



Northern Parade Schools

## 2020 – 2021 Pupil Premium Strategy Statement for Disadvantaged Pupils (FSM, Forever 6, LAC, PLAC)

(Also see Service Premium Strategy)



### 1. Summary information

<b>School</b>	Northern Parade Schools, Kings Academies						<b>Academic Year</b>	2020/21				
<b>Date of most recent PP Review</b>			October 2020			<b>Date for next internal review of this strategy</b>			October 2021			
<b>Number on roll</b>	<b>Infants</b>	<b>Juniors</b>	<b>NP Total</b>	<b>Number of pupils eligible for PP</b>	<b>Infants</b>	<b>Juniors</b>	<b>NP Total</b>	<b>PP budget</b>	<b>Infants</b>	<b>Juniors</b>	<b>NP Total</b>	
	346	472	818		97 28%	139 29%	236 29%		£130,465	£186,955	£317,420	

### 2. Current attainment (2019) (Best fit end of year- teacher assessment)

	<i>Pupils eligible for Disadv. KS1 (our school)</i>	<i>All pupils KS1 (our school)</i>		<i>Pupils eligible for Disadv. KS2 (our school)</i>	<i>All pupils KS2 (our school)</i>
<b>% achieving in Reading, Writing and Maths</b>			National Data Not Available Covid	67% 24/36	68% 79/116
<b>% achieving in Reading</b>	49% 19/39	64% 75/118		72% 26/36	75% 87/116
<b>% achieving in Writing</b>	38% 15/39	58% 68/118		73% 30/36	78% 90/116
<b>% achieving in Maths</b>	56% 22/39	69% 81/118		75% 27/36	79% 92/116
<b>% Foundation GLD</b>	54% 28/109	66% 72/109			

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

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Awareness of PPG, tracking and analysis of impact of interventions and progress
<b>B.</b>	Poor vocabulary and articulation of ideas due to low parental support for reading at home/ a reluctance to read outside of school
<b>D.</b>	Weakness in learning behaviours, e.g. lack of independence and resilience
<b>E.</b>	Additional needs including: SEND, social, emotional and behavioural barriers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	High number of persistent absentees in PP group
<b>G.</b>	Lack of parental/home support and engagement lowers pupil aspirations and belief in their ability to succeed
<b>H.</b>	Pockets of high deprivation mean children have a lack of experiences and language acquisition upon which to draw and use in their learning

<b>4. Overall Aims</b>		
		<b>Success criteria</b>
<b>A.</b>	Improved tracking and evaluation of attainment and impact of interventions	CTs and Year Leads are clear about individual barriers and can discuss attainment data and targets for PPG, as well as target interventions and track effectiveness to maximise progress.
<b>B.</b>	Raising attainment for all and narrowing the gap between attainment for PP pupils and their non-PP peers	Narrowing the gap between attainment of PPG and non-PP and compared with those nationally in English and Maths.
<b>C.</b>	Improved communication skills for all pupils including PPG	Pupils read more regularly (at home & school) and have improved levels of vocabulary, fluency and comprehension. DDIs show that all pupils have improving thinking, speaking and listening skills. Improved attainment in Reading and Writing by PPG in all years by the end of the year.
<b>D.</b>	Additional needs are supported effectively	Children with SEN, disabilities, health, social, emotional or other factors are supported effectively through the school's SEND and SEMH practice and/ or pastoral team, with recognition of and support for any additional factors that PP pupils face.
<b>E.</b>	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted PP pupils is evident through tracking, monitoring and teacher reports – and incidents are in line with non-PP peers.
<b>F.</b>	Improved attendance and punctuality	Attendance and punctuality rates are diminished within 5% of non-PP peers (in particular, the % of PA that are PP pupils).

<b>G.</b>	Develop a wealth of language through enriching experiences	PP children's experiences develop language acquisition and cultural capital, and this is demonstrated by pupils being more reflective and articulate (verbally and written) about their thinking and draw links in their learning.
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## 5. Action Plan

