned and children's excitement tangible. Follow up activities and engagement measured.
	Visit other establishments to read to e.g. the elderly.					Children/parent interviews reflect value and positive attitude to reading

PRIORITY 1 – EVIDENCE OF IMPACT

2020 - 2021										
2021 - 2022										
2022 - 2023										

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>To ensure students, NQTs and new staff are teaching high quality lessons: 4NQTs and 3 new staff.</p> <p>To ensure staff implement rapid strategies to engage PP children.</p>	<p>Previs clear induction process with support. Train NQT mentors so that NQTs are more able to target support to PP children.</p> <p>Enable transition time so teachers aware of PP children-effective handover from previous year.</p> <p>PP lead to send reminder to all staff with attainment/attendance/SEN of the PP children in their class.</p> <p>Robust termly PPG surgeries/meetings.</p> <p>Identify areas for development swiftly and put support into place to address these.</p> <p>Deliver training for new staff receive on understanding systems, teaching expectations and where applicable teacher standards. Link to staff handbook and BPA Teaching and Learning Policy.</p> <p>Further develop the use of SIMS/Pixl to record and track data for pupil premium. Provide training enabling teachers to log and monitor attainment and progress.</p> <p>Support Year groups to interpret and analyse assessment information so that they identify underperformance and plan accordingly.</p> <p>Embed alignment with school procedures whilst reviewing the assessment calendar.</p> <p>Support teachers to become more familiar with terminology/grading. Use of collaborative assessment and internal moderation to develop staff professional judgements.</p>	<p>CA AD</p> <p>CW CA</p> <p>CW</p> <p>CW</p> <p>Core team leaders</p> <p>CW Subject Leads</p> <p>NBB</p> <p>NBB</p>	<p>September 2020</p> <p>October 2020</p> <p>November 2020 Ongoing</p> <p>December 2020</p> <p>On going</p> <p>February 2021</p> <p>December 2020</p>	<p>Non-contact time</p> <p>PPG Surgeries (3x year)</p> <p>Access to mentor</p> <p>Release to observe best practice</p> <p>NQT training package</p>	<p>100%: Good</p> <p>40%: Outstanding</p> <p>Staff workload is manageable</p>	<p>New staff reflect positive views about their induction</p> <p>Classroom practice is consistent and good practice shared</p> <p>Regular meeting time recorded Access to mentor</p> <p>Release time used constructively Useful action plans in place</p> <p>NQTS aware of areas for development and the support outlined to address them</p> <p>Progress and attainment of PP children in those classes will be in line with partner class</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>Ensure staff interpret and analyse assessment information so that underperformance is identified and addressed in planning and provision</p> <p>Ensure staff identify specific needs for PP children and focus their formative assessment in class on PP children.</p>	<p>Use of the new Pixl Autumn Transition Package.</p> <p>Use a refined list of key objectives from the previous and new year group to focus on for Term 1. This is additional assessment and analysis through smaller quizzes/tests for years 2-6. Use of the new linked therapies to plug the gaps and a post gap plugging assessment.</p> <p>Further develop and embed the use of fortnightly Core Team meetings and year group Standards Partners. Now established, this time will cover more analysis to drive improvements and focus effort on targeted planning, intervention/use of therapies, closing the gaps and demonstrating accelerated progress.</p> <p>Track data termly and in line with assessment schedule.</p>	<p>NBB</p> <p>NBB Core team leaders</p>	<p>November 2020</p> <p>September 2021 On going</p>	<p>PiXL Package (£2800 x year)</p> <p>LAP and NAP SEND Assessments – West Berks CALT</p>	<p>QLA complete on time</p> <p>Comparison to national sample improves</p> <p>Target areas show progress in QLA analyses</p>	<p>Staff know which children are PP.</p> <p>Staff are aware of their class data analysis and how to teach gaps, evidenced in books.</p> <p>PP children achieving EXS in Reading, Writing, Maths and combined is in line or above their non-disadvantaged peers.</p>
