Narrowing the gap; unlocking the potential…

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| **PUPIL PREMIUM 3 YEAR STRATEGY 2023 -2026** |

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

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| **Section 1: SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)** |

**PHILOSOPHY & PRACTICE**

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes. We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended ‘tiered’ approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies.** For access to EEF strategy click here: [EEF Tiered Approach](file:///C%3A%5CUsers%5Csch8752273%5CDownloads%5CSection%201%3A%20SCHOOL%20CONTEXT%20%26%20APPROACH%20TO%20THE%20PUPIL%20PREMIUM%20GRANT%20%28PPG%29)

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

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

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| **OVERVIEW OF SCHOOL CONTEXT** |
| **Milestone:**  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Characteristic** | **PP****(5)** | **Non** **(33)** | **PP****(3)** | **Non****(27)**  | **PP****(5)** | **Non** **(43)** | **PP****(2)** | **Non** **(43)** | **PP****(9)** | **Non** **(33)** | **PP****(8)** | **Non** **(33)** | **PP****(11)** | **Non** **(26)** |
| **Year Grp** | 13% | 87% | 10% | 90% | 11% | 89% | 4% | 96% | 21% | 79% | 20% | 80% | 30% | 70% |
| **PLAC** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 |
| **SEND** **(Including Funding)** | 1 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 3 | 2 | 2 | 0 | 4 | 6 |
| **EHC** | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 2 |
| **EAL** | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Prior Attainment Groups for FSM** | These are taken from 27 pupils who started at the schoolReading – 50% low, 43% middle, 7% highWriting – 55% low, 41% middle, 4% highMaths – 57% low, 41% middle 2% high | **Prior Attainment Groups for PLAC** | **5 Post LAC pupils**1 pupil LAC pupils have SEN TOP UP funding. 2 others submitted paper-work for EHC. Reading – 60% low, 40% middleWriting – 60% low, 40% middle Maths – 100% low, 0% other |

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| **EARLY YEARS FOUNDATION STAGE** |
|  | **All Pupils****(31)** | **PP Pupils** **(3)** | **Other Pupils****(28)** | **National** | **Previous Last 3 Years** |
| **GLD** | 64.5% | 33% | 68% | 65.2% | 0% **(1)** | 100% **(5)** | 33% **(3)** |
| **Comprehension** | 90.32% | 66% | 93% | 80.3% | 0% **(1)** | 100% **(5)** | 66% **(3)** |
| **Word Reading** | 74.19% | 33% | 78.57% | 74.7% | 0% **(1)** | 100% **(5)** | 33% **(3)** |
| **Writing** | 67.74% | 33% | 67.85% | 69.5% | 0% **(1)** | 100% **(5)** | 33% **(3)** |
| **Number**  | 87.1% | 33% | 92.85% | 77.8% | 0% **(1)** | 100% **(5)** | 33% **(3)** |
| **Numerical Pattern** | 87.1% | 33% | 92.85% | 77.2% | 0% **(1)** | 100% **(5)** | 33% **(3)** |

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| **YEAR ONE PHONICS SCREENING** |
|  | **All Pupils** | **PP Pupils (5)** | **Other Pupils** | **National** | **Previous Last 3 Years** |
| **All** | **Other** | **2021** (9) | **2022** (2) | **2023** (5) |
| **Phonics Pass** | 75% | 100% | 72% (67%) | 79% | 83% | 54% (84%) | 50% | 100% |

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| **MILESTONE 1: YEAR 2** |
| **% achieving** | **All Pupils** | **PP Pupils**(3) | **Other Pupils** | **National** | **Previous Last 3 Years** |
| **All** | **Other** | **2019** (2) | **2022** (7) | **2023** (3) |
| **Expected Reading**  | 65% | 33% | 67% | 68% | 73% | 50% (78%) | 43% (72%) | 33% (73%) |
| **Expected Writing** | 57% | 33% | 58% | 60% | 65% | 50% (73%) | 0% (63%) | 33% (65%) |
| **Expected Maths** | 74% | 33% | 77% | 70% | 75% | 50% (79%) | 43% (73%) | 33% (75%) |

