



3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION [2020 - 2021]			
Total number of pupils:	295	Total pupil premium budget:	£84735
Number of pupils eligible for pupil premium:	74	Amount of pupil premium received per child:	£1345

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	38	51
Girls	36	49
SEN support	8	11
EHC plan	3	4
EAL	52	70

Assessment data

EYFS						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		All pupils	National average	2016-17	2017-18	2018-19
Good level of development (GLD)	69	80	74	57	79	69
Reading	75	89	79	86	79	75
Writing	75	81	76	71	79	75
Number	75	85	82	71	79	75
Shape	75	83	84	71	79	75

YEAR 1 PHONICS SCREENING CHECK					
Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
	All pupils	National average	2016-17	2017-18	2018-19
71	83	84	95	67	71

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	71	70	69	72	63	72
% achieving expected standard or above in reading	75	80	78	76	78	76
% achieving expected standard or above in writing	71	73	73	72	67	72
% achieving expected standard or above in maths	75	79	79	76	78	76

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Attendance is closely monitored and action taken, where relevant to address poor school attendance.	PPG children attendance continues to be slightly lower than non PPG (2019-20 data shows a 1.1% difference).
Behaviour data	Behaviour at PIA is a strength. Children behave well throughout the day and low level disruption is rare. There have been no exclusions for more than the last 3 years.	Children may need continued support following Covid school closures to support their well-being and behaviours for learning.
Safeguarding referrals	Safeguarding throughout the school is highly effective. All safeguarding referrals are dealt with in a timely fashion so that children and families are safe and supported.	Children and families may continue to need some support following increased challenges during lockdown.

LONG-TERM PLAN (3 YEAR TIMESCALE):

1) To ensure spoken language underpins every part of school life so that children are confident communicators (SIP).

Many children enter the school with limited speech and language skills which impacts on learning. In addition, among children with additional needs (including children with EHCPs with allocated resource base places), SLCN is a key area of need.

2) To continue to raise the profile of reading developing children's reading for pleasure and improving outcomes (SIP).

Reading continues to be a school improvement priority. Children enter Reception well below expected attainment standards in literacy. Research shows that children who read regularly attain higher than those children who do not. Parent surveys on entry to Reception consistently demonstrate many children are not regularly read to at home.

3) To further develop continuous provision opportunities across the school including outdoor learning areas (SIP).

We passionately believe that young children learn best through play and exploration. Continuous provision enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. In 2019-20 we began the process of introducing continuous provision into Y1. We are now embedding this approach in Y1 and introducing it into Y2. This significantly supports children transition throughout the school.

4) To ensure all vulnerable pupils make excellent progress across the curriculum (SIP).

Pupils eligible for PP make good progress in reading, phonics, writing mathematics and achieve ARE in line with non PP pupils. Measured by teacher assessments, PSC and successful moderation practices. Improved outcomes for PPG/SEND, showing good progress for all pupils across both core subjects and holistic learning (via case studies).

5) To continue to support the well-being of all pupils following covid-19 closures (SIP).

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. It is a priority to ensure that not only do we focus on supporting pupils to make academic progress but that we support their well-being equally.

PRIORITY 1: To ensure spoken language underpins every part of school life so that children are confident communicators

