

River Mead Primary School



3 YEAR PUPIL PREMIUM STRATEGIC PLAN

Organisation

The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Section	Focus	Contents
Section 1	School context & approach to the PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long term (3 year) overview	Setting long term goals to reflect the school context
Section 3	Academic Year Action Plan & Impact Statement	Action plan for the current academic year, funding and evaluation of impact

SECTION 1: SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended ‘tiered’ approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies**.

Area of Principles	School Practice
Whole-school ethos of attainment for all	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
High quality teaching for all	Emphasise and deliver ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	Identify each pupil’s challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils’ learning
Impact driven and responsive to evidence	Effectively use data, and other evidence, to identify pupils’ learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
Ambitious leadership	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

The following tables support understanding of our school context and are used to identify areas of strength and development (long, medium and short term)

OVERVIEW OF SCHOOL CONTEXT														
Characteristic	EYFS PP	EYFS non-PP	Year 1 PP	Year 1 non-PP	Year 2 PP	Year 2 non-PP	Year 3 PP	Year 3 non-PP	Year 4 PP	Year 4 non-PP	Year 5 PP	Year 5 non-PP	Year 6 PP	Year 6 non-PP
Year Group	14 (39%)	22 (61%)	16 (46%)	19 (54%)	16 (47%)	18 (53%)	12 (57%)	9 (43%)	17 (55%)	14 (45%)	19 (59%)	13 (41%)	13 (37%)	22 (63%)
Boys	4 (22%)	14 (78%)	11 (44%)	14 (56%)	3 (27%)	8 (73%)	6 (60%)	4 (40%)	9 (53%)	8 (47%)	9 (69%)	4 (31%)	7 (39%)	11 (61%)
Girls	10 (56%)	8 (44%)	5 (50%)	5 (50%)	13 (57%)	10 (43%)	6 (55%)	5 (45%)	8 (57%)	6 (43%)	10 (53%)	9 (47%)	6 (35%)	11 (65%)
SEN Support	4 (80%)	1 (20%)	3 (60%)	2 (40%)	6 (100%)	0	3 (75%)	1 (25%)	4 (57%)	3 (43%)	9 (75%)	3 (25%)	3 (43%)	4 (57%)
EHC Plan	1 (17%)	5 (83%)	4 (44%)	5 (56%)	2 (29%)	5 (71%)	2 (67%)	1 (33%)	3 (50%)	3 (50%)	2 (67%)	1 (33%)	0	3 (100%)
EAL	0	2 (100%)	1 (25%)	3 (75%)	1 (25%)	3 (75%)	0	1 (100%)	0	0	2 (40%)	3 (60%)	1 (25%)	3 (75%)

ASSESSMENT DATA

EARLY YEARS FOUNDATION STAGE (EYFS) – 2018/19 EXCLUDING RESOURCE BASE							
	All pupils (30 ch)	Pupils eligible for Pupil Premium (11 ch)	Pupils not eligible for Pupil Premium (19 ch)	National average	PP data from previous 3 years		
					2017 – 18 9 ch	2018 – 19 11 ch	2019 - 2020
Good Level of Development (GLoD)	18 (60%)	3 (27%)	15 (79%)	72%	5 (56%)	3 (27%)	
Reading	18 (60%)	3 (27%)	15 (79%)	77%	4 (44%)	3 (27%)	
Writing	18 (60%)	3 (27%)	15 (79%)	74%	6 (67%)	3 (27%)	
Number	20 (67%)	4 (36%)	16 (84%)	80%	4 (44%)	4 (36%)	
Shape	21 (70%)	4 (36%)	17 (89%)	82%	4 (44%)	4 (36%)	

YEAR 1 PHONICS SCREENING CHECK – 2018/19 EXCLUDING RESOURCE BASE						
All pupils (17 ch)	Pupils eligible for Pupil Premium (10 ch)	Pupils not eligible for Pupil Premium (7 ch)	National average	PP data from previous 3 years		
				2017-18 (10 ch)	2018-19 (10 ch)	2019-20
14 (82%)	7 (70%)	7 (100%)	82%	8 (80%)	7 (70%)	

