



**St Ralph
Sherwin**
Catholic Multi Academy Trust

**3 Year Pupil Premium Strategy Plan (2019-2022)
2021/22**

Academic Year:

Holy Rosary Catholic Voluntary Academy

| SUMMARY INFORMATION | | | | | |
|--|--|---|---|--|--------------|
| PUPIL PREMIUM LEADERSHIP INFORMATION 2019-22 | | | | | |
| Pupil Premium Lead | Elizabeth Hook | | Governor Lead | Becky Harris (Inclusion) | |
| CURRENT PUPIL INFORMATION 2021 (Post-Covid) | | | | | |
| Total number of pupils: | 39 | Total pupil premium budget: | PP: 25'555 LAC: 7'035 RPF : 3'190 | Date of most recent PP Review | January 2018 |
| Number of pupils eligible for pupil premium: | 32 FSM 2 Services 1 Ever 6 2 Previously looked after 2 LAC | Amount of pupil premium received per child: | 1'345 (FSM/Ever 6) 310 (Services) 2'345 (LAC/Pre-LAC) | Date for next internal review of this strategy | March 2022 |

SUMMARY INFORMATION

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| Proportion of disadvantaged pupils: | 19.30% (up from 6.4% pre-pandemic) | | | | |

PUPIL PREMIUM COHORT INFORMATION

| CHARACTERISTIC* | NUMBER IN GROUP | PERCENTAGE OF GROUP |
|------------------------|------------------------|----------------------------|
| Boys | 24 | 62 |
| Girls | 15 | 38 |
| SEN support | 6 | 15 |
| EHC plan | 1 | 3 |
| EAL | 13 | 33 |

Assessment data

| EYFS DATA 2018-19 | | | | | | |
|---|------------------------|----------------------------|------------|-------------|-----------------|---------------------|
| | Pupils eligible for PP | Pupils not eligible for PP | All pupils | National PP | National non-PP | National All pupils |
| % achieving Good level of development (GLD) | 0 (2) | 73 | 74 | 57% | 74% | 72% |
| % meeting EXP or exceeded in Reading | 0 | 80 | 74 | 62% | 79% | 77% |
| % meeting EXP or exceeded in Writing | 0 | 80 | 74 | 58% | 76% | 74% |
| % meeting EXP or exceeded in Maths (Number) | 50 | 80 | 78 | 66% | 82% | 80% |
| EYFS DATA 2017-18 | | | | | | |
| % achieving Good level of development (GLD) | 0 (1) | 80 | 70 | 57% | 74% | 72% |
| % meeting EXP or exceeded in Reading | 0 | 77 | 74 | 62% | 79% | 77% |
| % meeting EXP or exceeded in Writing | 0 | 73 | 70 | 59% | 76% | 74% |
| % meeting EXP or exceeded in Maths (Number) | 100 | 85 | 85 | 66% | 82% | 80% |

PHONICS 2018-19

| | Pupils eligible for PP | Pupils not eligible for PP | All pupils | National PP | National non-PP | National All pupils |
|---|------------------------|----------------------------|------------|-------------|-----------------|---------------------|
| % of pupils passing Phonics Screening Check | 0 (2) | 84 | 78 | 71% | 84% | 82% |
| PHONICS 2017-18 | | | | | | |
| % of pupils passing Phonics Screening Check | 100 (1) | 63 | 64 | 70% | 84% | 82% |

| KSI ATTAINMENT 2018-19 | | | | | | |
|--|------------------------|----------------------------|------------|-------------|-----------------|---------------------|
| | Pupils eligible for PP | Pupils not eligible for PP | All pupils | National PP | National non-PP | National All pupils |
| % achieving expected standard or above in reading, writing and maths | 100 | 49 | 50 | na | na | na |
| % meeting expected standard or above in reading | 100 | 60 | 61 | 62% | 78% | 75% |
| % meeting expected standard or above in writing | 100 | 57 | 58 | 55% | 73% | 69% |
| % meeting expected standard or above in maths | 100 | 69 | 69 | 62% | 79% | 76% |
| KSI ATTAINMENT 2017-18 | | | | | | |
| % achieving expected standard or above in reading, writing and maths | 50 | 46 | 46 | na | na | na |
| % meeting expected standard or above in reading | 50 | 68 | 67 | 60% | 78% | 75% |
| % meeting expected standard or above in writing | 50 | 54 | 54 | 53% | 73% | 70% |
| % meeting expected standard or above in maths | 50 | 70 | 69 | 61% | 79% | 76% |

KS2 Data 2018-19

| | Pupils eligible for PP | Pupils not eligible for PP | All pupils | National PP | National non-PP | National All pupils |
|-----------------------------|------------------------|----------------------------|------------|-------------|-----------------|---------------------|
| Ks2 Attainment RWM combined | 0 | 45 | 44 | 51% | 71% | 65% |
| Progress score in reading | -12.5 | -3.2 | -3.7 | -0.62 | 0.32 | 0.03 |
| Progress score in writing | +0.2 | -1.8 | -1.8 | -0.50 | 0.27 | 0.03 |
| Progress score in maths | -9.5 | -5.8 | -6.0 | -0.71 | 0.37 | 0.03 |

KS2 DATA 2017-18

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|-----------------------------|---|------|------|-------|------|------|
| Ks2 Attainment RWM combined | - | 60 | 59 | 51% | 70% | 64% |
| Progress score in reading | - | -0.1 | -0.1 | -0.60 | 0.30 | 0.03 |
| Progress score in writing | - | -3.0 | -2.8 | -0.40 | 0.20 | 0.03 |
| Progress score in maths | - | -1.3 | -1.4 | -0.60 | 0.30 | 0.03 |

| ATTENDANCE DATA | | | |
|-----------------|--|-----------------------------|--------------------------------------|
| | % Attendance of pupils eligible for the PP | % Attendance for All pupils | National % Attendance for All pupils |
| 2020-21 | 93.1 | 96.7 | 94% |
| 2019-20 | 89.7** | 92.3** | NA** |
| 2018-19 | 94.4 | 95.4 | 96% |
| 2017-18 | 94.4 | 95.7 | 95.8% |

* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

** number affected due to the coronavirus pandemic

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

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| A | <p>Oracy (including communication, speech and language)</p> <p>Reception baseline assessments from highlight that on entry, around 30% of pupils are working at age-related expectations.</p> <p>Many will often use CLLD in solitary play, or to request that their needs are met but cannot initially use these to build relationships: this impacts their adult and peer interactions which are vital for language and cognitive development. The proportion of boys/girls and summer born pupils impacts on the ability.</p> |
| B | <p>Phonics</p> <p>Issues with CLLD in addition to limited opportunities to read or practice outside of the school setting impacts on pupils' phonics progress.</p> |
| C | <p>Vocabulary and reading</p> <p>Pupils have a limited vocabulary which impacts on their word choice in oracy and writing, and in what they are able to understand in their reading.</p> |
| D | <p>Support from teaching assistants and support staff</p> <p>The deployment of TA's historically, as well as their knowledge, skills and expertise, has meant that they have not always effectively supported disadvantaged pupils.</p> |