Member of staff responsible: SENCo / AB

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To ensure that children with identified barriers to learning (SLCN) are assessed and appropriate targets set.	<p>Contract with SYMBOL for a therapist 1 afternoon per week</p> <p>Children identified for support with SYMBOL therapist through data drops, Speechlink referrals and parental communication.</p> <p>Speechlink (internal) assessments carried out for all children identified (through assessments, core team mtgs, parent concerns etc)</p> <p>SYMBOL (SALT) Assessments/ Therapy sessions completed with children to set targets, monitor progress and support staff implementing strategies and interventions.</p>	<p>AJ</p> <p>SENco</p> <p>SM</p> <p>SALT / SENCo</p>	<p>July 2021</p> <p>Half termly reviews: Oct 20 Dec 20 Feb 21 April 21 June 21 July 21</p>	<p>SYMBOL</p> <p>Speech link</p> <p>Staffing</p>	<p>Number of children identified and assessed by: Speechlink SYMBOL</p> <p>Therapy session LWs and monitoring</p>	<p>Children with SLCN make good progress from their starting points.</p>
2. To support underachieving pupils with identified barriers to learning (SLCN) with targeted interventions	<p>Where needed, children participate in Speechlink intervention groups.</p> <p>Where needed, children receive 1-1 SALT interventions.</p> <p>All SLCN interventions monitored to ensure good progress made towards targets set.</p>	<p>SM</p> <p>Support staff</p> <p>SENCo</p>	<p>July 2021</p> <p>Half termly reviews: Oct 20 Dec 20 Feb 21 April 21 June 21 July 21</p>	<p>Speechlink</p> <p>Staffing</p>	<p>% of children making progress with targets</p> <p>No. of children no longer requiring support</p> <p>Intervention LWs and monitoring</p>	<p>Children with SLCN make good progress from their starting points.</p>

PRIORITY 1: To ensure spoken language underpins every part of school life so that children are confident communicators

Member of staff responsible: SENCo / AB

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
3. To continue to ensure spoken language underpins every aspect of school life.	<p>Continue to develop medium term progression planning for vocabulary in the wider curriculum.</p> <p>Key 'star' words to be included within the planning and teaching of Writing, Maths, Science and Topic lessons</p>	<p>Subject Leads</p> <p>Subject Leads</p>	<p>July 2021</p> <p>Review: Dec 20 March 21 July 21</p>	Staffing	<p>End of year Spoken English grades (% at EXS)</p> <p>Pupil interviews (inc subject specific)</p> <p>EYFS Speaking grades and progress</p> <p>Portfolio spoken English evidence (Tapestry/Dojo)</p>	<p>Children are able to talk, with confidence, about their experiences using subject-specific, key vocabulary.</p> <p>Children speak in full sentences during class time.</p> <p>Vocabulary progression is established for the wider curriculum.</p>

PRIORITY 1 – EVIDENCE OF IMPACT

2020 - 2021	<p>Objectives 1 and 2: Symbol contract meant 14 children were referred for SALT assessments/therapy. 12 of these children were given therapy plans and have received regular speech therapy – and progress towards targets has been seen in all bar 1. In 5 cases SALT reports will form part of the EHCP process.</p> <p>54 in reception, 39 KS1. 33 (11%): Severe difficulty and 16 (5.3%): Moderate difficulty. Speechlink interventions carried out consistently in Reception and Y2 and progress was observed in 85% of children by the end of the intervention.</p>	<p>Objective 3: Long term plans for T4W include vocabulary to be shared during that T4W text, both that we would like the children to use and also the ambitious vocabulary we will be exposing the children to. Speed words are planned for in T4W in all year groups and these are displayed as part of the working wall.</p> <p>Maths continues to have star words, and this vocab is explored by staff where appropriate before a unit in planning sessions</p> <p>LTPs for wider curriculum (History etc) being developed over the year which include a focus on vocabulary</p> <p>This has led to a clearer focus on the target vocabulary being taught. Within the wider curriculum in particular this led to children using words taught both within lessons as well as during continuous provision.</p>
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PRIORITY 2: To continue to raise the profile of reading developing children's reading for pleasure and improving outcomes