Academic year	2020/21					
Desired outcome	Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Owner	Review date	Total Cost
<b>A.</b> Improved tracking and evaluation of attainment and interventions  <i>- Pupils receiving interventions will make better than expected progress due to well matched approaches</i>	<ul style="list-style-type: none"> <li>-Ensure all PP eligible pupils are identified at registration.</li> <li>-Regular updated lists of PPG (with additional contexts) circulated to CTs and year leads – so that CTs are aware of individual barriers and can set appropriate approaches to support progress.</li> <li>-PP Folders in each year group inc. Individual PP Trackers showing provisions in place for individual PP pupils (interventions, financial, pastoral support and enrichments)</li> <li>-PPG provisions/ interventions to be assessed with a start point and progress made to analyse impact.</li> <li>- Use of PiXL assessments, QLAs and therapies will support teachers to target PP, identify gaps and evaluate impact of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Historically, not all registrations forms were completed to give PP status.</li> <li>-Staff (teaching, cover and support staff) have not been fully aware of PP pupils or their multiple barriers in order to target support/ provision for this disadvantaged group.</li> <li>- Tracking of provisions in place for PPG has not been consistent across the NPS and analysis of impact unclear.</li> <li>- The effectiveness of interventions has not been clear or quantifiable.</li> <li>- PiXL provides resourced targeted support for identified gaps and tracking of impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Developmental Drop-Ins (DDIs) and book monitoring to focus on PPG</li> <li>- CTs will be able to discuss individual PP pupils and the impact of support provided in Pupil Progress Meetings</li> <li>- Regular reviews of interventions through PiXL assessments</li> </ul>	HoS, Year Leads, CTs, PP Lead, A	Half termly	£20,124
<b>B.</b> Raising attainment for all and narrowing the	<ul style="list-style-type: none"> <li>- Fully promote access to online learning</li> </ul>	<ul style="list-style-type: none"> <li>-NCTL, Closing the Gap, <i>'Often PPG lack educational support at home and this lowers aspirations in pupils'</i></li> </ul>	<ul style="list-style-type: none"> <li>- Whole school focus on Reading</li> </ul>	HoS, Year Leads, CTs,	Half termly	£95,601