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| **MILESTONE 3: YEAR 6** |
| **% achieving** | **All Pupils** | **PP Pupils** (8) | **Other Pupils** | **National** | **Previous Last 3 Years** |
| **2019** (5) | **2022** (5) | **2023** (8) |
| **Expected RWM** | 62% | 25% | 71% | 59% | 40% (71%) | 20% (66%) | 25% (59%) |
| **Expected Reading**  | 79% | 88% | 77% | 73% | 60% (78%)  | 60% (80%)  | 88% (73%)  |
| **Expected Writing** | 74% | 75% | 74% | 71% | 80% (83%) | 40% (75%) | 75% (71%) |
| **Expected Maths** | 64% | 25% | 74% | 73% | 60% (84%) | 20% (78%) | 25% (73%) |

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| **ATTENDANCE: Figures for 2021 – 22 from Analysing School Performance** |
| **% attendance** | **All Pupils** | **PP Pupils** (33) | **Other Pupils** | **National** | **Previous Last 3 Years** |
| **All** | **FSM**  | **2019** (24) | **2021** | **2022** (33) |
| **Overall Absence** | 5.9% | 9.7% | 5.2% | 6.3% | 8.4% | 5.5% |  | 9.7% |
| **Persistent** | 16% | 36.4% | 12.2% | 17.7% | 30.2% | 12.5% |  | 36.4% |

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| **SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)** |
| 1. Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.
2. Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum.
3. Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
4. Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-long learners.
5. Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and 2 hinders their achievement broadly.
6. Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged. Particularly evident with PLAC pupils.
7. Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.
8. Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.
9. Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged.
10. Pupils tend to have a lack of motivation and low self-esteem.
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| **FARNDON’S IMPLEMENTATION PROCESS** |
|  | We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will: **Explore**: what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes? **Prepare**: do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes? **Deliver:** how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support? **Sustain**: how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice? |

 **OUR REVIEW PROCESS**

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

**ACCOUNTABILITY**

The Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school’s strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year. The Headteacher and Pupil Premium Leader will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions. The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website

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| **School’s Funding Allocation** |
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| **School’s total allocation for 2023 / 24** *Includes FSM; Armed Service; PLAC; Recovery Premium; Tutoring*  | **£83,328** |
| **Tier 1:** Teaching: Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention) | **Tier 2:** Targeted Academic Support: Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support) | **Tier 3**: Wider Strategies: Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance) |

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| **Section 2: LONG TERM 3 YEAR OVERVIEW** |

 **SETTING THE PRIORITIES**:

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

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| **HEADLINE AREAS FOR DEVELOPMENT 2023 – 2026** |
| **PP AREA FOR DEVELOPMENT** | **TIERED FOCUS AREA, RESEARCH & EVIDENCE** | **PP DESIRED OUTCOME** |
| Further develop the ethos of success for all as well as ensuring the highest of expectations | Teaching and Targeted Academic SupportMaths intervention +5months | PP attain in line with outcomes stated below. Conversations with all staff illustrate that high expectations are held for all, with highest of expectations for those who are PP |
| Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally | Teaching & Targeted Academic Support Reading Comprehension strategies +6 months Early Years interventions +5 monthsReading Motivational incentives e.g Reading Journals / Mystery Book  | All pupils able to read fluently.* 85% or better pass the phonics test in Year 1
* 75% of pupils achieve the expected standard or above by the end of KS1
* >75% of pupils achieve the expected standard or above by the end of KS2
 |
| Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally in KS1 and KS2 | Teaching & Small group tuition +4 months  | All pupils to be able to write for an appropriate purpose and audience: * 70% of pupils achieve the expected standard or above by the end of KS1
* > 80% of pupils achieve the expected standard or above by the end of KS2
 |
| Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2 | Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 monthsNew Maths scheme: Power Maths for a Mastery Curriculum +5 months | All pupils to reason mathematically to good effect, applying confident fluency of maths facts: * 78% of pupils achieve the expected standard or above by the end of KS1
* 85% of pupils pass the times tables check in Y4
* >80% of pupils achieve the expected standard or above by the end of KS2
 |
| Raise standards in effective feedback given to pupils in the core subjects.  | Teaching: +6 months | Pupils who are PP attain in line with non-PP nationally |
| Raise standards in RWM combined at the end of KS2 | Teaching & Targeted Academic Support Small group tuitionMentoring Programme: + 2months | By the end of KS2, >65% pupils achieving the expected standard or better in Reading, Writing and Maths |
| CPD is targeted towards closing the gap between PP and non-PP pupils | Wider StrategiesMetacogniton strategies and establishing clear subject pedagogical approach. Training using Walkthroughs. +7 monthsAdventures in Metacognition initiative Pedagogical Approach to learning in all subjectsEnvironment of metacognition and metacognitive talk established +7 months | Pupils who are PP attain in line with non-PP nationally |
| Establish a clear culture for positive behaviours, safeguarding and social and emotional support | Wider Strategies Social and emotional learning +4New behaviour policyAttendance mentor in placeEmbedded positive culture for behaviour and learningPlan for and encourage collaborative learning +5months | No gap between FSM and all pupils’ attendance with all > national |
| Improve attendance and punctuality | Wider Strategies Social and emotional learning +4 | Reduce persistent absenteeism relating to national and bring down percentages for lateness.  |
| Further improve transition from nursery to reception | Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months | By the end of Reception, 75% of children to reach GLD. |