END OF KEY STAGE ONE (KS1) – 2018/19 EXCLUDING RESOURCE BASE							
	All pupils (24 ch)	Pupils eligible for Pupil Premium (13 ch)	Pupils not eligible for Pupil Premium (11 ch)	National average	PP data from previous 3 years		
					2017 – 18 (16 ch)	2018 – 19 (13 ch)	2019 - 20
% achieving expected standard or above in Reading	13 (54%)	4 (31%)	9 (82%)	75%	12 (75%)	4 (31%)	
% achieving expected standard or above in Writing	12 (50%)	5 (38%)	7 (64%)	69%	11 (69%)	5 (38%)	
% achieving expected standard or above in Maths	16 (66%)	7 (54%)	9 (82%)	76%	11 (69%)	7 (54%)	

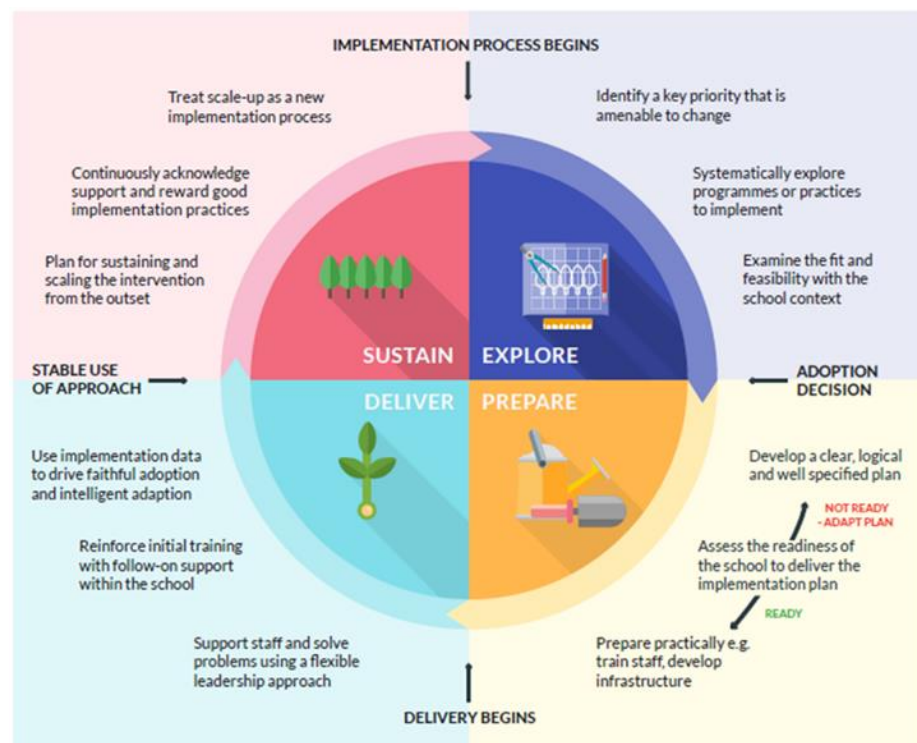
END OF KEY STAGE TWO (KS2) – 2018/19 EXCLUDING RESOURCE BASE (& those moving to specialist provision)							
	All pupils (23 ch)	Pupils eligible for Pupil Premium (7 ch)	Pupils not eligible for Pupil Premium (16 ch)	National average	PP data from previous 3 years		
					2017 – 18 (15 ch)	2018 – 19 (11 ch)	2019 - 20
% achieving expected standard or above in Reading, Writing and Maths	8 (35%)	2 (29%)	6 (38%)	65%	7 (47%)	3 (27%)	
% making expected progress in Reading	13 (57%)	2 (29%)	9 (56%)			6 (55%)	
% making expected progress in Writing	23 (100%)	7 (100%)	16 (100%)			11 (100%)	
% making expected progress in Maths	10 (43%)	3 (43%)	7 (44%)			4 (36%)	

ATTENDANCE – 2019/20 EXCLUDING RESOURCE BASE (but including those who were PT)							
	All pupils	Pupils eligible for PP	Pupil not eligible for PP	National average of all	Data from previous 3 years		
					2017-18	2018-19	2019-20
Overall absence (2019)	5.8%	5.7%	5.9%	4%	5%	5.7%	5.7%
Unauthorised absence	<i>Data to follow</i>			1.1%			
Persistent absentees	15%	16%	12%	8.2%	15%	16%	16%
Late	<i>Data to follow</i>						

SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)

- Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.
- Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum.
- Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
- Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-long learners.
- Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and 2 hinders their achievement broadly.
- Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.
- Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.
- Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.
- Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged.