<p>gap between achievement for PP pupils and their non-PP peers</p> <p>- <i>Gap in attainment in RWM between PP and Non-PP pupils will narrow to less than 10% in years R – 4 and 5% in years 5 &amp; 6.</i></p> <p>- <i>Implementation of online platforms to create supportive learning links between home and school.</i></p> <p>- <i>Performance of teachers is judged to be consistently Good or better. (SIP)</i></p> <p>- <i>Curriculum progression and assessment are rigorous and identify gaps &amp; next steps in learning (SIP)</i></p>	<p>- ‘Excellence for Everyone’ programme. To be piloted in one year group with a selected PP cohort. Will focus on supporting PPG access to online Reading Buddies resource to improve fluency and comprehension. (ref SIP/ English Action Plan)</p> <p>- Whole school RBs, TTRS, My Maths, Purple Mash (focused, ringfenced PPG in school support, homework clubs &amp; access to I pads) to improve engagement and outcomes &amp; continuous home-school learning (ref SIP/ Maths &amp; English Action Plan)</p> <p>- Development of Google Classroom: school- home and within school</p> <hr/> <p>- Regular CPD (inc: PDMs) for teaching staff in line with SIP to emphasise ‘quality teaching first’ approach.</p> <p>- Regular planning support by Subject Leads for English and Maths</p> <p>- Adopt a ‘keep up not catch up’ approach for all pupils through quality live and responsive feedback and marking that identifies barriers to learning and informs responsive interventions &amp; boosters. (In times of Covid, prioritise disadvantaged pupils to reduce gaps.)</p> <p>- 1:1 pupil conferencing (each pupil to read with CT at least every 2/3 weeks)</p>	<p>- Online learning platforms:  * improve participation of home learning because pupils are more engaged with IT  * create continuous home-school learning (particularly in Covid times)  * provide support for parents/ independence for pupils to learn at home  * CTs can set bespoke/ differentiated learning with supportive learning and tutorials  * increase awareness of online safety  * simplify &amp; focus interventions within school controlled by CT.</p> <p>Previous ‘Challenge the Gap’ project (TT Rock Stars- Yr 5) had a positive impact on ARE outcomes for PPG in Maths as well as confidence and resilience across wider learning.</p> <p>- GC provides access to continuous, supportive learning, home- school links, especially during Covid lock downs.</p> <hr/> <p>- The ‘EEF Guide to the Pupil Premium’ recognises that high quality teaching for all, (inc: high expectations for all, solid assessment and monitoring and rich curriculum provision) is the most effective way to improve outcomes for all learners, but especially disadvantaged pupils.</p> <p>- The EEF Guide shows that Feedback has a high impact on pupil outcomes for very low cost. (This is most effective in 1:1/ teacher: pupil).</p> <p>- Enrichment of the curriculum is key in facilitating children’s engagement and enjoyment of their learning, as well as facilitating language acquisition and links in their learning.</p>	<p>- Embedded TTRS policy &amp; My Maths homework.</p> <p>- Tracking pupil use of online resources</p> <p>- Regular monitoring cycle (DDIs) and books scrutiny</p> <p>- Data analysis</p> <p>- Pupil Progress Meetings</p>	<p>Subject Leads, PP Lead,</p>		
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	<ul style="list-style-type: none"> <li>- Opportunities for CTs to carry out 1:1 conferencing with pupils for Writing and Maths.</li> <li>-Year leads and planners ensure a broad and rich curriculum that enhances experiences and cultural capital.</li> </ul>					
<p><b>C. Improved communication skills for all pupils including eligible PP</b></p> <ul style="list-style-type: none"> <li>- <i>100% of pupils are reading every day.</i></li> <li>- <i>% of PPG achieving the expected standard are in line with R &amp; W national averages.</i></li> <li>- <i>See a positive impact on thinking, speaking &amp; listening skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Whole school focus on Reading. <ul style="list-style-type: none"> <li>. class reading time scheduled everyday</li> <li>. 1:1 pupil conferencing (each pupil to read with CT at least every 2/3 weeks)</li> <li>. prioritise PPG for regular reading with TA</li> <li>. encourage use of online reading resources (especially for households where paper books are limited: Reading Buddies, Virtual Library)</li> <li>. join School Library Service to improve the quality of reading provision for all</li> <li>. promote the celebration of reading through assemblies, awards, reading events and author visits</li> </ul> </li> <li>- Whole school focus on phonics/spelling (inc. CPD for phonics and cued articulation and discrete learning of spelling rules)</li> <li>- Opportunities for verbal rehearsal of ideas, modelled discussion and articulation/expression of opinion is planned regularly across the curriculum (e.g. Talk 4 Writing, Mastery Maths, rich PSHE provision and within all non-core subjects)</li> <li>- Promotion of British Values &amp; Dragon Values through assemblies</li> </ul>	<ul style="list-style-type: none"> <li>- Ref SIP/ English Action Plan for whole school focus on Phonics, Vocabulary &amp; Reading. KS1 and KS2 outcomes show a school weakness in spelling, levels of vocabulary and fluency &amp; comprehension in Reading.</li> <li>- Pupils of disadvantaged backgrounds often come to school with poor life experience and language acquisition/development that impacts their ability to articulate ideas and access learning. ('Tackling the Vocab Gap', C Bergland 2014).</li> <li>- To achieve 'Every Child an Everyday Reader' support and resources for PPG is essential, especially where parental engagement in supporting education is low.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school focus on Phonic, Vocabulary &amp; Reading</li> <li>- Tracking pupil reading records &amp; use of Reading Buddies</li> <li>- Data analysis of English outcomes</li> <li>- Tracking of PDMs</li> <li>- DDIs</li> <li>- Teacher reports</li> </ul>	EHT, AHTs, CTs, English Lead, KB.	Half Termly	£22,525

