



Shamblehurst Primary School - Pupil Premium Strategy 2020-2023 - This is a 3 strategy.

Date written: December 2020

First review for impact: May 2021 (the intent and implementations may be reviewed at this stage).

‘Building dreams, shaping futures, inspiring life-long learning’

“...every child has access to a learning environment that meets their needs, promotes feelings of safety, that encourages them and promotes the highest expectations and ambitions for all children” Mary Myatt

‘Every child should thrive in school not just survive’ Mark Rowland

Vision for disadvantage: At Shamblehurst Primary School we want all of our children to thrive, not just survive. It is for that reason that the needs of our disadvantaged children are at the forefront of everything we do. At Shamblehurst Primary School, we firmly believe that all children deserve the very best education regardless of background or need and that this is why pupil premium runs through our school like a stick of rock.

Our strategy at Shamblehurst Primary school is a three tiered approach (as recommended by the EEF, June 2019)

- High quality teaching and learning
- Targeted support through specific interventions linked to overcoming barriers in learning
 - Wider strategies to support pupils that experience socio- economic disadvantage.

Vision and Values:

Our Vision:

- ☒ To discover and realise the brilliance in everyone.
- ☒ To develop outstanding future global citizens who are confident, creative, independent life-long learners.
- ☒ To deliver outstanding teaching through an exciting curriculum, which expands all young peoples' capacity and appetite to learn.
- ☒ To provide a safe, stable and disciplined environment, within an ethos of respect, care and support that enables children to thrive academically, socially and personally.
- ☒ To create an irresistible learning environment for our community of learners.
- ☒ To equip children with the skills they need to lead happy, healthy and fulfilled lives.
- ☒ To develop and maintain strong, positive partnerships with parents and our community for the benefit of all children.

Our Values:

Our school is developing a Learning Community where:

- ☒ We believe that everybody can achieve and thrive;
- ☒ We take risks and build resilience by embracing challenge;
- ☒ We recognise that learning never stops;
- ☒ We are proud of our tolerant, diverse and respectful community;
- ☒ We act with integrity and recognise that we are all role models;
- ☒ We are accountable.

% of children achieved expected	Reading		55%	70%	70%	77%	50%
	Writing		82%	93%	90%	92%	69%
	Mathematics		64%	78%	78%	78%	63%
	Combined	75%	55%	68%	70%	70%	50%
% of children achieved above	Reading					32%	13%
	Writing					48%	25%
	Mathematics					35%	13%
	Combined					22%	0%

Disadvantaged pupil progress scores for 2018/ 2019	Score
Reading	-3.7
Writing	+2.86
Maths	-0.75

Priority Areas to improve educational achievement for students eligible for Pupil Premium funding at Shamblehurst Primary School in light of the COVID 19 crisis:

1. Improving attendance of students eligible for Pupil Premium funding – Attendance of disadvantaged students is below that of their peers. Persistent absence for disadvantaged students is higher than that of their peers. The gap is closing, and both attendance and persistent absence are improving, but further improvement is still required. Absence from school is a key barrier to educational progress as evidenced by our own school data, and national data on student outcomes.
2. Reading/language high quality curriculum and specifics on PP children Reading remains a high priority focus for our disadvantaged children. This is because without fluency and understanding the rest of the curriculum is harder to reach. We recognise that we need to build our disadvantaged children's language and vocabulary both in breadth and depth so they can become lifelong learners.
3. A robust and accurate assessment system needs to be embedded swiftly to assess pupil need so that they can be addressed and not a minute is wasted.

4. Disadvantaged pupils achieve at least in line with their peers both at ARE and GD at the end of KS.
5. Pupils have metacognitive strategies modelled to build self- regulation in learning so they have the transferable skills between the classroom and home. This will be paramount if we go into another Covid - 19 Lockdown. This will be build upon the Rosenshine principles.

In addition to these targets, the pupil premium grant is used to:

- Promote effective and confident skills in English and Maths, ensuring students who are below their age related expectation on entry are supported to catch up and keep up.
- Provide high quality pastoral, social and emotional support for students to promote equality of access to educational opportunity.
- Provide a carefully planned, rich and relevant curriculum, which engages students in learning, promotes success for all and provides a springboard for future education and employment.
- Support the aspirations of students to succeed in education and life and progress to further education and employment.

Monitoring and reviewing Shamblehurst Primary School Pupil Premium strategy:

Our work in relation to Pupil Premium Grant is reviewed on a termly basis to ensure it is having the intended impact in raising standards. We respond rapidly and make adjustments if particular strategies are not working as well as expected. The review and monitoring is carried out through student surveys, work sampling, data captures and lesson drop ins.