IMPLEMENTATION PROCESS



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

Explore: what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

Prepare: do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

Deliver: how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

Sustain: how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

OUR REVIEW PROCESS

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.

<i>The impact of the action/intervention is:</i>	<i>Far above expectations</i>		<i>Above expectations</i>		<i>As expected</i>		<i>Below expectations</i>		<i>Far below expectations</i>	
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ACCOUNTABILITY

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

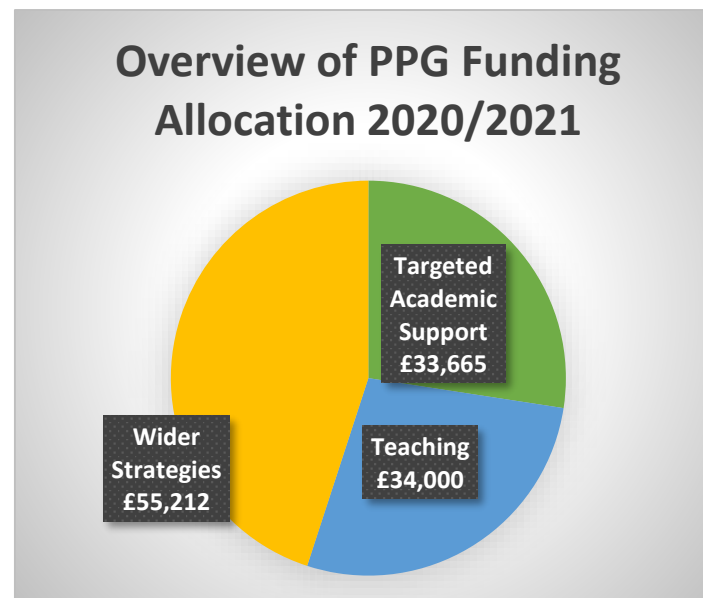
The Headteacher and Pupil Premium Leader will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.

FUNDING



SECTION 2: LONG TERM (3 YEAR) OVERVIEW

SETTING THE PRIORITIES

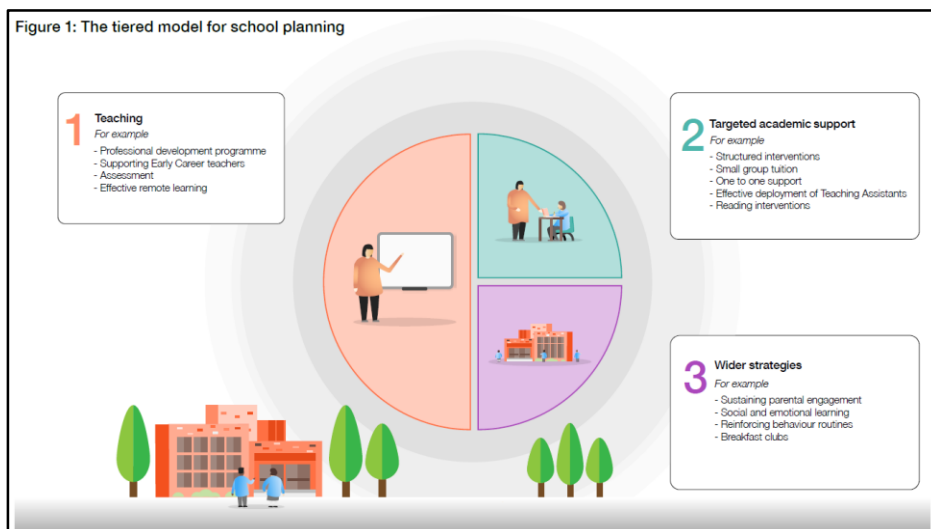
Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year ([see Section 3](#)). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