Member of staff responsible: AB

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To promote reading for pleasure throughout the school curriculum.	Enrichment opportunities to continue to be planned and implemented including: <ul style="list-style-type: none"> • author visits, • books purchased for children • planning within continuous provision • Reading Spine • Book Corner implementation • Reading Newsletters • Staff recommended reads 	AB YLs CTs	July 2021 Review: Dec 20 March 21 July 21	Author Visits Books for children Staffing	Pupil interviews No. of author visits Feedback from stakeholders Reading newsletters Twitter posts No. of books purchased	Children make good progress in reading and attain at least in line with National expectations for EXS / GDS. Children, families and staff demonstrate positive reading attitudes
2. Continue to build teachers' pedagogical understanding of the teaching of reading including comprehension and fluency.	CPD for all teachers to develop knowledge of: <ul style="list-style-type: none"> • pedagogy • Comprehension • fluency Coaching to support identified needs.	AB	July 2021 Review: Dec 20 March 21 July 21	Staffing	Data drops PiXL / school comparison report Learning Walks TOTs and T&L Rubrics	Children make good progress in reading and attain at least in line with National expectations for EXS / GDS.

3. To further refine Y2 reading lessons, including a focus on “Reading Rainbow” comprehension	<p>CPD, coaching and monitoring to support the introduction of “Hooked on Books” approach in Y2.</p> <p>Planning support to refine Y2 reading lessons</p> <p>Data review (inc PiXL gap analysis) to continue to identify gaps in learning to target</p>	AB / MH	<p>Start: Nov 20</p> <p>Review: Jan 21 March 21 July 21</p>	Staffing PiXL	Data drops PiXL analysis and school comparison report Learning Walks	Children in Y2 make good progress in reading and attain at least in line with National expectations for EXS / GDS.
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PRIORITY 2 – EVIDENCE OF IMPACT										
2020 - 2021	<p>Objective 1: Multiple author visits took place – this led to children demonstrating an increased awareness of different authors and poets. Children particularly engaged with the “Picture Book World Cup” held during the National Lockdown and regularly commented on this event and the winning book right up until the end of the summer term! The reading spine has led to teachers reading an increased range of high quality texts that have been chosen, increasing both children and teachers knowledge of books (pupil interviews). The author study each half term has also highlighted this. Reading newsletters continued to highlight the importance of reading to parents. Children have particularly benefited from increased access to book corners (during CP) and have been observed enjoying reading more regularly throughout the school day – with 26% of Y1 working above the expected standard in reading.</p>					<p>Objective 2 and 3: Hooked on Books training given to all Y2 teachers. English lead and Year lead also attending CPD from Jane Considine regarding this approach. This led to further refinement of the reading planning for Y2, inc “Book talk”. Support for 2 identified teachers given by English lead and Year lead through observation/coaching Pixl data on reading reviewed as a team – this has been fed into the planning following the Autumn term and Summer terms. Covid-19 and repeated periods of self isolation for Y2 did have an effect on the impact of the HoB approach this year.</p>				
2021 - 2022										
2022 - 2023										

PRIORITY 3: To further develop continuous provision opportunities across the school including outdoor learning areas

Member of staff responsible: MH/CR/SB (YLs)

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To develop continuous provision to enable the children to consolidate their skills, knowledge and understanding and enable them to be become independent and resilient learners	<p>Reviewing timetables in KS1</p> <p>Monitoring CP through observations of children interacting with the environment, pupil voice, LWs walks</p> <p>Audit provision in Y2 to identify gaps and areas of focus for development</p> <p>Purchasing resources for Y2 Continuous Provision to support open ended provision as well as subject specific learning.</p> <p>Purchasing resources for all outdoor learning areas, according to identified gaps in provision and children's needs.</p>	<p>CR/MH</p> <p>YLs/SLT</p> <p>MH</p> <p>MH</p> <p>YLs</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Staffing</p> <p>Continuous Provision audit</p> <p>Resources for Continuous Provision, including outdoor learning areas</p>	<p>Children interaction and environment scale monitoring</p> <p>Portfolio / Tapestry observations</p> <p>LWs</p>	<p>Children make good progress across the curriculum</p>
2. To develop teaching staff understanding of the role of the adult in continuous provision and how to interact effectively to enable children to make good progress.	<p>Monitoring CP through observations of children interacting with the environment, pupil voice, Learning walks</p> <p>Tailored CPD to support identified needs of all teaching staff</p> <p>Coaching where identified support is needed.</p>	<p>YLs</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Staffing</p>	<p>Children interaction and environment scale monitoring</p> <p>Portfolio / Tapestry observations</p> <p>LWs</p>	<p>Children make good progress across the curriculum.</p>