External Barriers (such as poor attendance)

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| E | <p>Low attendance</p> <p>Persistent absentees are identified and tailored plans including incentives are in place.</p> |
| F | <p>Cultural Capital</p> <p>Lack of opportunities to acquire essential knowledge through activities and experiences.</p> |
| G | <p>Lack of access to high quality reading material at home</p> <p>Few to no books at home.</p> |
| H | <p>SEMH</p> |

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| | Pupils are presenting with greater mental health and wellbeing needs. |
| I | Character Behaviour for learning is good – develop pupil character through RESPECT behaviours. |

| Desired Outcomes | | |
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| | Outcome | Success Criteria |
| In-School Barriers (such as poor literacy skills) | | |
| A | <p>Improve Oracy (communication and language), especially in the early years and KS1</p> <ul style="list-style-type: none"> • EY outcomes • KS1 outcomes • Intervention progress | <p>By 2020, all pupils in the early years and KS1 will access speech and language support if they require it.</p> <p>By 2021, speech and language progress will be reported as having a positive impact on wider outcomes.</p> <p>By 2022, 100%* pupils will achieve a 2 in these early learning goals: Listening and attention, understanding and speaking.</p> |
| B | <p>Improve phonics outcome</p> <ul style="list-style-type: none"> • EY outcomes • Year 1 outcomes • Year 2 outcomes • Intervention progress | <p>By 2020, 80% of pupils will pass the phonics screener.</p> <p>By 2021, 85% of pupils will pass the phonics screener.</p> <p>By 2022, 90%* of pupils will pass phonics screener at the end of year 1 and 100%* will pass by the end of year 2.</p> |

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| C | <p>Develop vocabulary across the school</p> <ul style="list-style-type: none"> • Monitoring of vocabulary teaching • Monitoring of books • KS1 reading outcomes • KS2 reading and GPS outcomes | <p>By 2020, pupils in reception to KS1 will learn 5 tier 2 words per week. Pupils in KS2 will learn 10 tier 2 words per week.</p> <p>By 2021, attainment outcomes for reading are in line with the national average* and progress is at least 0 for each child.</p> <p>By 2022, there will be a whole school approach to the teaching of vocabulary in the core areas which has impact on closing the word gap.</p> |
| D | <p>Improve subject knowledge, expertise and skills of support staff</p> <ul style="list-style-type: none"> • Monitoring of interventions led by support staff and in class support • Training log and impact of training. • TA appraisal | <p>By 2021, 100% support staff are accountable and successfully supporting disadvantaged pupils.</p> <p>By 2022, support staff are highly skilled and have a high impact on outcomes of disadvantaged pupils.</p> |
| External Barriers (such as poor attendance) | | |
| E | <p>Raise attendance and punctuality levels</p> <ul style="list-style-type: none"> • Attendance register • Late register • Before/After-school club • Incentives for attendance | <p>By 2021, persistent absence of disadvantaged pupils reduces from 15% to 7.5%.</p> <p>By 2022, persistent absence of disadvantaged pupils is 0%.</p> |

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| F | <p>Provide experiences and raise aspirations through extra-curricular activities</p> <ul style="list-style-type: none"> • Extra-curricular club register • Trips register • Project planning records | <p>By 2020, all trips, visits and clubs are funded by the pupil premium.</p> <p>By 2021, 100% disadvantaged pupils access at least 1 extra-curricular club, experience or additional learning activity (music, science etc) per term.</p> <p>By 2022, disadvantaged pupils plan and run their own cultural experience.</p> |
| G | <p>Enable access to age-appropriate, high-quality texts</p> <ul style="list-style-type: none"> • Click and collect school library • Book in a box | <p>By 2020, all pupils have access to age-appropriate high-quality literature.</p> <p>By 2022, all pupils have a set of books and resources at home to support their reading development.</p> <p>By 2022, reading progress in KS1 and KS1 is at least +0.0* and 100% pupils pass the phonics screener*</p> |
| H | <p>Provide access to counselling services</p> <ul style="list-style-type: none"> • Interventions support positive SEMH, evidenced through edukey • Level 2 and 3 counselling support offered through Priority Pupil team. | <p>By 2022, all pupils will be referred when talk therapy is required.</p> |
| I | <p>Develop Character of those with the lowest attitudes to self and school</p> <ul style="list-style-type: none"> • Implement Commando Joe's intervention | <p>By March 2022, PASS data will be analysed and identified pupils will have taken part in a CJs intervention with the impact recorded on edukey.</p> |

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| | By June 2022, whole classes will have a weekly CJ session and impact on specific character behaviours will be tracked. |
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*% may not apply if pupils have multiple barriers to progress including significant SEND needs highlighted within an EHCP, pupils who are new to English etc.

3 YEAR PUPIL PREMIUM STRATEGY

PUPIL PREMIUM ACTION PLAN: 2021/22

| TEACHING PRIORTIES | | | | | | |
|-------------------------------|--|--|---|--|------------|-------------|
| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
| 1. Reading | By 2022, attainment outcomes for reading are in line with the national average* and progress is at least 0 for each child. | <p>Nessy (£450)</p> <p>Nessy intervention (£?)</p> <p>Develop approach to the teaching of reading in KS2</p> <p>Implement actions which have the most impact from the DfE Reading Document</p> | <p>Outcomes in reading (2019) are significantly below the national average</p> <p>Progress of disadvantaged pupils in KS2 in 2019 was - 12.5 – there was no national data available in 2020 due to the coronavirus pandemic</p> <p>EEF study on Reading Comprehension Strategies at KS2</p> | Reading lead teacher monitor and evaluate the implementation and feedback on the impact in strand reports to the IEC | KS | June 22 |

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| | | Enhance library provision Author visits | | | | |
| 2. Small group Tuition | By Summer 2022, LAP and MAP who are underperforming in comparison to their FFT starting point will be back on track. | Small group tuition | <p>NfER test data.</p> <p>TT Rockstars baseline tests.</p> <p>Diagnostic assessment data.</p> <p>EEF research focussed on the impact of individual and small group tuition.</p> <p>Gov.uk guidance – https://www.gov.uk/government/publications/school-led-tutoring-grant/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds EEF NTP Evaluation</p> | <p>Progress from small group tuition sessions will be monitored through Edukey.</p> <p>5 sessions per week for 15 weeks</p> <p>LAP and MAP who are underperforming in comparison to their FFT starting point will receive tutoring to ensure the gaps that are holding their learning back are closed.</p> <p>Parent and staff surveys will inform tutors of the 'real-life'</p> | MD | April 2022 |