HEADLINE AREAS FOR DEVELOPMENT 2020 – 2023		
PP AREA FOR DEVELOPMENT	TIERED FOCUS AREA, RESEARCH & EVIDENCE	PP DESIRED OUTCOME
Further develop the ethos of success for all as well as ensuring the highest of expectations	Teaching and Targeted Academic Support	PP attain in line with outcomes stated below Conversations with all staff illustrate that high expectations are held for all, with highest of expectations for those who are PP
Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally	Teaching & Targeted Academic Support Reading Comprehension strategies +6 months Early Years interventions +5 months	All pupils able to read fluently <ul style="list-style-type: none"> 85% or better pass the phonics test in Year 1 75% of pupils achieve the expected standard or above by the end of KS1 >75% of pupils achieve the expected standard or above by the end of KS2
Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally in KS1 and KS2	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	All pupils to be able to write for an appropriate purpose and audience: <ul style="list-style-type: none"> 70% of pupils achieve the expected standard or above by the end of KS1 > 80% of pupils achieve the expected standard or above by the end of KS2
Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	All pupils to reason mathematically to good effect, applying confident fluency of maths facts: <ul style="list-style-type: none"> 78% of pupils achieve the expected standard or above by the end of KS1 85% of pupils pass the times tables check in Y4

		<ul style="list-style-type: none"> >80% of pupils achieve the expected standard or above by the end of KS2
Raise standards in RWM combined at the end of KS2	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	By the end of KS2, >65% pupils achieving the expected standard or better in Reading, Writing and Maths
CPD is targeted towards closing the gap between PP and non-PP pupils	Wider Strategies	Pupils who are PP attain in line with non-PP nationally.
Improve attendance and punctuality	Wider Strategies Social and emotional learning +4	No gap between FSM and all pupils' attendance with all > national
Establish a clear culture for positive behaviour and safeguarding	Wider Strategies Social and emotional learning +4	Reduce FEx and PEx to <national for those in receipt of PP
Further improve transition from nursery to reception	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	By the end of Reception, 75% of children to reach GLD.

SECTION 3: ACADEMIC YEAR 2020/2021 ACTION PLAN & IMPACT STATEMENT

Figure 1: The tiered model for school planning



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

Tier 1 Teaching: Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

Tier 2 Targeted Academic Support: Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

Tier 3 Wider Strategies: Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Further develop the ethos of success for all		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			All teachers begin to champion for the success of those in their class who are in receipt of PP funding		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Teaching	£2000	Class teachers	First mark one or two books from higher attaining pupils. Then mark books of the pupils entitled to PP. Ensure next steps are recorded in the books and are specific and detailed. Follow up with 1:1 conferencing if not being implemented to check for understanding.	High expectations for those who are entitled to PP. Detailed feedback that impacts positively on improved outcomes. <i>Evidence: books, whole class feedback books, MER feedback</i>	
Teaching	£135	Assessment Lead alongside class teachers	Use FFT top 5% banding for targets for PP pupils	Aspirations for children who are entitled to PP are as high as possible. Teachers are clear about the potential for these children. <i>Evidence: Insight; PPR notes</i>	

Teaching	£135	HT/DHT	Discuss first during PPR meetings; ensure RWM focus is maintained	Detailed conversations during PPR meetings about those who are eligible for PP which impact positively on outcomes. Subjects that may be weaker than others are identified and strategies are put in place to address this. <i>Evidence: PPR notes</i>	
Teaching	£100	Class teachers	Follow up lack of attendance at Parents' Consultations	All parents of pupils eligible for PP attend parent consultations for their children. <i>Evidence: Class teacher parents' consultation records</i>	
Teaching	£2000	Subject Leaders	All subject leaders look at provision, attainment and progress for PP in their subject area and report on this	All subject leaders champion the progress and attainment for those eligible for PP funding in their subject area. Appropriate measures are put in place to tackle any underachievement. <i>Evidence: Subject Leader Action Plans, MER feedback</i>	
Teaching		Class teachers	Consider seating positions for PP within the classroom now that rows are adopted – consider ends of rows for easier access to teacher/TA	Pupils who are eligible for PP funding are seated where there is easy access to adults. Progress is rapid due to adult support and intervention. <i>Evidence: MER feedback</i>	
Targeted academic support	£2000	Class teachers / Inclusion Lead	Ensure PP are prioritised for intervention over non-PP where appropriate	Pupils who are eligible for PP funding receive interventions as appropriate. Progress is accelerated as a result. <i>Evidence: Intervention records, PPR notes</i>	
Teaching	£2000	Class teachers	Teachers to monitor access and completion of home learning and blended learning. Ensure SLT are alerted to any children without remote access. Phone parents where children are not completing home learning or blended learning to ascertain reason and offer support.	Pupils who require devices are catered for and supported where possible. Children continue to access learning from home as relevant which ensures gaps do not continue to widen. Comparison of engagement data from last year to this year shows improvements. <i>Evidence: Engagement data, SIMS records of phone calls home, home learning platform</i>	
Teaching		Class teachers	Highest of expectations for those who are PP who may already be age related or higher	Those with potential reach the higher standard. <i>Evidence: Insight, book looks, MER feedback</i>	
Teaching	£1000	Disadvantaged Lead	DL lead to focus on provision for pupils who are eligible for PP during weekly MER activities: to include progress data, book looks, pupil voice, questioning, behaviour	DL lead is able to share good practice across the school and support with areas for development as required. Those who are eligible for PP are supported to make accelerated progress across the curriculum.	