PRIORITY 3: To further develop continuous provision opportunities across the school including outdoor learning areas

Member of staff responsible: MH/CR/SB (YLS)

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
3. To develop the use of technology within continuous provision.	<p>Tablets to be purchased for each year group.</p> <p>Children in KS1 to be supported to use tablets within continuous provision effectively to record/facilitate their learning.</p> <p>Children in KS1 to be supported to access their class dojo portfolios and upload their own learning.</p> <p>Identification of children/families with no access to technology at home.</p> <p>In the event of children needing to self isolate, identified children to be issued with a school tablet in order to be able to access home learning (via class dojo).</p>	<p>CR</p> <p>YLS</p> <p>CTs</p> <p>AJ</p> <p>AJ / YLS</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Tablets</p> <p>Wifi devices</p> <p>Staffing</p>	<p>Number of tablets in each class</p> <p>Number of tablets used by children for home learning</p> <p>Portfolio (Dojo) posts documenting learning in school</p>	<p>All children are able to access home learning</p> <p>All children are able to access portfolios and upload key pieces of learning (in school)</p> <p>Children make good progress across the curriculum</p>

PRIORITY 3 – EVIDENCE OF IMPACT

2020 - 2021	<p>Objectives 1 and 2: Timetables were reviewed regularly throughout the school year, allowing year groups to adjust timetables according to the needs of the children – for example at the start of Y1 CP occurred daily and then later in the year at least 3 times a week, with some sessions in the AM planned in for chn to have more access (particularly at the start of new topics, to explore new resources and provide LA chn a chance to write about meaningful experiences. Y2 CP audit carried out in Autumn 1 and identified very limited resources for CP in Y2. Resources purchased, provision then reviewed again and gaps further addressed. CPD opportunities throughout the year, including sharing good practice, LA cluster meetings, observing in other year groups, LWs and feedback, CP reading. Support Staff training took place in the summer term, focusing on characteristics of effective learning, what is CP? Designing areas of provision the role of the adult in the CP, leveled texts and layering. This led to a greater understanding from some support staff on their role and was evident in the provision areas they created. Progress from the children was particularly strong in D&T –for example children in Y1 learnt about sliders in the autumn term, and continued to explore, improve and create pieces of work using these right up until the end of the school year.</p>					<p>Objective 3: 30 Tablets and accessories purchased in November. Set up by IT in October for Y2 closure, to support those at home, and remaining set up for Jan closure. All tablets have been distributed home at this present time, given the need for mass home learning. A purchase order for 10 additional tablets were then ordered and arrived at the end of the academic year. Children have not yet had access to these devices in class due to using them to support home learning. Parental feedback was very positive that we were able to support by providing devices, and this enabled these children to access remote learning and participate in zoom lessons (90% regular attendance from this group).</p>				
2021 - 2022										
2022 - 2023										

PRIORITY 4: To ensure all vulnerable pupils make excellent progress across the curriculum