<p>Broaden middle leadership.</p> <p>Improve planning so middle and higher attaining children use knowledge to solve problems, evaluate and invent.</p>	<p>Introduce a new Lower KS2 phase leader. Embed role of Phase Leaders and keep the momentum, of school improvement, going with challenge and support.</p> <p>Provide phase leaders time to support the other year in their team, incl Core Teams and further enable school improvement. Professional dialogue will support effective planning, regular review of data/progress, consideration of vulnerable groups and what is needed to close the gap. Ensure staff work together rather than in isolation and this has proved beneficial in areas last year.</p> <p>Use our Maths mastery specialist – work with nominated staff and participate/facilitate the Hub training: 'Embedding Mastery', where possible.</p>	<p>NBB</p> <p>NBB</p> <p>GU</p>	<p>September 2020</p> <p>January 2021 ONGOING</p> <p>July 2021</p>	<p>Leadership release (1/2 day a week for Maths lead, Phase Leads and PPG Lead)</p>	<p>Monitoring demonstrates consistency</p> <p>Planning and organisation is routinely in place</p>	<p>Staff express support and professional dialogue with others.</p> <p>Planning of teaching sequences reflects recapping and fluency – this can be seen in their books and assessments.</p> <p>The use of targeted academic clubs and Third space places to support progress is in place.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>To provide tuition and accelerate progress for target children.</p>	<p>Use Third space for Year 6,5, and 4 intervention.</p> <p>Introduce further tuition outside school hours (link to COVID Catch Up).</p> <p>Use informed targetted support –ensure staff are trained to implement the approach, able to observe good practise and have the necesray resources.</p> <p>Children who can not read or lack basic number skills receive a high quality, relevant intervention every day.</p> <p>Small group and 1to1 tuition.</p>	<p>NBB GU CA AD</p> <p>NBB CA AD GU</p> <p>AD CA</p>	<p>October 2020 On going</p> <p>December 2022</p>	<p>Third Space (£3000 per annum)</p> <p>Tutoring/small group intervention (£3000 per annum)</p>	<p>Data milestones on track</p> <p>Children in receipt of intervention make accelerated progress</p> <p>Phonics and TTR tracking demonstrate impact</p>	<p>Targeted children are making progress.</p> <p>Children receiving intervention progress accelerates from baselines in standardised testing or relevant baselines.</p> <p>Audits of plans show what children are receiving to reduce their individual barriers</p>
<p>To ensure teachers and children know what has been learned and what needs to be retaught.</p> <p>To improve the planning of teaching sequences and ensure, children can remember what they have been taught and apply it in increasingly sophisticated ways – this can be seen in their books and assessments.</p>	<p>Revisit and develop CPD on approaches to memory and curriculum sequencing, incl regular quizzing and use of knowledge organsisers.</p> <p>Planning incorporates particular strategies e.g. successful use in Y6 of maths grid as part of EMW or starter: Yesterday/Last week/ Today/Tomorrow</p>	<p>NBB Phase leaders SLT</p>	<p>July 2021 ongoing</p>	<p>CPD time</p>	<p>Lesson observations demonstrate improved practice</p> <p>Wider curriculum assessment demonstrates progress against progression statements</p>	<p>Teachers know what children need to know and remember at the end of each term in these subjects and can talk about it.</p> <p>Children can talk about their learning and recall key facts.</p> <p>Teacher confidence improves as staff see the benefit of approaches.</p> <p>Curriculum plans and units of work are well sequenced so that children know more, remember more and can do more at the end of each unit.</p> <p>Quizzes and in class assessment shows children remember content over time</p> <p>Staff are knowledgeable about how to teach so that children remember.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
Embed assessment for learning in lessons.	<p>Increase specific feedback in class to underperforming PP children; use of conferencing, peers and other adults.</p> <p>Explicitly model response to feedback with built in practice.</p> <p>Review and embed D.I.R.T (Dedicated Improvement and Reflection Time)</p> <p>Opportunities/approaches regularly identified on plans and in books.</p>	SLT Phase Leaders	April 2022	CPD time	Book looks demonstrate appropriate and effective application of Feedback Fab five	<p>Children just below expected grow in confidence as they contribute more.</p> <p>Children are able to reflect on progress within D.I.R.T.</p> <p>PP children join in with discussion, task completion and don't wait to be led by adults in their learning</p>
%of PP children achieve greater depth across maths, writing and reading combined	<p>Develop Teachers knowledge and understanding of greater depth teaching through training, guidance and moderation of assessment</p> <p>Provide small group tuition for PPG children with potential for GD.</p> <p>Improve SIMs marksheets/assessment tools</p>	GU CA AD	July 2023	Time in phases Whole school tracking	<p>Data milestones on track</p> <p>Appraisal targets and evaluation demonstrate improvement</p>	Gaps identified for PP children to achieve greater depth.