	and lessons. <b>Independence and Resilience as key</b>					
<p><b>D.</b> Additional needs are supported effectively</p> <p><b>E.</b> Improved learning behaviours</p> <p>- <i>Improved social emotional and behavioural development and inclusion for PP pupils facing barriers to learning.</i></p> <p>- <i>Behavioural incidents for PPG are in line with non PP</i></p>	<p>- <b>Timely</b> pastoral support &amp; various SEMH programmes from Dragon's Den for PPG to improve learning readiness for those particularly in need.</p> <p>- Refined referral, tracking &amp; evaluation system and targeted support from Inclusion &amp; Pastoral Team that also identifies to PP lead those that are PP eligible.</p> <p>- PP pupils with SEND must be clearly identified and receiving in class support (+/or additional support).</p> <p>- Whole class approach to Growth Mindset and Dragon Values.</p> <p>- Consistent whole school approach to behaviour, sanctions and rewards that takes account of PPG needs and barriers.</p>	<p>- Pupils, especially PPG, often come to school with social/ family/ emotional issues (or ones that impact their day) linked to attachment and other issues.</p> <p>-Especially during Covid, our Dragon's Den has proved to be an essential support and home-school link for our vulnerable families. The majority of these families are also Disadvantaged PPG eligible. [Out of 58 vulnerable pupils, DD has worked with since Sept 20 (now e/o Oct 20), 40 are PPG – 68%.]</p> <p>As the Covid situation and fall out continues to worsen (in terms of SEMH needs), more demands are put on DD. We need to consider additional adult support to carry interventions so that real-time response is available.</p> <p>- Previous support programmes were not tracked for impact.</p>	<p>- Tracking of PP &amp; SEND pupils outcomes.</p> <p>- Tracking of impact of pastoral programmes (Dragon Den &amp; CTs)</p> <p>- Tracking of ISSPs for PP pupils</p> <p>- Tracking of behaviour incidents.</p> <p>- DDIs</p> <p>- Pupil attitude surveys</p>	<p>DSL, Inclusion Lead, SENCO, Leadership Team, Pastoral Team, Year leads CTs.</p>	<p>Half Termly</p>	<p>£141,668</p>
<p><b>F.</b> Improved attendance and punctuality</p> <p>- <i>Absence and Lateness % of Disadvantaged pupils decreases to be in line with their non-disadvantaged peers (within 3%).</i></p>	<p>- Regular monitoring of: PP pupils with attendance under 95%, persistent absence of 10% or more and trends of lateness.</p> <p>- Year Leads, CTs, Pastoral Team and Attendance Officer to identify trends with individual children, collate evidence of reasons from parents and bring to the attention of the <b>Inclusion Officer.</b></p> <p>- In line with school <b>Attendance Policy</b>, <b>Inclusion Officer??</b> to set up meetings with parents to highlight</p>	<p>- Whole school attendance is 96% or above (in line with national).</p> <p>- Of Infant PPG, 29 /91 - 32% have less than 96% attendance -Of Junior PPG, 37/151 - 24% have less than 96% attendance</p> <p>Oct 2020 data shows that Persistent Absence (10% or above abs): -Whole school = 10% (80/793)</p> <p>All Infant PA = PA / All = 32 / 323 - 9% All Junior PA = PA / All = 48 / 470 – 10%</p>	<p>- <b>Year leads/CTs</b> to be rigorously checking attendance and reporting to <b>Inclusion Officer.</b></p> <p>- Meeting with parents.</p> <p>- Evidence collation of reasons for absence / lateness &amp; arrange support where possible.</p>	<p>Year leads, CTs , Inclusion Officer, PP lead, Admin Staff</p>	<p>Half termly</p>	<p>£21,238</p>

	<p>how attendance impacts on learning/progress/attainment &amp; to address issues/ refer to agencies +/-or support parents.</p>	<p>All Inf PP eligible that are PA  - PA PPG / All PPG = 18 / 91 – 20%  All Jun PP eligible that are PA  - PA PPG / All PPG = 18 / 151 – 11%</p> <p>All Inf PA that are PP eligible  - PPG PA / All PA = 18 / 32 – 56%  All Jun PA that are PP eligible  - PPG PA / All PA= 18 / 48 – 38%</p> <p>Punctuality data:  PPG late / All pupils persistently late:  -Infants (16/ 29) 55% PPG of all late  -Juniors (14/24) 58% PPG of all late</p>				
<p><b>G. Develop a wealth of language through enriching experiences</b></p> <p><i>- Take up of disadvantaged pupils on school trips &amp; extra curriculum activities is at least equal to non-disadvantaged pupils.</i></p> <p><i>- Targeted opportunities for disadvantaged pupils are offered.</i></p> <p><i>- Positive feedback from pupils &amp; parents.</i></p> <p><i>- A broad and engaging curriculum enriches the learning, language and life</i></p>	<p>- Financial support is offered to PP pupils to enable educational trips/ events and community/ sporting events.</p> <p>- Subject Leads, year leads and CTs are to ensure that high quality topic hooks, trips, events and visitors are planned regularly, are engaging, enrich curriculum learning and broaden life experiences.</p> <p>- Subject planners are to ensure that enrichment activities have a focus on developing vocabulary &amp; language and reflect on experiences to impact on educational outcomes.</p> <p>- Where possible, utilise the skills and knowledge of specialist teachers (e.g. PPA providers), to provide extra, enriching/support sessions for PPG</p> <p>- PP pupils are identified when extra – curricular, sports or enrichment opportunities are planned, and this is tracked in Individual PP Trackers.</p>	<p>- Deprivation Reports show pockets of high deprivation for Northern Parade Schools.</p> <p>- Chn from disadvantaged backgrounds will have restricted extra-curricular experiences compared with their non-disadvantaged peers due to home finances and preferences. This can impact adversely on their language acquisition &amp; development and their ability to articulate thinking and access learning.</p>	<p>- AHTs to ensure CTS, activity providers are aware of PP pupils.</p>	<p>Leadership, Subject Leads, Admin staff</p>	<p>On going</p>	<p>£16.856</p>