				<i>Evidence: MER feedback</i>	
Wider Strategies		Class teachers	Ensure those who are PP are given opportunities for School Council and enrichment activities – support children to apply for these positions where appropriate. When school clubs start again, ensure that children who are eligible for PP are offered places, with phone calls home to explain what is on offer if no clubs are taken up.	Pupil voice shows that children who are eligible for PP are active in the life of the school. They are elected to pupil representative groups and participate actively in extra-curricular clubs. They have an opportunity for first access music and to participate in residential visits. <i>Evidence: registers for clubs, representative group lists</i>	
Targeted academic support		Inclusion Lead / Disadvantaged Lead	Ensure there is accurate identification of SEND vs DL with clear understanding of those who are both with the right support in place	Children are not identified as SEND if it is actually underachievement due to disadvantage. Appropriate support is put in place according to actual need. Teachers are clear about the difference between SEND and disadvantage. <i>Evidence: SEND records, provision maps</i>	
Wider strategies	£50	Class teachers / Office staff	Class teachers and office staff to identify children, particularly those in EY and KS1, who may be eligible for PP funding but have not claimed this	All children who are eligible for PP funding receive it. Numbers of PP children across the school reflect the reality of the demographics of the school. <i>Evidence: PP numbers in school</i>	
Wider strategies	£500	Disadvantaged Lead	Disadvantaged Lead to attend “Making it Happen” network sessions over the year.	Good practice across the LA is understood by the PP lead and disseminated and implemented at Castle Mead as appropriate. <i>Evidence: notes from sessions, communication of key relevant points.</i>	

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			To ensure that gaps as a result of Covid do not widen further during this academic year in Phonics		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Teaching	£600	RWI Lead	RWI Development days to focus on delivery and support for PP children.	Children who are PP are able to apply phonics strategies to support their independent reading and fluency through the use of RWI programme within EY and KS1.	
Targeted academic support	£5875	RWI Lead	PP children working below expectations for phonics to be targeted for RWI intervention as well as additional speed sounds sessions/pinny time.		

Teaching	£9180	RWI Lead	Additional speed sounds sessions run in class after lunch to ensure catch up in Y1 and Y2 to account for Covid	<i>Evidence: RWI assessments, class teacher reading records, phonic screen check records, RWI intervention records, PPR records</i>	
Teaching		RWI Lead	Progress of those who are PP considered when looking at movement through RWI groups		
LINKED TO 3 YEAR STRATEGIC OUTCOME:			Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			The gap between PP and non-PP reduces over this year, taking the impact of Covid into account		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Targeted academic support	£5850	Class teachers	Teachers listen to children eligible for PP read outside of RWI or Reading sessions regularly. They are prioritised over children who are not eligible for PP.	Children who are PP are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. <i>Evidence: MER feedback, reading records, pupil voice</i>	
Targeted academic support	£2000	Class teacher / RWI lead	Those children in Y3 that are not off RWI, are to be included in phonics sessions in addition to or instead of whole class reading	Children who are PP are able to apply phonics strategies to support their independent reading and fluency <i>Evidence: RWI assessments, RWI intervention records</i>	
Teaching		English Lead	Support Y3 teachers (and those in Y2 when relevant) with the transition from RWI to whole class reading	Children who are PP make accelerated progress in reading. They are able to access whole class reading without attainment decelerating. <i>Evidence: Reading journals, Insight</i>	
Teaching		Class teacher / English Lead	Increase the provision for reading in Y2 outside of RWI so that children who are entitled to PP funding are receiving a rich diet of reading material in school.	Children who are PP develop a love of reading across the school. They are able to talk animatedly about the books they have experienced. <i>Evidence: pupil voice, Insight</i>	
Targeted academic support	£795	Class teacher / English Lead / Inclusion Lead	Teachers to use the QLA on the NFER Hub effectively to identify strengths and areas of focus those who are eligible for PP in Reading. Share these findings at PPR meetings.	Teachers are clear about the areas of focus for those who are entitled to PP. Interventions are effectively planned as a result with targeted children making accelerated progress. <i>Evidence: NFER Hub, PPR notes, intervention records</i>	
Targeted academic support	£1475	Class teacher / English Lead / Inclusion Lead	Interventions such as repeated reads, BRP, one to one reading are to be established. Children who are entitled to PP are to be prioritised if there is a choice between children.	Children who are PP make accelerated progress as a result of the interventions they have attended. <i>Evidence: PPR notes, intervention records</i>	