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| | | | | <p>impact of the provision.</p> <p>Pupils will only complete one course of study.</p> | | |
| TOTAL estimated budgeted cost? | | | | | | £ |

| TARGETED ACADEMIC SUPPORT | | | | | | |
|-------------------------------|--|---|---|--|------------|-------------|
| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
| 1. Oracy | <p>By 2022, speech and language progress will be recorded as having an impact on wider outcomes.</p> <p>Oracy is a strength of the school.</p> | <p>Wellcomm programme delivered to pupils in the early years and Year 1.</p> <p>Key priority on the SIP.</p> <p>Oracy working party to drive and embed 3 key actions across the school.</p> | <p>Outcomes in EY continue to improve due to the focus on CLLD – there was no national data in 2020 due to the coronavirus pandemic.</p> <p>EEF report on Preparing for Literacy and Early Years interventions.</p> | <p>Regular impact and evaluation of Wellcomm reported within strand reports to IEC</p> <p>Working party will monitor and evaluate the impact of actions,</p> | ST/MD | Feb 2022 |

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| | | | | sharing findings with the IEC and LGB | | |
| 2. Phonics | By 2022, 85% of pupils will pass the phonics screener. | Phonics interventions support pupils in Year 1 and 2, and Year 3 if they have not passed the phonics screener. Phonics tracker (£200) Parent workshops to support phonics teaching and learning. Research and implement a DfE approved scheme. | Phonics outcomes in 2018 were 18% below the national average Phonics outcomes in 2019 were 78%, broadly in line with the national average 0% of disadvantaged pupils in 2019 passed the phonics screener – there was no national data in 2020 due to the coronavirus pandemic EEf toolkit on phonics | Phonics tracked half termly using phonics tracker Interventions recorded on Edukey Impact of actions will be evaluated and shared in strand report to the IEC | KS | June 22 |
| 3. Support the development of Character | By July 2022, PASS survey standardised scores will increase by at least 10 points across the | PASS interventions. Commando Joe's (£2000+interventions). | PASS data EEF study on Behaviour Interventions: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ | Interventions recorded on Edukey Impact of actions will be evaluated | HM | June 2022 |

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|---|---|--|---|---|----|----------|
| | <p>school - average increase to a standardised score of 60 for each PASS factor.</p> <p>Improve vocabulary, knowledge and understanding of character highlighting, teaching and rewarding RESPECT behaviours.</p> | | | and shared in strand report to the IEC | | |
| 4. Counselling support and listening time | All pupil identified for support through Priority Pupil meetings receive support so that the earliest help is given to | <p>Weekly Level 2 and 3 counselling sessions</p> <p>The Listening Hour</p> <p>Counselling space (£500)</p> | <p>PASS data</p> <p>My Concerns</p> <p>Improving Social and Emotional Learning in Primary Schools: https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> | <p>Plans set up on Edukey.</p> <p>Monitoring of TA paperwork.</p> <p>Measure progress from initial diagnostic assessment to the next.</p> | FP | Mar 2022 |

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| | remove SEMH barriers including separation anxiety, bereavement and trauma. | | | | | |
| TOTAL estimated budgeted cost? | | | | | | £2500 |

| WIDER STRATEGIES | | | | | | |
|-------------------------------|--|---|---|--|------------|-------------|
| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
| 1. Attendance | By 2021, persistent absence of disadvantaged pupils reduces to 0%. | Purchase additional support from EWO Before and after school clubs Access to 'Talk Therapy' | Case studies show that families find it difficult to get to school on time and sometimes at all Case studies of school trials show that simple cost-effective incentives support positive outcomes EEF toolkit on social and emotional learning EEF study on Parental Engagement: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ | Attendance tracked at weekly priority pupil meetings Attendance tracker excel | JF/JW | Sept 21 |

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| | | <p>Pupil-specific incentives developed by the pupil and family support worker</p> <p>Support for Pupil and Family Support Worker in Term 1 and 2 (JW - £2496)</p> <p>Review attendance policy</p> <p>Attendance Buddy Staff training (JF and TM) (£90)</p> | | | | |
| 2. Cultural Capital | By 2022, 100% disadvantaged pupils access at least 1 extra-curricular club, experience or additional learning activity | <p>Fund all trips and visits</p> <p>Fund 'wow' experiences and resources in school (including</p> | <p>EEF report on enrichment</p> <p>EEF toolkit on sports participation, outdoor learning and arts participation</p> | <p>HT reports track the numbers of pupils attending extracurricular events</p> <p>Business manager coordinates communications</p> | <p>TB/PD</p> <p>PD/JF</p> | JULY 21 |

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|--------------------------------|---|--|--|---|-------|---------|
| | (music, science etc) per term | Zoolab, History timeline etc) Fund at least 1 extracurricular club | | for pupils eligible for pupil premium | | |
| 3. Music lessons | Access to music lessons doubles (2-4 pupils) | Increase the number of pupils accessing music lessons | EEF report on enrichment EEF toolkit on arts participation Case studies on pupil attitudes and raising aspirations | Music teacher will provide a termly report to parents on pupils progress | SM | July 21 |
| 4. Home reading | By 2022, all pupils have a set of books and resources at home to support their reading development. | Book in a box | EEF report on literacy and reading | Pupil voice, parent feedback and surveys of pupils enjoyment and engagement in reading as a result of Book in a Box | KS/MD | Sept 21 |
| 5. Uniform | All pupils have access funds to uniform. | Fund school branded uniform (£1285.43) Fund other non-branded uniform | EEF toolkit on school uniform | Survey parents to gauge the impact of this support | PD/TB | Dec 21 |
| TOTAL estimated budgeted cost? | | | | | | £14500 |

REVIEW OF 3 YEAR STRATEGY [September 2021]

*At least annually

| Impact of Global Pandemic | | |
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| | Commentary | Next Steps |
| How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)? | <p>Positives</p> <ul style="list-style-type: none"> Communication with parents Behaviour records – ABCF charts Laptops distribution EHA referrals Take up of live sessions during the lock down Attendance on re-integration into school Disadvantaged pupils supported at school. Home visits <p>Negatives</p> <ul style="list-style-type: none"> Applications to hardship funds Food parcels Mental Health referrals to talk therapy Separation anxiety Attainment and progress figures | <ul style="list-style-type: none"> Continue to develop and maintain strong relationships with families. Refocus behaviour on Character – RESPECT. Eradicate the technology gap. Continue to improve and drive attendance figures upwards. Develop our approaches to support the mental health and wellbeing of the whole family. Use Catch Up funding to support pupils through school-led tutoring. |
| How do you know disadvantaged pupils' starting points following lockdown across subjects? | <ul style="list-style-type: none"> Attainment baseline on entry Summative assessments in Autumn Diagnostic assessment Assessment Reintegration SLOW/CALM Recovery curriculum action plan Surveys - assessing attitudes through PASS Assessments | <ul style="list-style-type: none"> Remodel Parent Consultation weeks to ensure we are meeting with parents regularly at the earliest point in each term. Progress reports are shared with parents at three points in the year. Implement the SRS Assessment Framework fully. |