<p><i>experiences of all pupils.</i></p>	<ul style="list-style-type: none"> <li>- PE kits are offered to PP pupils who are persistently are ill-equipped for sports.</li> <li>- To provide low/no cost travel for pupils to events wherever possible by using and up keeping school mini-buses.</li> <li>- Support children in becoming global citizens by providing access to outside/ environmental learning through Eco-educator (Dr Collins).</li> </ul>					
<b>Total budgeted cost</b>						<b>£318,015</b>



Due to **coronavirus**, we do not have summative assessment data available for the 2019/20 academic year and will not be able to benchmark progress formally. However, we have used analysis of actions, teacher assessments and internal data to review impact for the period between September and March 2020.

**A. Improved tracking and evaluation of attainment and interventions.**

Intended Outcome	Action	Impact	Evaluation	Cost
Pupils receiving interventions will make better than expected progress.	- Regular updated lists of PP to CTs	-Regular circulation of PP list achieved and PDM (Nov 19) helped to raise the profile of PP pupils & explain the importance of PP and the closing of the attainment gap. -DDIs & Pupil Progress meetings shown that CTs and TAs are aware of & can discuss their PP pupils and their specific barriers/ needs. From this, CTs have created specific targets for individuals / Key Marginals and all year groups have created specific interventions for PPG needs e.g. Homework Clubs, access to Ipads, Reading Buddies, TTRS and mindfulness-type pastoral support and booster interventions.	-PP awareness has much increased and individual targets and targeted interventions evident in each year group. This is to continue to ensure all CTs and TAs are aware of PPG in their classes to drive progress. - Improved system of gathering PP status at registration for new starters now in place and to continue. (Trends show that PP levels are set to continue around 30% into the future). -We need to continue to develop a system of tracking effectiveness of interventions and impact on PP pupil outcomes to ensure a narrowing of the attainment gap.	£10,000
	-Develop PP detailed Cost Tracker-	- Was developed. However, a trial showed this to be too complicated & increased workload unnecessarily	- discontinued.	
	-Individual PP Tracker	- Year Group PP folders introduced with individual trackers and PP information for pupils.	- to be continued and monitored by PP Lead to support impact tracking – half termly.	

	<p>-Use of PiXL assessments, QLAs and therapies will support teachers to target PP, identify gaps and evaluate impact of interventions.</p>	<p>- Over the period, PiXL assessments and QLAs were embedded across the school. Analysis was used to identify Key Marginal children with a focus on PP pupils.</p> <p>- Back to school Sept 20 PiXL assessments and therapies have been used to ascertain starting points and gaps for all pupils.</p> <p><b>Juniors not Infants – Pixl yr 2 up</b></p>	<p>- Continue to embed use of PiXL assessment and analysis.</p> <p>- Continue to develop use of PiXL therapies to support gaps in learning and improve progress for whole class as well as for targeted interventions for PPG.</p>	
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**B. Raising attainment for all and narrowing the gap between achievement for PP pupils and non PP peers.**

Intended Outcome	Action	Impact	Evaluation	Cost
<p>Gap in attainment in RWM will narrow less than 10%</p>	<p>- Participation in 'Excellence for Everyone'</p>	<p>-Year 4 did attend and begin a project based on targeting support for reading through Online Reading Buddies. Initial success in improving regularity and engagement of reading. However, the tracking of impact was hindered by Covid.</p>	<p>-End of year teacher assessment for RWM- Gap bet. PP pupils and non PP peers compared to their attainment in their previous year:</p> <p>-Years 1, 2 and 3 – RWM Gap has increased to bet. 19% - 29%</p> <p>-Yr 4 – RW Gap has reduced to bet. 13% - 16%.</p>	<p>£105,000</p>