Teaching	£3000	Class teacher	Adults to take an active interest in what children who are eligible for PP are reading and recommend books to them based on their interest and prior reads. Ensure they are taking the correct book home to match their reading attainment.	Pupils who are PP develop a love of reading and talk animatedly about how the adults in school have supported them in this. Progress is rapid due to appropriate books being selected for home reading. <i>Evidence: reading records, pupil voice, Insight</i>	
Teaching		Class teacher	Focus on the VIPERS skills in daily Reading lessons within KS2 (and KS1 in reading outside of RWI).	Children who are PP are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. <i>Evidence: reading journals, reading planning, pupil voice</i>	

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			The gap between PP and non-PP reduces over this year, taking the impact of Covid into account		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Teaching		Class teacher / English Lead	The writing TAF with particular focus on key skills usually expected by the previous year end is used, with all children eligible for PP tracked for key skills they have mastered.	Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP. <i>Evidence: writing books, TAF sheets, Insight, whole class feedback books</i>	
Targeted academic support	£470	Class teacher / English & Assessment Lead	Continue to participate in Comparative Judgement projects – reflect and compare assessment of PP children to those who are not. Use judging sessions to inform future actions and areas for focus for individuals and groups. Where pupils attain higher than teacher assessment, use this result to challenge thinking.	Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP. <i>Evidence: comparative judgement results, Insight, writing books, presentation books</i>	
Targeted academic support		Class teacher	Make use of the Babcock exemplification materials to support those children who are aiming to attain at the higher standard (GDS)	Children who are PP and who have the potential to reach GDS in writing achieve this. They are supported to use the features that are required for this level of writing. <i>Evidence: Insight, writing books</i>	
Teaching		Class teacher	Continue to embed the use of the STAR method for teaching vocabulary. Vocabulary displays to be kept at the front of the classroom.	Explicit teaching of vocabulary enables children who are PP to access the curriculum more broadly, raising their achievement. <i>Evidence: writing books, pupil voices, MER feedback, presentation books</i>	

Teaching	£215	English Lead	English Lead to participate in the Wiltshire Oracy project and disseminate learning to the rest of the staff team. Actions are implemented by all staff to support improvements in oracy for those who are PP.	Improved oracy impacts positively on independent writing. <i>Evidence: writing books, MER feedback, presentation books</i>	
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LINKED TO 3 YEAR STRATEGIC OUTCOME:			Raise standards in Maths to at least the same attainment levels as non-PP pupils		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			The gap between PP and non-PP reduces over this year, taking the impact of Covid into account		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Teaching	£2500	Class teacher	Peer observations to take place to share good practice – observer to focus on at least one pupil eligible for PP. This impacts positively on PP pupil outcomes.	Children who are PP improve in their ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. <i>Evidence: Maths Lead and observer notes, Insight</i>	
Teaching		Class teacher / Maths Lead	Depending on Covid restrictions, continue to engage in lesson study to improve maths provision for those who are eligible for PP. This impacts positively on PP pupil outcomes	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. <i>Evidence: lesson study write ups, Insight</i>	
Targeted academic support	£14050	Class teacher / Maths Lead / Inclusion Lead	Interventions such as Maths Counts, Breakfast Maths, Maths Bank are to be established. Children who are entitled to PP are to be prioritised if there is a choice between children.	Pupils who are PP make accelerated progress as a result of the interventions they attend. <i>Evidence: intervention records, Insight</i>	
Teaching		Class teacher	Sentence stems are provided for PP pupils to support them in explaining their reasoning within their maths journals.	Children who are PP improve in their ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians <i>Evidence: maths journals, Insight</i>	
Teacher	£2500	Class teacher / Maths Lead	Teachers focus explicitly on fluency skills for pupils who are PP, making effective use of maths meetings and times tables practice. Within the Resource Base, teachers are mindful and deliberate about the small steps pupils need to take in order to make progress. This is applied to those who have an EHCP in the mainstream.	Progress for those who are PP is accelerated as their knowledge of number facts is secure and can be applied. Those with PP who also have an EHCP make clear progress from their starting points. <i>Evidence: Insight, MER feedback</i>	
Targeted academic support		Class teacher / HT	Appropriate children eligible for PP are to be identified for support from the Academic Tutor	Progress is accelerated and attainment improves. Gaps due to lockdown are closed and attainment improves.	