PRIORITY 2 – EVIDENCE OF IMPACT										
2020-2021										
2021 - 2022										
2022 - 2023										

PRIORITY 3: TO ENSURE PUPIL PREMIUM CHILDREN ATTEND SCHOOL REGULARLY

Member of staff responsible: Head and Pastoral Manager

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>Improve attendance for identified PP children so that it is in line with their peers.</p> <p>Improve overall attendance to 95% or above</p> <p>Reduce persistent absence to national average/below</p>	<p>Track, identify and monitor progress of key children - Identify pupils in all years whose attendance falls below 95%</p> <p>Pastoral manager to report data and any trends to SLT</p> <p>Termly attendance report – introduce new PowerBi reporting system</p> <p>Weekly Vulnerable Children meetings Attendance Panels</p> <p>Pastoral Manager to work with other school leads to ensure support is targeted for individuals to help combat any barriers to attendance.</p>	<p>HD NBB</p> <p>HD NBB</p> <p>HD SLT</p>	<p>July 2022</p> <p>July 2023</p> <p>2022</p> <p>July 2022 On going</p>	<p>PPG Lead Time</p> <p>PowerBi attendance reporting system (£?)</p>	<p>PA decreases</p> <p>Attendance 95% plus (not including isolating children)</p>	<p>Key PP families will be identified quickly, regular contact and support in place.</p> <p>Attendance of identified PP children has improved and is in line with peers.</p> <p>Pastoral manager will be knowledgeable about the trend in data and will be able to report accurately on the attendance figures for this group.</p> <p>They will be able to discuss key children that are affecting attendance figures.</p> <p>Case studies undertaken reflect the support provided and relentless work by the school.</p>
<p>To close the gaps in learning caused by absence.</p>	<p>Clear systems in place to enable catch up of work missed through close assessment and immediate follow up – use of Peer Coaches</p> <p>Explore the use of class Dojo as used during lockdown</p> <p>Packs of key parts of work to be put together during PPA so anyone self-isolating has access to a pack immediately.</p> <p>Link to use of Pixl therapies.</p>	<p>NBB Phase Leaders</p>	<p>December 2020</p>	<p>Class Dojo</p> <p>Mymaths</p> <p>New technology</p> <p>Peer Coach training</p>	<p>Data milestones met</p> <p>Positive comments from children's/ parents' surveys</p>	<p>Children are able to re-join and access sequenced lessons having completed necessary prep work.</p> <p>Packs prepared and ready.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>To support key PP families to improve attendance</p> <p>Reduce percentage of children who are late to school.</p> <p>Raise parental expectations of good attendance, particularly in Early Years</p>	<p>Pastoral Manager support/challenge for vulnerable families.</p> <p>Pastoral Manager will signpost/ liaise with outside agencies, where possible to help combat barriers to attendance for key families.</p> <p>Support with families accessing food parcels, bus fares, uniform, subsidised breakfast/afterschool clubs, etc.</p> <p>Harness support from local charities.</p> <p>Continue provision of parenting support/home visits. Continued phone calls home made by office for every PP child absence</p> <p>Teachers to talk to each PP parent at first parent meeting where attendance is an issue and show child's attainment and progress data.</p> <p>Support for teachers on how to approach sensitive issues with parents.</p> <p>Oopportunities for staff to learn and practice scripts for talking to parents about sensitive issues</p>	HD	December 2021 Ongoing	Pastoral Manager (0.6)	<p>Fewer PP children are frequently late for school compared with 2020 figures</p> <p>Persistent absence for key PP children will decrease</p> <p>PA decreases over time compared to national expectations</p>	<p>Relationships between parents and school for these key PP children will be a positive.</p> <p>Key PP children will feel a pride in their improved attendance and will feel safe and happy in school.</p> <p>PP children are on time for school.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
Improve engagement of parents on children's entry to school	<p>Promote and encourage Early Years parental engagement through drop ins, coffee mornings, workshops, planned joint activities and celebrations.</p> <p>Build on successful strategies for individuals and families from last year.</p> <p>Regular updates from Pastoral Manager to class teachers of ongoing attendance percentages/issues.</p> <p>Pastoral Manager to explore additional ways of engaging with parents</p> <p>Pastoral Manager and PPG lead to collaborate. Termly updates on identified children.</p> <p>Pastoral Manager to attend the PPG surgeries, and enable broader thinking around the family, raised issues and share communication/thinking.</p>	<p>NBB</p> <p>NBB Teaching staff</p> <p>HD</p> <p>CW HD</p>	<p>July 2022 Ongoing</p> <p>December 2020</p> <p>November 2020</p>	Refreshments (£100 per annum)	<p>Referral to Early Help reduce/demonstrate effective partnership[</p> <p>Number of children requiring nappies reduces</p> <p>Parent surveys demonstrate positive feedback</p>	Parental engagement improves. Parents speak positively about spending time in school.