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| **Section 3: Pupil Premium Report for Expenditure 2023 - 24** |

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| **Number of pupils and pupil premium grant (PPG) received: Academic Year 2023 / 24** |
| Total number of pupils on roll | 280 |
| Total number of pupils Free School Meal (Census 27 pupils)Total number of pupils Ever 6 | 41 (£1385) |
| National Tutoring Programme (£67.50 per eligible pupil) | £2767.50 |
| Total Pupils eligible for Armed Services Ever 4 | 2 (£320 per pupil) |
| Virtual Headteacher (contribution for mental health) | £0 |
| Post Looked After  | 5 in total (£2410 per pupil) |
| Recovery Premium  | £5112 |
| School Led Tutoring | £3046 |
| **Total budget for this academic year** | **£83,328** |
| Publish Date | September 2023 |
| Review Dates | Jan 24 / April 24 |
| Pupil Premium Lead | Andy Walker (Head) |
| Link Governor  | Julie Perry |

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|  | **Our Implementation Plan for the intended expenditure Academic Year 2023 - 24** |
|  | **Quality of Teaching****Action** | **Intended Outcome** | **Evidence and rationale for this choice** | **How ensure implemented well** | **Staff Lead** | **When will review** | **Cost** |
|  Priority 1  Priority 2 | To continue to deliver a mastery curriculum for the teaching of mathematics and English through excellent formative assessment procedures, meta-cognition opportunities and the Rosenshine Principles **External Barriers:** **B; C; F** | All children including PP children at Farndon will continue to reach or exceed the expected standard in Reading. In Maths for KS2, expected standard at least in line or above national and as a minimum above 70%. For higher standard, in line with national and 20%+In KS1 writing, continue to improve with expected standard up to 70%+. PP children exceed other pupils nationally for the expected standard and the in school gap is closed. | In KS2, PP children at Farndon were below other pupils nationally in Maths and there is an in school gap in Writing and Maths. In KS1, PP children in Writing and Reading are below other pupils nationally and there is an in school gap. Enhance the good quality first teaching provision delivered through a mastery curriculum using a new maths scheme – Power Maths. Additional adult support can enhance the quality feedback, including on the spot marking, verbal, whole class, through excellent subject knowledge throughout all teaching staff. Additional adults can also support in the feed forward element of the feedback in the following session.  | Lesson Observations Strategic Planning meetings with AW and all core subject leads Work scrutiny Analysis of in year assessment information.Coaching via the Writing lead through paired moderation meetings. Training identified to support the delivery and feedback of additional adults in classroom. Training for teachers to support use and implementation of meta-cognition/ cooperative learning strategies. CPD to be identified to support newly recruited staff in core curriculum subjectsAll teachers with PLAC children to complete Action plans for Inclusion, identifying strategies for enabling children to fully access curriculum and cater for specific needs – in line with Quality First Teaching. | AW SWED / JCTeaching Assistants  | Half termly | £35,500 – teaching assistants in classes for core subjects and smaller class sizes |
| To train all staff in how to seamlessly embed meta-cognition within all of their lessons**External Barriers:** **B; C; F; J****Academic Mentor:****External Barriers:** **H; J** | Within the EFF, meta-cognition continues to add the most amount of months gained with the smallest outlay. Over the next two years, we intend to work towards the accreditation of a “Thinking School”.  | PP Lead and HT trained in Meta-cognition principles. Forms part of all staff’s appraisalsAudit meta cognition across school and tailor CPD to address gaps. Lesson study approach for aspects of meta-cognition. Learning walks focused on certain elements of meta-cognition. Thinking schools app for self-esteem and learning behaviours with an academic mentor for PP pupils in KS2. Integrate prior learning assessments through “quick quizzes” relating to fluent in five policy.  | EDAW | Termly | £1500 for training £4500 for Academic mentor |