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| | <p>Pupil progress discussions Fortnightly phone calls during pandemic</p> | |
| <p>What work have you done to establish the impact on pupils and their families?</p> | <p>Doubled the register and pupils entitled to the pupil premium Affected the mental health and wellbeing of parents (and pupils) Increase in the use of My Concern Pupils not having breakfast and getting into school Listening to parents – surveys, feelings, regular phone calls, gates Informal communication (Class Dojo) Implementing EHA processes to support families at the earliest opportunity</p> | <p>Continue to support families to apply for the pupil premium who are eligible. Review My Concern to check on the most contextualised concerns. Employ a pupil and family support worker to support families. Implement a counselling service for parents. Increase the presence on the gate and invite parents in for support. Promote the EHA process at the earliest opportunity.</p> |
| <p>Do families know the impact of the pandemic on themselves and their child/ren?</p> | <p>Yes – increase in PP numbers – change brought about that has been enforced on them – managing the change Need for food parcels and needing the support has dented some pride Appreciative of the support - negative/inconvenience to the families Communication between school and home Challenges to the school in terms of support</p> | <p>Continue to maintain close relationships with our families and their children.</p> |
| <p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p> | <p>Gained Digital literacy Focus on wellbeing and mental health Communication Application of teaching strategies focussed on latest research Family and relationships Talk about and acknowledge feelings Development of character</p> | <p>Drive through high standards of presentation and content of written work. Develop a whole school approach to the teaching of Character Behaviour. Review the mission statement of the school so that it reflects the community that has been created before, during and after the partial school closures. Renew the focus on attendance.</p> |

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| | <p>Lost Bubble structure Attendance of pupils at home and at school Persistent absence Small groups>Larger groups Transition</p> | |
| <p>What learning/experiences positive and negative took place (influences) and what was the impact?</p> | <p>Positive learning / experiences Independence to access lessons and learning Safety – calls and lessons showed that we cared about how families were Listening Hour allowed us to focus on the person Online safety and use of technology – all pupils had access to laptop and internet SEND – supporting pupils through interventions, breakout rooms and extended lessons</p> <p>Negative learning / experiences Lack of resourcing Lack of independence Incorrect teaching Pupils who did not have a routine, quiet space etc.</p> | <p>Ensure pupils have access to technology and the best Computer Science education so they can adapt in the event of future crisis. Maintain the Listening Hour as one of the most important times of the week for teaching about personal development, safeguarding, wellbeing and mental health, as well as giving pupils a voice. Create a sensory space and break out rooms to support pupils’ behaviour, mental health and wellbeing. Prioritise high quality teaching and high expectations to close gaps and enable rapid progress through the curriculum.</p> |
| <p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p> | <p>Live learning and daily check in to ensure pupils were seen, felt included in the community and saw their friends. Full programme of interventions with teachers and support staff using Teams breakout rooms (or in person school). Made school places available for pupils of parents who were struggling with the impact of the lockdowns.</p> | <p>Develop relationships of staff and pupils (and their families) – support staff will join SEND Parent Consultations. Share Curriculum documents through SWAY each half term. School led tuition funding used to support those with the biggest gaps (both disadvantaged and non-disadvantaged).</p> |

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| | <p>Set up HRTV as a way of keeping the community together, sharing key messages, teaching pupils and having fun.</p> <p>Continue the Listening Hour so that pupils had a chance to talk, listen and develop their personal development, safeguarding, wellbeing and mental health, as well as giving pupils a voice.</p> <p>Review of the curriculum each half term to ensure gaps in knowledge were closed.</p> | |
| <p>What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?</p> | <p>Socialising with their peers – when pupils returned, developing and strengthening their relationships.</p> <p>Pupils not in school did not have wider connections with the outside world.</p> <p>Transition into school and out of school.</p> <p>Lack of experiences, trips and visits negatively impacting on their knowledge of different areas and cultural capital.</p> <p>Home and school routines not in place.</p> <p>Regular low-stakes tests to check their level of understanding and retention of knowledge.</p> <p>Right of passage through school – testing, assemblies, prayer partners etc.</p> | <p>Support pupils to develop their relationships with pupils both within and outside of their year groups as the pandemic may have affected their social skills.</p> <p>Increase the proportion of outdoor learning each half-term.</p> <p>Reintroduce a full programme of extra-curricular clubs focussed on sport, art, computing and culture.</p> <p>Develop pupils’ Cultural Capital through trips and visits to places of interest.</p> <p>Relaunch and raise the profile of all groups including School Parliament, the Messengers, ABAs, Earth Friends and Phunky Foods Ambassadors.</p> |
| <p>Have you identified more vulnerable groups because of this?</p> | <p>High level behaviour of pupils in KS1.</p> <p>Anxiety, especially separation anxiety.</p> <p>General mental health and wellbeing of pupils in KS2.</p> | <p>Review PASS survey data.</p> <p>Commando Joe’s interventions.</p> <p>Pupil and family support worker to support pupils and families who display these traits.</p> <p>Apply strategies to support pupils who have separation anxiety – including nurture.</p> |

ENGAGING STAFF, GOVERNORS & PARENTS

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| How has this document been shared with stakeholders? | The document is available on the school website. The document is used as the basis of visits by the governor responsible for inclusion. Governors LGB meetings challenge leaders on the implementation of this strategy. |
| How do you know staff understand the strategy and apply correctly? | Specific aspects of the strategy are shared with key staff who are responsible for the implementation of the actions. The strategy is monitored by the pupil premium lead teacher, business managers and subject leaders. |

PUPIL PREMIUM ACTION PLAN: 2020/21

| TEACHING PRIORTIES | | | | | | |
|-------------------------------|---|--|---|---|------------|-------------|
| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
| 1. Reading | By 2021, attainment outcomes for reading are in line with the national average* and progress is at least 0 for each child | Reading books chosen to develop Cultural Capital (authors and texts) Library set up and in use Author visits | Outcomes in reading are significantly below the national average Progress of disadvantaged pupils in KS2 in 2019 was - 12.5 – there was no national data available in 2020 due to the coronavirus pandemic | Reading lead teacher to ensure that VIPERS and Library books are varied, diverse and feed into cultural capital Reading lead teacher monitor and evaluate the implementation and | KS/MD | July 21 |

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|--------------------------------|--|--|---|--|----------|-----------|
| | | | EEF study on Reading Comprehension Strategies | feedback on the impact in strand reports to the IEC | | |
| 2. TAs | By 2021, TAs have a positive impact on pupils outcomes, are highly trained and monitoring shows that training is visible in work with pupils | Audit of training needs support performance management and appraisal process Assign TAs to classes (Covid-approach) TAs have bespoke training to their development needs | EEF report on Effectiveness and Making Best use of TAs. | Performance management and appraisal with regular review cycle. Records of training kept centrally which feeds into monitoring of TAs working with pupils | HM/TB/MD | July 2021 |
| TOTAL estimated budgeted cost? | | | | | | £4500 |