			at River Mead (cost for this to be reflected in the Catch up Plan).		
Targeted academic support		Class teacher / Maths Lead / Assessment Lead	Teachers to use the QLA on the NFER Hub effectively to identify strengths and areas of focus for those who are eligible for PP in Maths. Share these findings at PPR meetings.	Teachers are clear about the areas of focus for pupils who are PP. Interventions are effectively planned as a result with targeted children making accelerated progress. <i>Evidence: NFER Hub, PPR notes, intervention records</i>	

LINKED TO 3 YEAR STRATEGIC OUTCOME:			CPD is targeted towards closing the gap between PP and non-PP pupils		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			Responsive teaching improves through use of the 'Principles of Rosenshine' materials and Walkthrus		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Teaching	£350	HT	PDM time to be centred on 'Principles of Rosenshine' - using workbook alongside principles to focus thinking. A copy of 'Principles of Rosenshine' and the workbook to be bought for each teacher. Walkthrus is used to exemplify tools referenced in 'Principles of Rosenshine' NQT/RQTs to attend the CSL network 'Successful teaching' to support development – focus to be on using 'Walkthrus' book alongside videos of local teachers delivering lessons	Teachers become more reflective with regard to the strategies and techniques that they use to engage all children and elicit deep learning. Children who are PP make accelerated progress because they are targeted with some of these approaches, particularly in relation to responsive teaching and questioning. <i>Evidence: Teacher voice, MER feedback, pupil voice</i>	
Teaching	£7500	HT/DHT	MER cycle to be implemented with a week's focus on each year group over 4 cycles through the year. All senior leaders to participate and contribute to summary feedback delivered by 2 members of SLT.	Good practice is shared across the school and support is implemented where it is needed. Patterns and trends across the school are identified and acted upon. As a result of all of this, progress for those who are PP accelerates and attainment improves. <i>Evidence: MER feedback, Insight</i>	
Teaching	£750	Class teachers / English Lead	Writing – all teachers to judge all year groups during comparative judgement projects to improve consistency of standards and ensure shared understanding of expected standards in each year group CM: All PDMs to start by sharing writing outcomes with a particular focus on mind – outcomes of pupils who are PP to be included in the cycle.	Aspirations for those who are PP are raised. Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP. <i>Evidence: comparative judgement results, Insight, writing books, presentation books</i>	

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Improve attendance and punctuality		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			The gap between PP and non-PP reduces over this year, bringing PP attendance in line with national PP		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Wider strategies	£1500	Attendance Lead	Termly tracking of attendance for PP vs non-PP takes place with follow up School Attendance Meetings (SAM) as relevant. Referrals to EWS take place as appropriate	Attendance of children in receipt of PP funding to be 95% or above. SAM take place for those who are below 90% attendance. <i>Evidence: termly attendance analysis, SAM minutes, EWS referrals</i>	
Wider strategies		Attendance Lead	Begin to track number and % of broken weeks as well as term time holidays taken within termly analysis (from T2)	A clear picture is held of how many children who are PP have a significant number of broken weeks of school over the year as well as are taking term time holidays. <i>Evidence: termly attendance analysis</i>	
Wider strategies		Attendance Lead	Teachers to follow up with parents where a child who is PP is frequently off or late – not waiting for Attendance Lead to do this	Teachers take responsibility for the attendance and punctuality of the children in their class. Those who are PP are supported to be in school should there be a reason they are not attending. Attendance for individuals who are PP improves. <i>Evidence: SIMS records of conversations with parents</i>	
Wider strategies		Attendance Lead	Persistent Absentees (PA) to be tracked as a group on a termly basis .	Number of PP who are persistently absent decreases. <i>Evidence: termly PA analysis</i>	