| To deliver bespoke writing support in Year 2 and 6 for writing and FSM pupils targeted in other year groups. **External Barriers: C** | The percentage of all children including pupil premium children achieving expected standard in writing will meet national average for other pupils. Progress in line with Other pupils nationally. | In KS1, overall attainment is still low but did improve from 37% to 57% for expected in writing. In KS2, HA prior attainment in line and no gap. Focus in on the other prior attainment groups in order to close gap to others.  | Analysis of in year assessment data, completing SOAP assessment page for Writing which includes SEND and PP. Lesson Observations Targetted Work scrutiny of identified pupils (including those with PP)Aut / Spr moderation meetings with teacher / DHT for Yr2/Yr 6 and Spr moderation for other year groups.  | SW Writing lead | Termly in Aut / Spr | Part of DHT management time as now no teaching responsibility  |
| To implement a curriculum for children who are SEND that supports and evidences their progress at their cognitive level.**External Barriers:** **A; D; E; J** | Assessments against new PIVATs matched to new curriculum will determine personalised next steps to ensure accelerated progress for all learners and specifically learners with special educational needs. | Percentage of pupils with additional funding increased. There are now 10 pupils below ARE in school needing support and tailored curriculum. Diagnostic assessment help us to track the progress and next steps of all children working below ARE and / or who are SEND. This is achieved via PIVATs and Reading Age assessments. Moderation is needed with SEND leader termly.  | Half termly SLT meetings with Interventions SEND leadAnalysis of diagnostic assessment data PIVATs Provision maps and pupil progress meetings Reading AgesLesson Observations of small group interventions as part of EHC plans.  | NP (SEND lead) | Half termly | £8000 for an extra SEND leader non- contact day.  |
| To deliver high quality teaching of Physical Development, early reading and writing within the early years phase through mentoring via leadership colleagues and CPD to ensure good quality first teaching. **External Barriers:** **A; D; E; I** | School to be at least in line or above national averages for expected standard in Word Reading, Writing and Fine Motor.  | Boys in Fine Motor below national. Word reading and writing in line with national and girls below other girls nationally. Additional adult in EYFS so one in each classroom.  | Lesson ObsDives into the Learning JournalsModeration of assessments and next steps targets.  | SWVB | Half termly | £6000**Apprentice TA within EYFS: this will free up experience TA.**  |
|  | Ensure the application of phonics and fluency within reading in EYFS Key Stage 1 by providing parents with both a Phonics book practised in school and another text to apply sounds learnt.**External Barriers:** **A; B** | The percentage of all children including the pupil premium children achieving the pass mark in phonics is above national and at least 85% or above. The average mark is 34 or above.In Rec, Wording Reading was only in line with National | School has been below national and in the bottom 20% nationally in previous years. Last year saw an improvement to 90%. Last year, after further embedding the RWI curriculum, data dipped back to level at national – 75%.Word Reading in EYFS to be above national for expected. | 1:1 Reading with KS1 pupils Pupil and Parent voiceRWI assessment dayRWI individual assessments | PA | Half termly | £2500 for Books in Bag from the RWI programme.  |
|  | **Quality of Intervention****Action** | **Intended Outcome** | **Evidence and rationale for this choice** | **How ensure implemented well** | **Staff Lead** | **When will review** | **Cost** |
| C  **Priority 2**  Priority 2 | To implement and deliver a maths scheme that is aligned to the White Rose medium term planning and has a whole class mastery approach that works for every child. **External Barriers: F** | In Maths for KS2, expected standard at least in line or above national and as a minimum above 70%. For higher standard, in line with national and 20%+ | School has been below 70% for expected standard for the last two years. 87% of MA prior attainment achieved expected and only 17% of LA pupils In 2023, below for higher standard with only 38% of HA prior attainment pupils achieving depth and 0% MA pupils.**Across KS2**:**Yr 5**: 32% expected; 11% depth**Yr 4**: 71% expected; 29% depth. **Yr 3**: 75% expected; 20% depth.  | Purchase new maths scheme in KS2 first (consider KS1 soon)Staff training on new scheme. Analysis of in year assessment data Pupil Voice and Staff Voice Lesson Observations Work scrutiny Moderation | ED Maths lead | Half termly | £5000  |