Adjustments are made to the Pupil Premium Strategy according to the impact of strategies on improving outcomes. We recognise the importance of evaluation and the need for this to be robust to ensure the approaches we are using are effective and represent good value for money.

The Pupil Premium Lead regularly uses the EEF to ensure that a research based approach is used to promote best practice and to ensure PPG is cost effective.

Key Challenges for Pupil Premium Pupils (linked to external and internal barriers for learning)

Tier 1 (teaching)

- Progress and attainment for some disadvantaged children, from their starting points, including in EYFS is limited especially in reading.
- Progress and attainment for some disadvantaged children who are in receipt of PPG is not as sustained and accelerated in comparison to some non disadvantaged pupils.
- For some pupils the gaps in their learning widen if they are not identified early enough or addressed accurately.
- Some pupils' gaps have significantly increased and their understanding of themselves as learners changed significantly due the Covid 19 outbreak and a sustained absence from education. Inconsistency in both the quality and level of support with home learning during Covid-19 has impacted on all.

Tier 2 (targeted academic support - interventions)

- Some children need specific, timely and targeted interventions to help them make sufficient progress towards meeting age related expectations and in some cases greater depth.
- Some pupils have gaps in their language and communication skills (both in terms of their expressive vocabulary and their conceptual understanding of key vocabulary in subjects), which impacts on the progress they make.
- Some pupils with SEND and who are in receipt of PPG do not make sufficient enough progress to meet age related expectations.

Tier 3 (wider strategies)

- Some pupils' attendance adversely affects their engagement, confidence, progress and attainment.
- Some pupils experience adverse emotional impact due to their personal circumstances.
- Some pupils need additional support with funding in order to access and engage with the wider curriculum offer.

School Strategy to overcome barriers. Allocation of funding and rationale. Links with SIP and priorities for disadvantaged pupils				
Desired outcome Chosen action/approach	Actions	Anticipated Impact	What is the evidence/rationale for this choice?	When and who will you review this implementation? Monitoring.
EEF Tier 1 Teaching				
The quality of teaching remains at least good in all areas.	<p>CPD focussed on Rosenshine’s principles of instruction in small working groups which pair expertise across the school.</p> <p>Pupil Premium Lead to deliver CPD on best practices for all and how this positively discriminates disadvantaged children.</p> <p>Pupil Premium Lead to send out weekly bulletins on key school headlines and signposting wider reading opportunities which will benefit disadvantaged pupils whilst improving teacher knowledge and in turn practise.</p> <p>Metacognitive strategies to</p>	<p>Teachers model their thinking and metacognitive strategies allowed to all pupils. Explaining their thinking and the choices that they are making.</p> <p>Teachers target their questioning and feedback initially to disadvantaged children to engage with learning and promote independent thinking.</p> <p>Teachers provide appropriate access strategies for all lessons which enable tasks to be accessed independently and reduce cognitive load.</p> <p>Teachers use flexible grouping, cutaways and pull</p>	<p>As research and recent school data shows, the quality of teaching impacts even more on disadvantaged children than non-disadvantaged.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF 2019 Guide to Pupil Premium).</p>	<p>Book Looks/Moderation which will look at all disadvantaged children against their non disadvantaged peers ensuring their are high expectations and high quality outcomes for all. (SLT and Year Group Teams)</p> <p>Learning Walks (SLT and coaching teams)</p> <p>Data Drops (all)</p> <p>Pupil conferencing</p> <p>Pupil Progress Meetings</p>

continue to be embedded and implemented in the context of Rosenshines principles. This will build on previous work from Let's Think English and the introduction to metacognition done by Pupil Premium lead previously.

Development and implementation of whole school pupil premium tracker.

Embedded and review new assessment system so that teachers are confident and accurate in their judgements.

backs at pivotal moments allowing for excellent progress for all within and across lessons.

Disadvantaged children's data will be in line or better than that of their non-disadvantaged peers.

Through the use of the PP Tracker teachers will have an enhanced and in depth overview of each PP child which will ensure all areas of their education are monitored and reviewed in order to maximise learning outcomes.

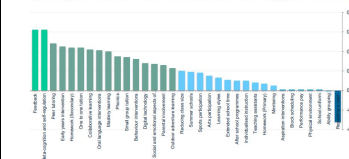
Teachers use assessment accurately to inform their practise ensuring that they are meeting the needs of ALL learners.

Teachers can confidently talk about their children and their next steps in learning.

Children know their targets and areas of development

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. (EEF 2019 Guide to Pupil Premium).