TARGETED ACADEMIC SUPPORT

| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
|-------------------------------|---|---|---|---|------------|-------------|
| 5. CLLD | By 2021, speech and language progress will be recorded as having an impact on wider outcomes. | Staff trained to deliver NELI NELI programme delivered to pupils in the early years and year 1 | Outcomes in EY continue to improve due to the focus on CLLD – there was no national data in 2020 due to the coronavirus pandemic EEF report on Preparing for Literacy and Early Years interventions. | Regular impact and evaluation of NELI reported within strand reports to IEC | ST/HM | Dec 21 |

| | | | | | | |
|--------------------------------|--|--|---|--|------------|---------|
| 6. Phonics | By 2021, 85% of pupils will pass the phonics screener. | Phonics CPD for staff in FS1, FS2, Year 1, Year 2 and Year 3 Interventions support pupils in Year 3 who have not passed the phonics screener. | Phonics outcomes in 2018 were 18% below the national average 0% of disadvantaged pupils in 2019 passed the phonics screener – there was no national data in 2020 due to the coronavirus pandemic EEf toolkit on phonics | Phonics will be tracked half termly using phonics tacker Interventions will be recorded on Edukey Impact of actions will be evaluated and shared in strand report to the IEC | KS/ MD/ ST | June 21 |
| TOTAL estimated budgeted cost? | | | | | | £2500 |

WIDER STRATEGIES

| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
|-------------------------------|---|---|--|--|------------|-------------|
| 6. Attendance | By 2021, persistent absence of disadvantaged pupils reduces from 15% to 7.5%. | <p>Purchase additional support from EWO</p> <p>Before and after school clubs</p> <p>Access to 'Talk Therapy'</p> <p>Pupil-specific incentives</p> | <p>Case studies show that families find it difficult to get to school on time and sometimes at all</p> <p>Case studies of school trials show that simple cost-effective incentives support positive outcomes</p> | Attendance tracked at weekly priority pupil meetings | JF/JW | Sept 21 |

| | | | | | | |
|---------------------|--|---|--|--|--------------------|---------|
| | | | EEF toolkit on social and emotional learning | | | |
| 7. Cultural Capital | By 2021, 100% disadvantaged pupils access at least 1 extra-curricular club, experience or additional learning activity (music, science etc) per term | Fund all trips and visits Fund at least 1 extracurricular club | EEF report on enrichment EEF toolkit on sports participation, outdoor learning and arts participation | HT reports track the numbers of pupils attending extracurricular events Business manager coordinates communications for pupils eligible for pupil premium | TB/PD PD/JF | JULY 21 |
| 8. Music lessons | Access to music lessons doubles (2-4 pupils) | Increase the number of pupils accessing music lessons | EEF report on enrichment EEF toolkit on arts participation Case studies on pupil attitudes and raising aspirations | Music teacher will provide a termly report to parents on pupils' progress | SM | July 21 |
| 9. Home reading | By 2021, all pupils have a set of books and resources at home to support | Book in a box | EEF report on literacy and reading | Pupil voice, parent feedback and surveys of pupils enjoyment and engagement in | KS/MD | Sept 21 |

| | | | | | | |
|--------------------------------|--|---|-------------------------------|--|-------|--------|
| | their reading development. | | | reading as a result of Book in a Box | | |
| 10. Uniform | All pupils have access funds to uniform. | Fund school branded uniform Fund other non-branded uniform | EEF toolkit on school uniform | Survey parents to gauge the impact of this support | PD/TB | Dec 21 |
| TOTAL estimated budgeted cost? | | | | | | £14500 |

Audit 2020/21

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: Liz Hook, Koren Sanderson, Marie Dyche, Tim Brogan

| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings | Success measure |
|------------|--|-----------|----------|---|
| 1. Reading | Reading VIPERS books purchased | Jan 2019 | £1'756 | VIPERS is embedded within the Holy Rosary Curriculum Pupils are able to confidently talk about the VIPERS and their meanings No more than a bottom 20% with strategies to move <20% |
| | Reading books develop Cultural Capital (authors and texts) | Sept 2019 | £544 | |
| | Library set up and in use | Sept 2020 | £979 | |

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|--------|--|------------|-------|--|
| | | | | Reading for Pleasure is a strength of the school. |
| 2. TAs | TAs are trained collectively to support pupils | April 2019 | £498 | Monitoring shows that TAs support all pupils effectively, impacting positively on pupil outcomes and respond well to feedback. Training records, CPD evaluations and staff PDFs capture training and development. |
| | TAs have bespoke training to their development needs | July 2020 | £1800 | |

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Liz Hook, Helen Mulligan, Koren Sanderson, Marie Dyche, Tim Brogan

| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings | Success measure |
|------------|---|------------|----------|--|
| 1. CLLD | Staff trained to deliver NELI NELI programme initiated with baseline completed for pupils in the early years | Jan 2021 | £240 | Speech and language programmes have a positive impact on pupil outcomes, especially in the early years. |
| | | July 2021 | £360 | |
| 2. Phonics | Interventions support pupils who have not passed the phonics screener. Resources support the effective teaching of phonics | July 2019 | £1080 | Pupils passing the phonics screener is at least in line with the national average. Where this is not the case, clear progress can be shown from starting points using the |
| | | March 2019 | £382 | |

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|--|---------------------------------------|--|--|---|
| | in the early years, KS1 and lower KS2 | | | phonics tracker, as well as planned support through Edukey. |
|--|---------------------------------------|--|--|---|

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)


Member of staff responsible: Liz Hook, Jane Wells, Julie Faircliff, Tim Brogan

| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings | Success measure |
|---------------------|---|-----------|----------|--|
| 1. Attendance | Purchase additional support from EWO | July 2021 | £750 | Persistent absence is <7.5% |
| | Breakfast and after school club | July 2020 | £3144 | |
| | Access to 'Talk Therapy' | Sept 2020 | £1920 | |
| 2. Cultural Capital | Fund all trips and visits | July 2021 | £580 | Disadvantaged pupils attend all trips an at least 1 club |
| | Fund at least 1 extra-curricular club | July 2021 | £500 | |

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|----------------------|-----------------------------|----------------|--------|---|
| 3. Music lessons | Access to music lessons | July 2020 | £720 | Disadvantaged pupils are offered the opportunity to learn a musical instrument |
| 4. Home reading | Install Libresoft | Jan 2020 | £1'000 | 100% pupils have access to high-quality reading materials |
| | Book in a Box | July 2021 | £4'350 | Disadvantaged pupils have a positive view of reading and enjoy reading for pleasure |
| 5. Uniform | Fund school branded uniform | September 2021 | £1'542 | All disadvantaged pupils attend school in full uniform |
| Total Budget | £22235 | | | |
| Total Spent | £22145 | | | |
| Overspend/Underspend | £90 | | | |
| Carryover | £90 | | | |

REVIEW OF 3 YEAR STRATEGY (20/7/21)

*At least annually

| TEACHING PRIORITIES | | | |
|---------------------|---|--|--|
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 1. Reading | <p>Reading books chosen to develop Cultural Capital (authors and texts)</p> <p>Library set up and in use</p> <p>Author visits</p> | <p>High</p> <p>All pupils have access to high quality texts from the most up-to-date authors, traditional stories and biographies of inspirational people through history.</p> <p>In years 5 and 6, at least 40% of disadvantaged pupils achieve at greater depth.</p> | <p>Continue provision</p> <p>Library fully set up and being used by children since the Pentecost term 2021. During this time, 46 % of pupils used the library independently. In Advent 2021, 100% pupils will access the library. Consider further funding streams to replenish stock.</p> <p>Since 2018, at least 90% disadvantaged pupils have made good progress in reading with 50% making better than good progress.</p>  <p>55% of the disadvantaged pupil population are working at the expected standard or higher.</p> <p>Remote author visits took place into class bubbles. Future in person visits planned.</p> |