| To continue to deliver bespoke maths interventions focussing on lower junior pupils and infants. **External Barriers: F** | The percentage of all children including pupil premium children achieving expected standard in maths will meet national average for other pupils. Progress in line with Other pupils nationally. | Numbers Stacks intervention has proved very successful to plug gaps in curriculum.Additional adult provides to staff termly assessments to show progress.  | Analysis of in year assessment data Pupil Voice and Staff VoiceTracking of the intervention.  | ED Maths leadJC Maths leadJenny Rowley | Half termly | £8000 |
| To deliver quality phonics curriculum using Read Write Inc and include targeted support for pupils in early reading and phonics. **External Barriers: A; B** | The percentage of all children including the pupil premium children achieving the pass mark in phonics is above national and at least 85% or above. The average mark is 34 or above.  | School has been below national and in the bottom 20% nationally in previous years. Last year saw an improvement to 90%. Last year, after further embedding the RWI curriculum, data dipped back to level at national – 75%.  | Scrutiny every week to ensure consistencyPupil Progress meetingsLearning walks Analysis of in year assessment Pay into RWI support package. They will do lesson obs, coaching and data analysis with subject leader.  | PA to monitor phonicsPC to deliver phonics everydayLB in class support | Half termly | £6000  |
|  | **Quality of Wider Strategies****Action**  | **Intended Outcome** | **Evidence and rationale for this choice** | **How ensure implemented well** | **Staff Lead** | **When will review** | **Cost** |
|  | To continue to deliver a comprehensive programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. Achieved through additional Ed Pysch time, Pivatol Practise in behaviour training, ELSA support and Mental Health week. **External Barriers: G** | The mental health needs of our pupils will be met in school irrespective of the socio economic background of the child. This in turn will maximise the potential for the majority ofl of our pupils to meet or exceed the national average expected standard. | Emotional health and well-being has been highlighted as a barrier to learning and therefore meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes.Use Health Box workshops for mental health week and 1 to 1 counselling where appropriate.Teacher led nurture groupsIdentify enrichment opportunities in the form of school clubs which support nurture and social, emotional health. Mindfulness Program delivered in class. Teacher Assistant (2 x afternoons) for ELSA as a minimum. Implementation of Zones of Regulation across the whole school.  | Pupil and Parent Voice Assessment data Attendance data analysis Feedback from Health, CAMHS, Ed Pysch and Social Care. | AW / SW Pivatol practice AP Mental health weekNP Ed Pysch timeED – clubsAPLB | Every half term | £3000 |
| To give pupils access to the full curriculum ensuring we are fully inclusive through support with school uniform, residentials and extra-curricular events. **External Barriers:** **G; J** | Attendance to improve to above national average for all groups of pupils. Those pupils defined as disadvantaged have levels of absence and persistent absence in line with national figures. A high percentage of attendance is an indicator of good academic attainment and positive attitudes to learning and high self-esteem.  | Attendance has dipped below national since COVID and is 93.8%. Persistent absence risen to 17%. AW and SK to review attendance for school weekly to send “nudge” texts, send letters and organise attendance panel meetings. Where not effective, issue fines.  | Regular weekly meetings with Safeguarding Team supporting attendance. Analysis of attendance data. | AHSW / AW | Attendance checks every 3 weeks Clubs termly.  | £3378 for costs of clubs / trips / uniform SLT restructure so DHT 0.6 with no teaching commitment  |
| Total Expenditure of money for the strategic plan for 2023 - 24 | **£83,378** |