Member of staff responsible: AJ / KP

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Support underachieving pupils with identified barriers to learning with targeted interventions	<p>Children identified for additional interventions (through assessments, core team mtgs, parent concerns etc)</p> <p>Where needed, children participate consistently in relevant intervention groups. These may include, but are not limited to:</p> <p>1-1 RWInc phonics interventions 1-1 Daily reading 1-1 Maths Mastery interventions Small group phonics/maths support</p> <p>All interventions to be monitored to ensure good progress made towards targets set.</p>	<p>CTs/YLS/ Core Team</p> <p>CTs / Support staff across the school</p> <p>Subject leads / Core Team</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Staffing</p> <p>Intervention resources</p>	<p>% of children identified making progress with targets</p> <p>No. of children no longer requiring support</p> <p>Intervention LWs and monitoring</p>	<p>Children make good progress across the curriculum and attain at least in line with National expectations for EXS / GDS.</p>
2. To ensure PPG pupils have access to a wide range of curriculum opportunities to support academic and vocabulary development	<p>Enrichment opportunities and specific opportunities to broaden the horizons of those students to be identified and offered.</p>	<p>YLS</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Trips</p> <p>Visitors</p> <p>After school clubs</p> <p>Choir opportunities (tbc)</p>	<p>Number of trips / visitors</p> <p>% of children accessing clubs</p>	<p>Children make good progress across the curriculum and attain at least in line with National expectations for EXS / GDS.</p>

PRIORITY 4: To ensure all vulnerable pupils make excellent progress across the curriculum

Member of staff responsible: AJ / KP

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
3. Ensure excellent pupil progress in core subject areas through continuing to develop quality first teaching across the curriculum	<p>AfL CPD to be tailored to identified teachers' needs through monitoring and observation using 'Teach Like a Champion' and Rosenshine.</p> <p>Research CPD sessions</p> <p>Coaching to be given to teachers following identified needs</p> <p>Assessment CPD, including moderation focus</p> <p>Subject specific coaching/CPD to be given to teachers following identified needs (inc. subject knowledge / subject pedagogical knowledge)</p>	<p>SLT</p> <p>AJ</p> <p>KP / YLs</p> <p>AJ</p> <p>Subject Leads</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Staffing</p> <p>No More Marking subscription</p>	<p>Data drops</p> <p>PiXL / NMM gap analysis and school comparison reports</p> <p>Learning Walks</p> <p>TOTs and T&L Rubrics</p>	<p>Pupils' emerging needs are rapidly identified.</p> <p>Teachers' practice is adapted to enable children to make good progress.</p> <p>The attainment of neuro-typical PPG eligible children in Maths and English in all year groups is at least in line with nationals for both EXS and GDS.</p>

PRIORITY 4 – EVIDENCE OF IMPACT

<p>2020 - 2021</p>	<p>Objective 1: Maths 1:1 interventions have taken place from the start of the year and have been monitored by the maths lead. This has had a positive effect, with maths being an area of relative strength in all year groups EYFS: number 71% EXS and 17% Exc SSM: 80% EXS Y1: 72% EXS and 33% GDS Y2: 62% EXS</p> <p>Y2 interventions have been continual and reviewed throughout the year. These have included handwriting and spelling groups as well as reading (Code) and phonics. Repeated periods of self isolation have however had an impact on the consistency of running interventions in Y2.</p>	<p>Objective 2: A variety of enrichment opportunities took place this year to, adjusted where needed due to restrictions. This included:</p> <ul style="list-style-type: none"> - Virtual tour of space station - Online planetarium session - Animatronic dinosaur - Dinosaur dig - Author visits - Y2 Christmas Carol - Victorians workshop (virtual) - Bob the Gamekeeper - Egg hatching - Butterfly hatching <p>No after school clubs took place due to Covid-19 restrictions.</p>	<p>Objective 3: Maths modelling for new staff occurred for 3 staff, leading to increased confidence teaching maths meetings and lessons. With NQTs, weekly coaching took place throughout school year (Autumn term and following 8th March return). 2 research CPD sessions held then paused due to national lockdown. Assessment CPD/coaching held throughout the year via moderation sessions, NMM and PiXL training.</p>	<p>Objective 4: The introduction of class Dojo for all year groups has had a positive impact on engagement, with parents reporting that it is easier to use and more useful than Tapestry (EYFS). 70% of parents signed up for MwP however the percentage of children completing tasks each week was less than 50%. Parental feedback has indicated that sometimes (particularly in Reception for higher attaining children) the tasks were too simple. Parents were invited to participate in MwP feedback forums in the summer term and this information was fed directly back. Engagement in home learning increased following changing from recorded lessons to zoom calls.</p>
<p>2021 - 2022</p>				
<p>2022 - 2023</p>				