PRIORITY 3 – EVIDENCE OF IMPACT

2020 - 2021										
2021 - 2022										
2022-2023										

PRIORITY 4: TO ENSURE PUPIL PREMIUM CHILDREN HAVE RICH AND VARIED EXPERIENCES THROUGHOUT THEIR SCHOOL LIFE, HELPING TO RAISE ASPIRATIONS AND HOPES FOR THE FUTURE AND IMPROVE ATTITUDES TO LEARNING.

Member of staff responsible: DHT, PPG Lead, Sports and Art Leads

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>Through the curriculum and interactions with practitioners, ensure that children experience the awe and wonder of the world in which they live,</p> <p>Improve the cultural capital; enhance the experiences and opportunities available to PP children in order to improve attainment and progress.</p> <p>Ensure PP children have fair and equitable access to this curriculum.</p> <p>To provide an aspirational curriculum for our children that builds cultural capital over time.</p> <p>To provide PP children with stimulating experiences and broaden the opportunities available to them</p> <p>To raise staff awareness of barriers faced by children.</p>	<p>Review of breadth and coverage of our curriculum – develop further as necessary.</p> <p>Teachers have high expectations and a ‘can do’ attitude for all children.</p> <p>Continue to develop high quality opportunities for cross curricular writing, based on concrete opportunities.</p> <p>Linked quality texts to topics used during Guided Reading Y6 Reading Action Plan</p> <p>Use of aspirational work by artists’, creators, authors within assemblies.</p> <p>Curriculum entry/exit points Termly trip/visit linked to topic Continue/develop use of the knowledge organisers Develop integration of vocab/Knowledge quizzes</p> <p>Work with our maths mastery specialist in order to develop a high quality maths curriculum.</p> <p>Allowing experiential learning and encouraging aspirations.</p>	<p>AD NBB</p> <p>CA AD Phase leaders</p> <p>AD IG DD</p> <p>SLT AD</p> <p>GU</p> <p>CW HD SLT</p>	<p>January 2022 Ongoing</p> <p>July 2023 On going</p> <p>July 2021 On going</p> <p>On going</p> <p>January 2022</p> <p>January 2023 October 2020 Ongoing</p> <p>September 2021</p>	<p>Consideration of alternatives due to Covid measures.</p> <p>On line and physical resources £800</p> <p>CPD time</p> <p>CPD time</p>	<p>Pupil interviews/ surveys demonstrate an increased appreciation and awareness of the brilliance of the world in which we live.</p> <p>Data milestones met.</p> <p>Increased breadth of activities available</p>	<p>PP children will have experienced a wide and rich variety of experiences throughout their school life.</p> <p>Surveys will reflect the PP children enthuse about their experiences at school All PP children will attend school trips.</p> <p>Families will feel supported. All PP children will have experienced ‘child hood essentials’ such as visiting a beach, castle, museum, theatre, gallery, sports arena, library etc.</p> <p>Surveys will reflect that these experiences are valued.</p> <p>Pupils will have raised aspirations due to the experiences they receive.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>To ensure all PP children have access to school trips and experiences that they wouldn't otherwise have access to.</p> <p>To promote social, emotional and behavioural development through the curriculum sequence</p> <p>To develop children's aspiration and appreciation of human creativity and achievement.</p>	<p>Contributions to school trips are communicated to PP families as early as possible.</p> <p>School trips are subsidised to ensure improved access.</p> <p>Payment plans available for families who have difficulties.</p> <p>Introduce annual Y5 Bush craft Sleepover, repeat Y4 day trip and a Y6 camping residential. Application for grants through: https://creativestarning.co.uk/grants-outdoor-learning-and-play/</p> <p>Children's experiences of school inform their understanding of the world, inspire their ambition and enable social mobility</p> <p>Plan Term 6 topic to include: Open for Art, cross phase learning opportunities Trips to theatre e.g. Year 5 to Reading Rep Theatre and trained to become theatre critics</p> <p>Involvement in whole school activities/celebrations where the children work with others outside the school community e.g. Harvest at church, Jelly Art ,Singing festival at theatre and inter sports events. Year groups to learn to play a musical instrument. Music Lead to teach across the school. School Choir /band (link with Kendrick Secondary school)</p>	<p>NBB</p> <p>CW HR MB</p> <p>JG Phase Leaders</p> <p>NBB JM Music Lead</p>	<p>January 2022</p> <p>September 2021 ongoing</p> <p>September 2020 On going</p> <p>March 2021</p> <p>July 2022</p> <p>Ongoing but consideration Of alternatives due to Covid measures.</p> <p>July 2022</p>	<p>Funds from school budget allocated at the beginning of the year and reviewed when necessary. Fund raising events to offset cost of trips. Phase meeting.</p> <p>SLT meeting time Phase meeting time</p> <p>Clear timely communication between leads</p>	<p>All PP families are engaging with activities.</p> <p>Children's interviews and books reflect improved vocabulary when discussing concrete experiences.</p> <p>Children talk confidently of their positive contribution to school life.</p>	<p>PP children draw upon their experiences to make links with learning i.e. visiting a mock Victorian town e.g. Milestones and then this translates into their writing about a Victorian child.</p> <p>PP children's vocabulary acquisition and development is good as a result of a range of broad and balanced experiences that link the outside world to their learning in school.</p> <p>Creation of yearly calendar of events.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
To develop a wide and varied programme of clubs where PP children are proportionately represented.	<p>Run clubs in preparation for sports events Record/analyse children taking part in events/clubs Continuation of the school daily mile. Participate in local sports events Continue Swimming lessons</p> <p>To develop opportunities for House competitions and events - sport, art, music</p>	<p>JM</p> <p>Music lead. JG JM</p>	<p>July 2021 ongoing</p> <p>December 2021 On going</p>	<p>Access to mini bus.</p> <p>Additional appropriate adults.</p>	<p>Children's problem solving and reasoning skills are better as a result of increased fluency and understanding of vocabulary.</p> <p>Children are intrinsically motivated to be good citizens.</p>	<p>Staff have a good understanding of the barriers that may prevent participation in clubs and work to overcome them</p> <p>PP children have high aspirations and the personal skills and drive to pursue them such as tolerance, resilience and fair play.</p> <p>PP children see themselves as active members of their school community.</p>
To develop PP children's leadership skills and sense of citizenship	<p>Head Boy/Girl etc. established. Publicise in newsletter/on website School ambassadors Year 6 to take on roles within the office e.g. answering phones etc.</p>	<p>NBB</p> <p>LW EW Phase Leaders</p>	<p>September 2020</p> <p>December 2021</p>	<p>Admin time to train children.</p>	<p>Roles are established with support.</p>	<p>Staff and Y6 Children talk positively of their roles in school. Children are able to explain what skills/qualities the roles have helped develop.</p>