<p>PP pupils have access to support for home learning and Ipads.</p>	<p>Implementation of online resources – TTRS, My Maths, Reading Buddies and Purple Mash.</p>	<p>-Implementation across the school of these online platforms achieved.</p> <p>-Children are engaged more in accessing online learning than with previous methods, with increased participation in home learning. Whilst pupils finding these platforms 'fun' and interactive – they also provide consistency and support parents in supporting learning, especially where parental support or resources are limited at home.</p> <p>-CTs have been able to set more bespoke/ differentiated home learning based on up to date / teacher assessment. E.g. TTRS/ RBs set to level, MyMaths can set specific tutorial and questions according to learning need to support pupil and parent understanding.</p> <p>-In school support for home learning (Clubs and interventions in every year group) and access to IT (especially for PPG with low support at home) has also become more efficient and engaging.</p>	<p><i>In Maths, PP outperformed their peers by 2%</i></p> <p>- Yr 5.- RWM Gap has reduced to bet. 5% - 8%</p> <p><b>- Yr 6 ?????</b></p> <p>-If a new 'Excellence for Everyone' goes ahead this year – we should sign up to this because of the positive impact of previous Challenge the Gap projects where target pupils made good progress to ARE.</p> <p>-All online platforms to continue to be used and developed.</p> <p>-This work had great benefits during Covid and the continuation of learning at home during Lockdown. It also placed us in a solid position to successfully implement Google Classroom where uptake across the school was high. GC Lead has been appointed.</p> <p>-Where access to IT at home was difficult, we were proactive as a school in contacting parents and providing and delivering paper packs of work.</p> <p>-Prior to July 20 summer holidays, all vulnerable pupils (many having PP status), were offered a place in school to support families pastorally and with the continuation of learning.</p> <p>- Some of our most vulnerable pupils were provided with PCs during lockdown.</p> <p>- Keep up to date record of identified pupils with IT issues from disadvantaged backgrounds (especially in light of further Covid lockdowns) and supply equipment/ support where possible.</p>	
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<p>Curriculum progression and assessments are rigorous and identify gaps and next steps in learning.</p>	<p>-Regular CPD in line with SIP</p> <p>- 2x TLR posts for foundation curriculum leads</p> <p>-Set up subject leads for all subjects</p> <p>- Adopt a 'keep up not catch up' approach for all pupils through quality live and responsive feedback that identifies barriers and informs responsive intervention. 1:1 pupil conferencing</p>	<p>- In line with the EEF ethos that 'high quality teaching for all' is the most effective way to improve outcomes for all learners, especially disadvantaged pupils – the school has regular CPD for teaching staff in place through: PDMs, Inset training days, Educare, specific training courses, inhouse support for planning and subject knowledge (by specialist and AHTs), good and supportive NQT induction as well as good connections with other schools in the academy and Hubs.</p> <p>-A system of Developmental Drop-Ins is in place to support and develop staff. <b>These have shown that there is a good standard of teaching across the school.??? And support, training, coaching and mentoring has been had a positive impact on standards. ??? Is an aim and driving for this</b></p> <p>-TLR Curriculum Leads have aligned the approaches across the whole school. Curriculum Statements, Curriculum Overviews for every year group and skills progression documentations for every subject (as well as subject leads) are now in place and will underpin continuing improvements in quality and enrichment of curriculum learning for all.</p> <p>- (EEF- 'feedback is the most effective way to improve attainment for disadvantaged pupils'). DDIs and book monitoring show that live marking and responsive feedback and marking is being embedded well in practice in all year groups.</p> <p>-All year groups have adopted a responsive intervention/ booster regime to provide timely consolidation or support for learning. AHT /TA groups, and opportunities for CT 1:1 pupil conferencing are evident. These have a Key Marginal and PP pupil priority focus.</p>	<p>- A broad selection of CPD opportunities to continue to be offered and developed in conjunction with KGA. -DDIs are to continue to inform and develop CPD.</p> <p>-Curriculum is to continue to be developed with a new focus on the rigour of assessment for non-core subjects in order to build and enrich a broad curriculum to enhance life and learning experiences especially for our disadvantaged pupils.</p> <p>-PiXL assessments and therapies will continue to be embedded to help identify gaps and support interventions and next steps in teaching and learning in core subjects. (Covid – priority areas of learning to be ascertained)</p> <p>-Ensure the rigour and effectiveness of feedback continues to develop.</p> <p>-Coaching to build effectiveness of Live marking to be offered for all staff where appropriate.</p> <p>-Monitoring to ensure regular and quality feedback marking and opportunities to respond- enhance learning outcomes.</p> <p>-Create and ringfence opportunities for 1:1 pupil conferencing by CTs</p> <p>-Research strategies and methods of effective feedback and intervention that are in line with Covid- social distancing and bubbles. i.e. Develop greater peer and self-assessment strategies with pupils.</p> <p>- Create a Non-negotiable list</p>	
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### C. Improved communication skills for all pupils