What happens in the classroom makes the biggest difference

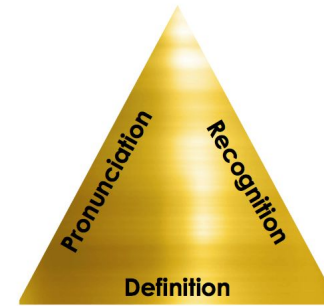


		and have ownership over these.		
Teachers are confident in using accurate and timely summative and formative assessment to identify gaps and next steps in learning.	<p>To establish and embed a new assessment system for reading and maths (Renaissance).</p> <p>All staff (Year 2-6) to be trained on how to administer the assessment system in order for the data to be accurate.</p> <p>All staff (Year 2-6) to be trained on how to use the reports produced to identify gaps in learning and provide accurate next steps and lesson foci.</p> <p>Train teachers to produce target groups, which have specific gaps, to focus teaching and cutaway/pullback effectively.</p> <p>SLT to forensically look at data and challenge every term to ensure that teaching is impacting on</p>	<p>Gaps in learning will be identified early, ensuring early intervention for our disadvantaged pupils.</p> <p>Staff will be confident at forensically looking at and challenging their own data to ensure what they are delivering in their lessons matches the needs of ALL their learners.</p> <p>Assessments will ensure that ALL pupils are challenged and supported in the correct areas.</p> <p>Assessment will show good progress data for disadvantaged children from their starting points.</p> <p>% of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes and eventually exceeding them.</p>	<p>It is important that performance data for disadvantaged pupils is shared and understood across the school.</p> <p>Information about how well disadvantaged pupils are doing across school, in subjects, in attendance and other key outcomes should be understood by all teaching and learning staff.</p> <p>Assessment needs to be timely and meaningful with clear actions. Through monitoring, it was apparent that our assessment system was not meeting the needs of our disadvantaged children as their next steps were hard to track and sometimes internal data was inaccurate compared to the end of KS outcomes.</p> <p>Summative data need to be consistent and meaningful</p>	<p>KE to lead on implementing, embedding and reviewing the renaissance assessment system.</p> <p>KE to lead on implementing and embedding PP tracking system.</p> <p>SLT and subject leads to attend all training so that they can effectively scrutinise data.</p> <p>SLT disseminate training to their teams.</p> <p>Teachers update pupil premium tracker with accurate data and information on what is being implemented in the class to meet the emotional and learning needs of the pupils.</p>

	<p>learning. Helpful next steps and support to be put in place where needed.</p> <p>SLT to research, review, update and implement feedback and assessment policy based upon live feedback/conferencing and our new assessment system.</p> <p>Models of good practice, where data has been used effectively to drive progress will be shared across the school in learning teams and by SLT.</p> <p>Pupil Premium Tracker to be by all staff to show where children are in their learning, what their gaps are and how resources are being deployed to accelerate progress from their starting points.</p> <p>Covid 19 - embed the assessment system so that gaps and attainment are quickly identified for our disadvantaged children. If</p>	<p>Disadvantaged pupils will make the necessary or better progress against their own entry starting points.</p> <p>Disadvantaged pupils will receive timely in lesson formative feedback to ensure that not a minute is wasted.</p> <p>Year 6 achieve 90% ARE in reading – currently 78% and 45% greater depth with disadvantaged children without SEND being inline. This will be reviewed depending on the cohort.</p> <p>Year 3-5 achieve 80% ARE in reading and 30% greater depth, with disadvantaged children without SEND being in line. This data however will be reviewed every time pupil progress meetings are held.</p>	<p>across the school for disadvantaged children, so funding could be correctly targeted.</p> <p>Mar Rowland stated ‘assessment not assumptions’. Accurate assessment drives our next steps we cannot assume because our children are disadvantaged that they have not been successful in home learning nor can we assume that they have.</p>	
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	<p>schools go into lockdown again. Renaissance is to be used on return to see if children's progress has been adversely affected.</p>			
<p>Improving reading by responding and removing the barriers related to language and vocabulary.</p>	<p>Guided reading sessions in KS2 to continue to focus on developing Tier 2 vocabulary by following the 5 key steps which have been introduced by the English lead in the school.</p> <p>Whole school CPD on Renaissance package to track the reading progress of Year 2 -6 – early focus on Pupil premium children</p> <p>Teachers and support staff are shown how to analyse their reading data using our new assessment tool in order to quickly and readily identify those children being disadvantaged by gaps in their language development and understanding.</p> <p>Language development needs to be picked up on as</p>	<p>EYFS data indicates that 80% of children achieve the early learning goal in reading – these children are all on yellow books.</p> <p>Renaissance data shows that children have made very good progress from their starting points – particularly focus on disadvantaged (years 2-6) in reading and maths.</p> <p>Renaissance data shows that vocabulary is an area of strength for disadvantaged pupils rather than an area of development.</p> <p>Disadvantaged children achieve at least in line with their peers and go on to exceed them.</p>	<p>Our approach is a collective drive to engage with the evidence of the EEF and decide upon approaches to accelerate the progress of disadvantaged pupils.</p> <p>School based evidence. Year on year, internal data has shown that the gap between disadvantaged and non disadvantaged has been hard to move. This starts in Year R.</p> <p>Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy) we have decided to prioritise responding to the barriers relating to vocabulary. This was also identified by our speech link program and our new assessment tool.</p> <p>The language gap is one of</p>	<p>All staff to lead on the progress of disadvantaged children in reading.</p> <p>Support staff to be used to facilitate teaching targeted groups within lessons.</p> <p>EYFS stage to have a designated member of staff who helps to facilitate accelerated outcomes for PP children.</p> <p>SLT and English lead to monitor the progress of disadvantaged children in reading from their starting points.</p>