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|---------------|---|--|--|
| <p>2. TAs</p> | <p>Audit of training needs support performance management and appraisal process</p> <p>Assign TAs to classes (Covid-approach)</p> <p>TAs have bespoke training to their development needs</p> | <p>High Staff at all levels know how to support disadvantaged pupils.</p> <p>In 2019, 20% of disadvantaged pupils made accelerated progress in Reading, 20% in Writing, 27% in Maths and 37% in RE.</p> <p>Monitoring of support staff show that they are effective and have a high impact pupils' social and academic outcomes.</p> <p>TAs continue to be assigned to specific classes where they are best placed to support.</p> | <p>End provision TAs are having a positive impact on the disadvantaged pupils in their classes.</p> <p>TAs to continue being deployed to specific classes. Training will be tailored to their developmental needs in line with the appraisal process. Continue to monitor as part of the schools monitoring cycle.</p> |
|---------------|---|--|--|

TARGETED ACADEMIC SUPPORT

| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
|---------------|---|---|--|
| 1. CLLD | <p>Staff trained to deliver NELI</p> <p>NELI programme to identify pupils in the early years</p> | <p>Mid</p> <p>The programme has identified pupils who require the intervention.</p> <p>Staff use the strategies they have learnt during taught sessions.</p> <p>50% pupils in FS2 achieved the CLLD ELGs.</p> | <p>Continue provision</p> <p>Trained staff deployed to deliver the NELI intervention.</p> <p>On completion of the NELI programme, it is expected that the impact will be 'High'.</p> |
| 2. Phonics | <p>Phonics CPD for staff in FS1, FS2, Year 1, Year 2 and Year 3</p> <p>Interventions support pupils in Year 3 who have not passed the phonics screener.</p> | <p>High</p> <p>The school has maintained outcomes in phonics throughout the pandemic, equalling previous years.</p> <p>75% (3/4) pupils passed the phonics screener.</p> | <p>Continue provision</p> <p>Focus on phonics with emphasis moved from staff CPD to intervention.</p> |

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| | | Interventions are tracked through Edukey. | |
|--|--|---|--|

| WIDER STRATEGIES | | | |
|---------------------|---|---|---|
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 1. Attendance | <p>Purchase additional support from EWO</p> <p>Before and after school clubs</p> <p>Access to 'Talk Therapy'</p> <p>Pupil-specific incentives</p> <p>Priority Pupil agenda item</p> | <p>High</p> <p>Attendance of disadvantaged pupils is high.</p> <p>PASS Test data shows</p> <p>The % of disadvantaged persistent absence reduced from % in 2018/19 to % in 2021.</p> | <p>Continue provision</p> <p>Increase the support of the EWO.</p> <p>Pupil and family support worker intervenes at the earliest opportunity under direction of the priority pupil team.</p> <p>Apply PASS Test outcomes for interventions with specific pupils.</p> |
| 2. Cultural Capital | <p>Fund all trips and visits.</p> <p>Fund at least 1 extracurricular club.</p> | <p>High</p> <p>All trips and visits are funded.</p> <p>The most recent term data shows that 100 % of disadvantaged pupils attend</p> | <p>Continue provision</p> <p>Trip and clubs are beginning again following Covid period of restrictions.</p> |

| | | | |
|------------------|---|---|---|
| | | <p>at least 1 extra-curricular club (Summer 2019).</p> <p>Funding trips, visits and clubs ensures disadvantaged pupils access experiences to develop their cultural capital.</p> | |
| 3. Music lessons | Increase the number of pupils accessing music lessons | <p>Mid</p> <p>Number of pupils engaging in lessons from disadvantaged background, increased from 2 to 6. The number did not increase more due to music lessons being paused as part of Covid-19 measures.</p> | <p>Continue provision.</p> <p>When additional pupils access music lessons, it is expected that the impact will be 'High'.</p> |
| 4. Home reading | Book in a box | <p>High</p> <p>Feedback from pupils and parents show that...</p> <p>80% of disadvantaged pupils who took NfER tests in Summer 2021 achieved a standardised score about 100 with 15% with a score above 120.</p> | <p>Continue provision for one more year</p> <p>Survey pupils and parents on impact of the strategy.</p> |
| 5. Uniform | Fund school branded uniform | <p>Medium</p> <p>Pupils feel proud of their school and feel fully included as part of the community.</p> <p>Parents report what a source of support this is for them.</p> | <p>Continue provision indefinitely</p> <p>29/32 used the uniform voucher.</p> |

PUPIL PREMIUM ACTION PLAN: 2019/20

| TEACHING PRIORTIES | | | | | | |
|-------------------------------|---|---|---|--|------------|-------------|
| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
| 1. Reading | By 2020, gap to bottom 20% is decreasing | Purchase books against VIPERS Curriculum with links to school Curriculum Train staff and implement VIPERS Curriculum | Outcomes in reading are significantly below the national average. Progress of disadvantaged pupils in KS2 in 2019 was - 12.5 | Reading lead teacher will purchase all books against the VIPERS Curriculum Reading lead teacher monitor and evaluate the implementation and feedback on the impact in strand reports to the IEC | KS | April 20 |
| 2. TAs | By 2020, 100% support staff are accountable and successfully supporting | Access whole staff courses and qualifications to | EEF report on Effectiveness and Making Best use of TAs. | Performance management and appraisal in 2020. Monitoring of TAs working with pupils. | HM/MD/TB | Sept 20 |

| | | | | | | |
|--------------------------------|-----------------------|---|--|--|--|--------|
| | disadvantaged pupils. | support TAs to meet needs of pupils Access bespoke training to meet staff training needs | | | | |
| TOTAL estimated budgeted cost? | | | | | | £8'900 |

| TARGETED ACADEMIC SUPPORT | | | | | | |
|-------------------------------|--|--|---|---|------------|-------------|
| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
| 1. CLLD | By 2020, all pupils in the early years and KS1 will access speech and language support if they require it. | Staff trained to deliver Welcomm All pupils in FS2 screened and grouped EY lead purchases materials and resources to support improves oracy. | Outcomes in EY continue to improve due to the focus on CLLD. EEF report on Preparing for Literacy and Early Years interventions. | Regular updates will be provided within strand reports to the IEC | HM/ST | July 20 |
| 2. Phonics | By 2020, 80% of pupils will pass the phonics screener. | Phonics training for staff continues so that | Phonics outcomes in 2018 were 18% below the national average. | Phonics will be tracked half termly using phonics tacker | MD/KS/ST | July 20 |

| | | | | | | |
|--|--|---|--|---|--|--|
| | | <p>improvements can continue</p> <p>Purchase phonics tracker for assessment of pupils in phonics and to identify the gaps</p> <p>Targeted interventions for pupils in KS1 and Year 3 who have not passed the phonics screener</p> | <p>0% of disadvantaged pupils in 2019 passed the phonics screener.</p> <p>EEF report on phonics.</p> | <p>Interventions will be recorded on the school's pro forma</p> <p>Impact of actions will be evaluated and shared in strand report to the IEC</p> | | |
|--|--|---|--|---|--|--|