Intended Outcome	Action	Impact	Evaluation	Cost
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<p>100% of pupils are reading everyday</p> <p>% of pupils achieving ARE/+ are inline with national averages</p>	<p>-Promote reading every day</p> <p>-Whole school focus on Phonics, Vocabulary and Reading (SIP/English Action Plan)</p>	<p>-There has been a good improvement across the school in participation of reading 'everyday' shown in Reading Logs and CT tracking. This has been supported by:</p> <ul style="list-style-type: none"> <li>- the 1:1 reading pupil conferencing – where CT reads with every child at least once every 3 weeks (although variations are to be found in bet yr groups)</li> <li>-Some year groups have created PP focused Reading Buddy groups – where PPG have targeted access to l pads in school &amp; adult support in accessing books &amp; questions on the online platform where support is not available at home. E.g. yr 5 hit 90%-100% every week for class members accessing RBs. Yr 4 had PPG RB project group.</li> <li>-RBs/online books support PPG where limited paper books are available at home.</li> <li>-Reader of the Week certificates in assemblies to celebrate effort and achievement.</li> <li>-Class book reads and opportunities within class to share reading aloud.</li> <li>-Planning support for Reading.</li> </ul> <p>-Whole school CPD in phonics</p> <ul style="list-style-type: none"> <li>- Specific Phonics groups set up in Juniors to support pupils in fundamental skills for reading and spelling</li> <li>- Phonics check data???</li> <li>-Infants spelling???</li> <li>-Regular, discrete teaching of spelling and rules introduced in Junior school.</li> <li>- T4W ethos for English planning and supported by specialist, creates opportunities for vocabulary/ language building, discussion and frames for expressing ideas verbally.</li> </ul>	<ul style="list-style-type: none"> <li>- Covid has prevented data comparison with national averages, although by UKS2 gaps in reading assessment bet PPG and their peers is within 10%.</li> <li>(Need to investigate further, and build strategies to, reduce the gaps in outcomes arising in KS1).</li> <li>- Need to continue to raise the profile and enjoyment of reading – especially for our disadvantaged pupils - to support and overcome poor language acquisition/ development and the ability to articulate ideas and access learning.</li> <li>- 1:1 CT reading to continue, alongside TA priority reading for PPG.</li> <li>- Create reading competitions and events (such as author visits) and promote celebrations for Reading.</li> <li>-Join Library Service to enhance school library and availability of quality / relevant books for our pupils</li> <li>-ensure online books are available for our disadvantaged pupils with limited access.</li> <li>- investigate the gap between PPG boys/girls –and create 'Gentleman's Reading Club' for reluctant PP boy readers.</li> <li>- Continue with development of spellings and phonics teaching and learning strategies driven by English leads for all and to narrow gaps for PPG.</li> <li>-Create opportunities across the curriculum for discussions and debates and expressions of ideas and justification of opinions core and non-core subjects.</li> <li>-In support of this, promote the fundamentals of British Values and good citizenship &amp; school Dragon Values to create opportunities for relevant, modelled discussion.</li> </ul>	<p>£110,000</p>
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**D. Additional needs are supported effectively**