PRIORITY 5: To continue to support the well-being of all pupils following covid-19 closures

Member of staff responsible: JT

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
1. Ensure pupils who require emotional, social and/or resilience support receive targeted interventions to ensure their well-being is nurtured effectively.	<p>CPD opportunities for staff to develop understanding of resilience and implications of Covid-19 on children</p> <p>CPD for teaching staff to develop knowledge of Zippy's friends programme.</p> <p>Children identified with additional SEMH needs</p> <p>Children with SEMH referred into ELSA/SEBDOS support intervention groups.</p>	<p>AJ</p> <p>JT</p> <p>CTs</p> <p>JT / AJ</p>	<p>July 2021</p> <p>Review: Oct 20 Dec 20 March 21 July 21</p>	<p>Staffing Zippy's Friends Zippy's Friends trainer SEBDOS ELSA ELSA Training Nurture Room</p>	<p>PSHE Learning Walks 3 Houses/SDQ qualitative/quantitative data SEBDOS/ELSA evaluations</p>	<p>Pupil feedback indicates they are happy in school. Low level behaviour incidents are rare. EYFS Children are making good progress in PSED.</p>
2. To ensure high attendance of PPG pupils.	<p>Breakfast club provision to be made for PPG pupils</p> <p>Additional Breakfast club support to be available, if required, for children with EHCPs to enable them to access successfully.</p> <p>Allow additional dedicated time to work with the families of PPG pupils to increase attendance percentages and improve punctuality.</p>	<p>AJ</p> <p>JT</p> <p>LA / KP</p>	<p>Ongoing: Nov 20 – July 21</p> <p>Ongoing: Sept 20 – July 21</p>	<p>Staffing: Breakfast Club Staffing: SEND support within breakfast club Staffing: Attendance</p>	<p>Number of children accessing Breakfast club</p> <p>Attendance Percentages and comparisons between terms</p>	<p>PPG Statutory attendance is at 96%+ by the end of 20/21 academic year. PPG Persistent absence at the end of the academic year is in line with the national figure or better (all pupils).</p>

PRIORITY 5: To continue to support the well-being of all pupils following covid-19 closures

Member of staff responsible: JT

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
3. To ensure children have access to the correct uniform.	Purchase jumper/cardigan/polo shirt/book bag with school logo for children eligible for PPG.	LA	July 2021	Uniform	Number of children accessing new uniform	All children have access to uniform with Logo

PRIORITY 5 – EVIDENCE OF IMPACT

2020 - 2021	<p>Objective 1: CPD completed Autumn 1 via Zippy’s friends external trainer. This meant staff delivering PSHE lessons were fully trained and understood the programme. Safeguarding training included CPD on resilience/implications of Covid-19. ELSA groups run during Autumn term and Summer term for targeted children. SEBDOS: 3 families referred to SEBDOS, 2 small groups sessions and 1 individual pupil support ran during the year – all were impacted due to Covid (either delayed start dates or interrupted due to self-isolation). Positive impact seen in all cases, despite these interruptions. All 3 family work cases have closed.</p>			<p>Objective 2: 9 children offered spaced in breakfast club in Autumn 2 – 7 accepted. Club then stopped for the remainder of the academic year. Attendance was high (96-100%) for 4 of the children. 3 children (siblings) attended less regularly and received further support from the attendance officer and SLT (in house early help).</p>			<p>Objective 3: 27 children received school uniform during 20-21 academic year.</p>		
2021 - 2022									
2022 - 2023									