TOTAL estimated budgeted cost? £2'600

WIDER STRATEGIES

| Priority No. from 3 Year plan | Desired Outcome | Chosen Approach/Action | What is the evidence/rationale for this approach? | How will you ensure it is implemented well? | Staff lead | Review Date |
|---------------------------------|---|---|---|---|------------|-------------------------|
| 1. Attendance | By 2021, persistent absence of disadvantaged pupils reduces from 15% to 7.5%. | Before and after school clubs | Case studies show that families find it difficult to get to school on time and sometimes at all | Attendance tracked at weekly priority pupils meetings | JF/JW | Weekly |
| 3. Excursions and music Lessons | By 2020, all trips, visits and clubs are funded by the pupil premium. | Pupils chosen to learn an instrument with a known adult | EEF report on enrichment including sport and wider opportunities | Music teacher will provide a termly report to parents on pupils' progress | SM | Dec 19, Apr 20, July 20 |

| | | | | | | |
|--------------------------------|---|-------------------------------------|--|---|----|---------|
| 4. Home Reading | By 2020, all pupils have access to age-appropriate high-quality literature. | Purchase Librosoft library software | Monitoring and pupil voice shows that pupils have limited access to age-appropriate, high-quality reading material EEF report on digital technology | Data will be tracked on the Librosoft programme and feedback within strand reports to the IEC | KS | July 20 |
| TOTAL estimated budgeted cost? | | | | | | £9'920 |

Audit 2019/20

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: Liz Hook, Koren Sanderson, Marie Dyche, Tim Brogan

| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings | Success measure |
|------------|--|-----------|----------|---|
| 1. Reading | Reading VIPERS books purchased | Jan 2019 | £16'000 | VIPERS is embedded within the Holy Rosary Curriculum |
| | Reading VIPERS curriculum embedded | Sept 2019 | £300 | Pupils are able to confidently talk about the VIPERS and their meanings |
| | Reading books develop Cultural Capital (authors and texts) | Sept 2019 | - | |

| | | | | |
|--------|--|------------|---------|--|
| | | | | No more than a bottom 20% with strategies to move <20% Reading for Pleasure is a strength of the school. |
| 2. TAs | Staff recruited to support pupils | Sept 2018 | £10'000 | Monitoring shows that TAs support all pupils effectively, impacting positively on pupil outcomes and respond well to feedback. Training records, CPD evaluations and staff PDFs capture training and development. |
| | TAs are trained collectively to support pupils | April 2019 | £500 | |
| | TAs have bespoke training to their development needs | July 2020 | £500 | |

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Liz Hook, Helen Mulligan, Koren Sanderson, Marie Dyche, Tim Brogan

| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings | Success measure |
|----------|--|------------|----------|---|
| 1. CLLD | Staff are trained to deliver Welcomm | Dec 2018 | £1'000 | Speech and language programmes have a positive impact on pupil outcomes, especially in the early years. |
| | Welcomm programme delivered to pupils in the early years | April 2019 | £2'000 | |
| | | Dec 2018 | £250 | |

| | | | | |
|------------|---|---|------------------------------|--|
| | Resource strategies and activities to support the development of CLLD | | | |
| 2. Phonics | Phonics CPD for staff in FS1, FS2, Year 1, Year 2 and Year 3 Interventions support pupils in Year 3 who have not passed the phonics screener. Resources support the effective teaching of phonics in the early years, KS1 and lower KS2 | March 2019 July 2019 March 2019 | £500 £800 £500 | Pupils passing the phonics screener is at least in line with the national average. |

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: Liz Hook, Jane Wells, Julie Faircliff, Tim Brogan

| Priority | Activity (CPD, Recruitment, intervention, resourcing) | By when | Costings | Success measure |
|---------------|---|----------------------------|--------------------|-----------------------------|
| 1. Attendance | Purchase additional support from EWO Before and after school clubs | July 2020 July 2019 | £750 £8'000 | Persistent absence is <7.5% |

| | | | | |
|------------------|-------------------------|-----------|--------|--|
| 3. Music lessons | Access to music lessons | July 2020 | £5'220 | Disadvantaged pupils are offered the opportunity to learn a musical instrument |
| 4. Home reading | Install Libresoft | Jan 2020 | £1'000 | 100% pupils have access to high-quality reading materials |

REVIEW OF 3 YEAR STRATEGY (20/7/20)

*At least annually

| TEACHING PRIORITIES | | | |
|---------------------|---|--|---|
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 1. Reading | Purchase books against VIPERS Curriculum with links to school Curriculum Train staff and implement VIPERS Curriculum | High Feedback from pupils shows that attitudes to reading are positive and monitoring shows that pupils are engaged with the reading books on offer | Continue with provision |

| | | | |
|--------|---|--|-------------------------|
| | | <p>within the VIPERS curriculum</p> <p>Bottom 20% gap is closing: - whole school gap was 37% in 2019 reduced to 22% in 2020</p> <p>Bottom 20% gap is closing: - disadvantaged pupils gap in 2019 was 60% reduced to 37% in 2020.</p> | |
| 2. TAs | <p>Access whole staff courses and qualifications to support TAs to meet needs of pupils</p> <p>Access bespoke training to meet staff training needs</p> | <p>High TAs knowledge, skills and experience is strong. Staff confidence has increased significantly and they feel they are able to meet the needs of pupils through training on</p> | Continue with provision |

| TARGETED ACADEMIC SUPPORT | | | |
|---------------------------|---|--|---|
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 1. CLLD | <p>Staff trained to deliver Welcomm</p> <p>All pupils in FS2 screened and grouped</p> | <p>Mid Staff confidence to deliver the programme</p> <p>High All pupils requiring Speech and Language intervention identified</p> <p>High Only 7% of pupil did not achieve listening and</p> | Continue the provision using NELI – staff to be training in the Nuffield Early Language Intervention. |

| | | | |
|------------|---|---|-------------------------|
| | EY lead purchases materials and resources to support improves oracy. | attention and only 11% pupils did not achieve speaking | |
| 2. Phonics | Phonics training for staff continues so that improvements can continue | High Monitoring shows that phonics sessions are highly effective. Phonics outcomes have improved from 64% in 2018 to 78% in 2019; however, disadvantaged pupils are still not passing the phonics screener | Continue with provision |
| | Purchase phonics tracker for assessment of pupils in phonics and to identify the gaps | High Phonics tracker enables regular tracking of outcomes and supports intervention planning | Continue with provision |
| | | Mid Interventions had a positive impact on pupils progress in phonics with some pupils making rapid progress between Autumn and Spring. Interventions stopped as a result of the pandemic. | Continue with provision |

| | | | |
|--|--|--|--|
| | Targeted interventions for pupils in KS1 and Year 3 who have not passed the phonics screener | | |
|--|--|--|--|

| WIDER STRATEGIES | | | |
|---------------------------------|---|--|---|
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 1. Attendance | Before and after school clubs | Mid Case studies and in year attendance figures show that attendance for disadvantaged pupils is improving – figures were affected by support . | Continue with provision with focus on family support and early help. Implement further strategies to improve outcomes. |
| 2. Excursions and music lessons | Pupils chosen to learn an instrument with a known adult | High Pupils are on track to achieve grade 1. Attitudes to learning the instrument are positive. | Continue with provision but expand to support more pupils. |

| | | | |
|-----------------|-------------------------------------|--|---------------------------------------|
| 3. Home Reading | Purchase Libresoft library software | Low Purchased but not fully implemented due to the pandemic | Implement provision from September 21 |
|-----------------|-------------------------------------|--|---------------------------------------|