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
To develop coaching skills amongst PP children; Individual performance of both the coachee and coach will improve	Peer Coaches Allocate buddies/ partners Continue Peer Coaching – start the process anew with Y5 and further develop roles. Support with training/modelling Young Interpreters support children new to English to integrate into school.	CW AG	December 2021	PPG lead time EAL lead time	System established. Sessions occurring weekly. Visible increase in confidence and engagement of coach/ coachees.	Interviews, observations and case studies highlight improvements and progress. CW meets with coaches fortnightly to discuss coachees, improvements and any barriers. AG meets with interpreters to discuss improvements and any barriers.
To ensure children's experiences of school inform their understanding of the world, inspire their ambition and enable social mobility	Build on good links already established with Reading Boys school and Reading Girls: Battle children receiving sessions at these secondary schools. Continue programme of Reading boys sending 10 boys weekly to assist with reading, maths and exam preparation in Y6. Re start links with Kendrick Girls school- build on original plan: support with music, P.E, maths and science activities in and after school.	CW AD	December 2021	PPG lead time	System established and sessions occurring weekly.	Children talk of the positive role models that the secondary school children present, the coaching they receive and how this helped them

To provide a wide pastoral offer so that children with social and emotional needs can access all aspects of school life.	Children with social and emotional needs have access to high quality therapeutic intervention. Good role model provided through the	NBB HD SLT	May 2022	Appropriate CPD	PP children are accessing the curriculum; in different ways, for longer, with increased participation and with the class.	Social and emotional needs are met through targeted intervention and children are able to access school life. All children develop personal skills and British Values at play.
To support the implementation of the new statutory PSHE guidance	PP children will be engaged in new foundation curriculum and the resources provided will enhance their experience of learning	JW AD	July 2021	Phase meeting time		PP children with access, achieve personal targets such as improve attendance. Where measurable this information is tracked.
To improve lunchtime/playtime provision To support home learning	Use of more space for each bubble and widen availability of resources/access to them. PP children have access to new and innovative technology Complete technology survey Purchase identified resources to support home learning of vulnerable PPG children	SLT HD NBB IT Lead.	December 2020 Ongoing July 2021 On going	Resources cost.£500 IT line within budget.	Positive comments from children and staff regarding playtime/lunchtimes.	PP children will report that lunchtimes and playtimes are fun and that behaviour on the playground has improved further. Reduction in playtime incidents and accidents

PRIORITY 4 – EVIDENCE OF IMPACT

2020 - 2021										
2021 - 2022										
2022-2023										