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Establish a clear culture for positive behaviour and safeguarding		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			Re-establishing routines as well as learning and conduct behaviours due to the impact of Covid		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Wider strategies	£3250	Class teacher / Inclusion Lead	Thrive assessments as a whole class are implemented and relevant pupils are targeted for support as a result. Children who are PP to be prioritised for support should that be necessary.	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. <i>Evidence: Thrive portal, exclusions data, intervention records</i>	

Wider strategies	£1202	Class teacher / Behaviour Lead	Pivotal behaviour curriculum to become embedded in school with an initial focus on first attention to good conduct, relentless routines and calm, consistent adults.	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. They are equipped to reintegrate with their mainstream class successfully. <i>Evidence: exclusions data, pupil voice</i>	
Wider strategies	£42700	Inclusion Lead	Nurtured learning (The Meadow) to continue to be developed with support from the Inclusion Lead to ensure the planning of high quality learning, catering for the needs of the individuals.		
Wider strategies	£1250	Safeguarding Lead / Behaviour Lead	Embed the use of CPOMS throughout the school. Begin to use CPOMS to support analysis of behaviour and safeguarding incidents with particular reference to PP.	A clear picture is held of how many children who are PP have a significant number of behaviour and safeguarding incidents attached to them. This is mapped alongside attendance information on an individualised basis. Appropriate levels of support are in place for those who require it. <i>Evidence: behaviour and safeguarding review minutes, CPOMS reports</i>	
Wider strategies	£3000	Inclusion Lead	ELSA / PSA support is to be offered where required. Supervision is to be accessed by the adults delivering these interventions.	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. Their confidence and self-esteem increases and they feel safe in school. <i>Evidence: pupil voice, ELSA/PSA records</i>	
Wider strategies	£750	Inclusion Lead	Enhanced educational opportunities such as the Relate counsellor / Equine to be offered to pupils where it is required. Those who are PP to be prioritised if it is appropriate.	Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations. <i>Evidence: pupil voice, provision map</i>	

LINKED TO 3 YEAR STRATEGIC OUTCOME:			Further improve transition from nursery to reception		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			The gap between PP and non-PP reduces over this year, taking the impact of Covid into account		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Targeted academic support	£575	Reception class teachers	Reception teachers and TAs to participate in the Nuffield Early Language Intervention. Children who are PP to be prioritised for the intervention if appropriate.	Progress for those who are PP in Early Years accelerates from their starting points in writing and speaking.	

Targeted academic support	£575	Reception class teachers	Talkboost and Blast interventions are to be implemented in Nursery and Reception with children who are PP being prioritised.	<i>Evidence: intervention records, Insight, EY profile</i>	
Wider strategies	£890	Trust EY Lead / HT	Increase the number of children on roll at Nursery through conducting open days (afternoons as well as Saturdays), producing a video to advertise the provision as well as issuing adverts in key publications. Ensure the Twitter feed includes posts from Nursery and Reception.	Nursery places are in demand which means that children transferring to Reception have come through our Nursery. This will impact positively on starting points for Reception as children who are PP can be supported from an earlier age which should reduce the attainment and word gap between PP and non-PP. <i>Evidence: baseline assessment information, nursery numbers, transition information</i>	
Teaching		Reception class teachers / Nursery Teacher	Continue to enhance interactions between adults so that they are effective in moving the children's learning on and extending their thinking.	Progress for those who are PP in Early Years accelerates from their starting points. <i>Evidence: pupil learning journeys, class assessment information, pupil voice, parental feedback</i>	
Teaching		EY Lead	Continue to develop the nursery environment so that it becomes a place that stimulates thinking and activity.		
Wider strategies		Reception class teacher	Implement enhanced transition for those who are PP as they move from nursery to Reception.	Those pupils who transition from our nursery to reception and who are in receipt of pupil premium funding to perform in line with national averages at the end of EY. <i>Evidence: baseline information, Insight</i>	
Wider strategies	£120	EY Lead	Early Years' Lead to attend the Early Years Pupil Premium forums to be held in Melksham this year. This will provide an opportunity to explore good practice for children who are eligible for PP funding in the Early Years, thereby supporting transition.	Good practice that is shared within the forum will be incorporated as appropriate into our provision. Progress for children eligible for PP will be strong from their starting points. Transition from Nursery to Reception will support accelerated progress. <i>Evidence: progress information, discussions with teachers, transition information</i>	