REVIEW OF 3 YEAR STRATEGY (20/7/22)

*At least annually

| TEACHING PRIORITIES | | | |
|---------------------|--|--|---|
| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
| 1. Reading | Purchase of Nesy Nesy Intervention Develop approach to the teaching of reading in KS2. Implement actions | Impact statement Advent 2021 → Nesy purchase Dec2021, impact not measurable for Advent 2021 → VIPERS firmly embedded across KS2 pupils are making good progress in their reading sessions. | Continue with provision |

| | | | |
|-------------------------------|---|--|--|
| | <p>which have the most impact from the DfE Reading Document.</p> <p>Enhance library provision</p> <p>Author visits</p> | <ul style="list-style-type: none"> → Accelerating Reading has been implemented in Y4/5H and Y6 to support the lowest attaining pupils in reading. → All pupils have access to extremely high-quality texts within the school library. → Virtual author visits have created a real buzz around reading in KS2. → EYFS and KS1 experienced a live author session with local author, Tim Jordan; the children were engaged and enthused. <p>Impact statement Lent 1 2022</p> <ul style="list-style-type: none"> → Use of structured timetabling has ensured that Nessy is available to all those children targeted. It is a valuable resource. → The data shows a positive correlation between time spent learning and new words learned. The number of words learned in spelling ranges from 30-241, with one child (with the least learning time – 224 minutes) showing no words learned. → In reading, the number of words learned ranges from 54 (child with least learning time) to 273 for a child who has spent 586 minutes learning. | |
| <p>2. Small group tuition</p> | <p>Tuition provided to LAP and MAP who are underperforming in comparison to their FFT starting point will ne back on track.</p> | | |

TARGETED ACADEMIC SUPPORT

| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
|---|--|---|---|
| 1. Oracy | <p>Wellcomm programme delivered to pupils in the Early Years and Year 1.</p> <p>Key priority on the SIP.</p> <p>Oracy working party to drive and embed 3 key actions across the school.</p> | <p>Impact statement Advent 2021</p> <p>→ NELI screening incomplete as unable to get app added to school device.</p> <p>→ No staff to deliver intervention once screening complete</p> <p>Impact statement Lent 1 2022</p> <p>→ NELI screening incomplete as unable to get app added to school device.</p> <p>→ No staff to deliver intervention once screening complete</p> | Action to be addressed as support not being delivered (25.3.22) |
| 2. Phonics | <p>Phonics interventions support pupils in Year 1 and 2, and Year 3 if they have not passed the phonics screens</p> <p>Phonics tracker</p> <p>Parent workshops to support phonics teaching and learning.</p> <p>Research and implements a DfE approved scheme.</p> | <p>Impact statement Advent 2021</p> <p>Impact statement Lent 1 2022</p> | |
| 3. Support the development of Character | <p>PASS interventions</p> <p>Commando Joe's</p> | <p>Impact statement Advent 2021</p> <p>→ Character behaviours embedded through PSHE sessions as whole school approach.</p> <p>→ PTA character award implemented, focussing on a different character behaviour half termly.</p> <p>Impact statement Lent 1 2022</p> | |

| | | | |
|---|--|--|--|
| | | <ul style="list-style-type: none"> → Commando Joe's delivered to year 4 – weekly sessions <p>Impact statement Lent 2 2022</p> <ul style="list-style-type: none"> → Commando Joe's delivered to years 4, 5 and 6, Reception | |
| 4. Counselling support and listening time | <p>Weekly Level 2 and 3 counselling sessions</p> <p>The Listening Hour Counselling space</p> | <p>Impact statement Advent 2021</p> <ul style="list-style-type: none"> → 6 pupils received weekly 1:1 sessions → Purchasing of resources to support individuals with SEMH (how much spent and what resources) → Signage planned and furniture ordered <p>Impact statement Lent 1 2022</p> <ul style="list-style-type: none"> → Tm attended Mental Health First Aider training | |

WIDER STRATEGIES

| Priority Area | Chosen Action | Impact? (High, Mid, Low) How do you know? | Lessons learnt and continue with provision? |
|---------------|---|--|---|
| 1. Attendance | <p>Purchase additional support from EWO</p> <p>Before and after school clubs.</p> <p>Access to 'Talk Therapy'</p> <p>Pupil-specific incentives developed by the pupil and family support worker</p> | <p>Impact statement Advent 2021</p> <ul style="list-style-type: none"> → Attendance Policy updated and released on 06/12/2021 → Persistent Absence for disadvantaged pupils:- → Advent Term 1: 25% → Advent Term 2: 43% → Support for Pupil and Family Support Worker (Early Help Assessment Training – JF) → Start to target and reward/celebrate "improved" attendance | <p>To continue and devise a scheme/system to celebrate 'improved' attendance.</p> |

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| | <p>Support for Pupil and Family Support Worker in Term 1 and 2 (JW - £2496)</p> <p>Review attendance policy</p> <p>Attendance Buddy Staff training (JF and TM) (£90)</p> | | |
| <p>2. Cultural Capital</p> | <p>Fund all trips and visits</p> <p>Fund 'wow' experiences and resources in school (including Zoolab, History timeline etc)</p> | <p>Impact statement Advent 2021</p> <p>→ Advent 1</p> <p>Briars (£150x4=£600)</p> <p>Briars - Education Support (£150x1=£150)</p> <p>→ Advent 2</p> <p>Space Centre (£18.70x8=£149.60)</p> <p>Derby Theatre (£15x11=£165)</p> <p>→ Advent 2</p> <p>Zoolab - £298.80</p> <p>History Timeline - £1008.00</p> | |

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| | Fund at least 1 extracurricular club | → Advent 2 Dance Club, BACT football | |
| 3. Music lessons | Increase the number of pupils accessing music lessons | | |
| 4. Home reading | Book in box | → Advent 1 £870 → Advent 2 £870 | |
| 5. Uniform | Fund school branded uniform Fund other non-branded uniform | Impact Advent 2021 → Advent 1 All PP children had vouchers for uniform £1542.51 → Advent 2 Education support 1x£120 (winter coat and school shoes) | |