**E. Improved learning behaviours**

Intended Outcome	Action	Impact	Evaluation	Cost
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<p>Additional social emotional and behavioural development and inclusion for PPG facing additional barriers</p>	<ul style="list-style-type: none"> <li>- Timely pastoral support</li> <li>- PPG with SEND receiving additional support</li> <li>- Whole Class Growth Mindset</li> <li>- Consistent whole school approach to behaviour (restorative practice)</li> </ul>	<p>Dragon's Den (pastoral unit) has been restructured this year. Referral, tracking and targeted support has been streamlined to best impact those most in need. Dragon's Den are also now working more closely with the Infants school to support more equally across the school. Their support for our most vulnerable pupils (many who are PPG) has been immense during COVID. They have kept in regular (often daily) communication with families and children and offered a gamut of support. Alongside this during lock down, AHTs were in weekly contact with a wider range of all their vulnerable pupils to support their needs.</p> <p>SEN training and monitoring has improved the quality and consistency of ISSPs and the collection of evidence, however this needs to continue. PPG with SEND receive additional support for RWM.</p> <p>Class teachers are more aware of their pupils with multiple barriers due to regular PP/Group information.</p> <p>All teachers have received 'Attachment' training from MABs and this is being rolled out to all staff.</p> <p>DDIs and monitoring shows that a Growth Mindset is well established within school and especially promoted during Weeks of Inspirational Maths. Pupils can explain what Growth Mindset is. This development is especially important within PPG.</p> <p>The School Behaviour policy has been updated through 2019-20 and cascaded to staff. Additional barriers may impact further on PPG and learning behaviours due to experience at home. Personalized expectations and support are put in place and evident through monitoring.</p>	<p>Many of our PPG have additional pastoral needs (emotional, social, attachment, behavioural barriers) that require additional support beyond the class teacher. [Out of 58 vulnerable pupils, DD has worked with since Sept 20 (now e/o Oct 20), 40 are PPG – 68%.]</p> <ul style="list-style-type: none"> <li>- All actions and strategies to continue to be developed and be monitored by subject leads and leadership.</li> <li>- Continue drive to set high standards for all pupils and embed the school values through our Dragons to improve learning behaviours such as independence and resilience.</li> </ul>	<p>£65,000</p>
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## F. Improved attendance and punctuality for PP pupils.

Intended Outcome	Action	Impact	Evaluation	Cost
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<p>Absence of disadvantaged pupils decreases to be inline (within 3%) of their non-disadvantaged peers.</p>	<p>-Regular monitoring of attendance of pupils below 95%</p> <p>-AHTs/ Inclusion/ Attendance officer to set up meetings with parents</p> <p>-AHT to identify trends with individual pupils and collate evidence of reasons from parents</p>	<p>- Attendance in both schools for all pupils is good and has been above 96% in line with national expectations for this period.</p> <p>-Infants – 96.3% / Juniors – 96.5% (Sept-Oct 2020)</p> <p>For PPG this stands at:</p> <p>- Of Infant PPG, 29 /91 - 32% have less than 96% attendance</p> <p>-Of Junior PPG, 37/151 - 24% have less than 96% attendance</p> <p>However, persistent absence for all pupils is below expectations.</p> <p>-Infants – 9.9% / Juniors 10.2% (Sept – Oct 2020)</p> <p>Of the 32 pupils that are PA in the Infants, 18 / 49% are PP pupils</p> <p>Of the 48 pupils that are PA in the Juniors, 18 / 37% are PP pupils</p>	<p>- Tightening up of the systems around tracking absence for PPG, especially for the PA PPG, needs to be put in place to improve outcomes for attendance and subsequently learning outcomes for this group.</p> <p>Restructuring of AHTs may mean that the Attendance officer / lead – may need to oversee this.</p> <p>Information about reasons for lateness and/or absence needs to be collated from CTs, AHTs, Pastoral Team, SENCO – and followed by communication and support for families in line with school policy. PP lead to monitor this for PPG.</p> <p>Overall attendance due to COVID – is very good. Punctuality is more difficult to ascertain because of staggered start times and lack of breakfast club.</p>	<p>£15,000</p>
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**G. Develop a wealth of language and vocabulary through experiences.**

Intended outcome	Action	Impact	Evaluation	Cost
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<p>Take up for trips and extra curriculum activities is at least equal to non PP peers.</p>	<p>Financial support</p> <p>High quality hooks and rich curriculum experiences planned</p> <p>PPG identified for sport and enrichment opportunities</p>	<p>- All PPG have opportunity for financial support for extra curriculum activities where required and deemed necessary. PE kits are provided in some cases where clothing is not suitable for learning. Low cost travel is provided by school minibuses wherever possible – and limited trips require coach hire.</p> <p>All year groups have several, quality trips or visitors (inc: local and further afield) to broaden life experience and enrich learning as well as regular specialist teachers in Music, PE, Science, Dance and Environment, and ‘Topic Hooks’ designed within school.</p> <p>Where appropriate, PPG are prioritized for extra curriculum opportunities, events and competitions.</p>	<p>Deprivation reports show pockets of high deprivation in NPS. Therefore, PPG will have restricted opportunities that can adversely impact on language acquisition and learning.</p> <p>Continue – but to improve tracking of opportunities for PPG through Individual Tracker Year Group file.</p> <p>Ensure organisers have considered PP pupils for events and opportunities.</p>	<p>£16,000</p>
			<p>Total Budget</p>	<p>£321,010</p>