	<p>a key priority. Is our teaching of language making a difference?</p> <p>Language rich environment enables children to apply their developing phonological knowledge within the environment.</p> <p>Disadvantaged children are heard to read as a matter of priority. All year groups have additional adult support to facilitate this. Continue to use the Speech link early on to identify needs in Year R on entry.</p> <p>Year R to have a member of staff targeted towards disadvantaged pupils to ensure that early gaps are closed and do not widen. Disadvantaged children within EYFS read daily to an adult to instil a love of books, develop reading habits and apply phonological skills within context.</p>		<p>the key causes of educational disadvantage. It is important that all pupils have access to a knowledge rich, language rich curriculum, with structured classroom discussion and talk that builds confidence and understanding, creating self regulating, independent learners. Research evidence suggests children from less fortunate backgrounds hear fewer words compared with their more fortunate peers in their crucial early years.</p> <p>Vocabulary at aged five: There is a 27% gap between the lowest income quintile and the highest. If this gap is not addressed then it widens. • The lowest quintile are 16% more likely to have conduct problems compared to the highest quintile. • The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile.</p>	
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David Didau

In order to comprehend a text we need to know an estimated 95% of its vocabulary.

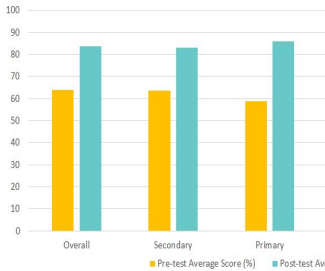
'If we want to make sure pupils learn this vocabulary we should concentrate on the 'golden triangle' of recognition, pronunciation and

definition.<https://learningspy.co.uk/literacy/closing-language-gap-building-vocabulary/>

School Strategy to overcome barriers. Allocation of funding and rationale. Links with SIP and priorities for disadvantaged pupils				
Desired outcome Chosen action/approach	Actions	Anticipated Impact	What is the evidence/rationale for this choice?	When and who will you review this implementation? Monitoring.
EEF Tier 2 targeted academic support (interventions)				
to support and improve the outcomes of disadvantaged children in reading - with a specific focus on language and vocabulary development	<p>EYFS to have an additional adult to increase capacity and ensure that reading and language development are a focus.</p> <p>EYFS to participate, implement then embed the NELI program. Shamblehurst Primary school will participate in the EEF and DFE research project with Nuffield Early Language Intervention (NELI). At least 2 members of the team will be trained to deliver this intervention. The full time TA who is in EYFS will form part of this group.</p> <p>Through the participation and then implementation of the NELI programme disadvantaged children will be regularly assessed and</p>	<p>The 20 week NELI will develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.</p> <p>There will be improved outcomes for our disadvantaged children in reading the EYFS stage. These children will achieve at least in line with their non-disadvantaged peers. The gap will be closed early and not widened due to the timely interventions, forensic monitoring and high expectations.</p>	<p>DFE - 'NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.'</p> <p>Internal school data in the EYFS stage has shown that our disadvantaged pupils do not attain as well in reading as their non-disadvantaged peers. Therefore a new approach,</p>	<p>EYFS Lead and Teachers/Support staff assigned to the NELI training.</p> <p>NELI Programme Pupil Premium Lead to work alongside the EYFS stage to implement, embed and evaluate the NELI intervention program.</p> <p>January 2021 update *During the second Covid Lockdown staff training will still continue. All assessment has now been moved accordingly and will begin later in the academic year.</p>

	<p>their progress scrutinised. This will feed whole school EYFS data.</p> <p>Scripted individual and small-group language activities will be delivered by trained teaching assistants (TAs), to children identified as being in need of targeted language support.</p> <p>In KS2 Pupil Premium lead to implement, embedded and evaluate the BEDRock vocabulary program.</p> <p>Pupil Premium Lead will scrutinise KS2 data and identify children who are disadvantaged by their language understanding in their renaissance assessments.</p> <p>Disadvantaged Pupils to attend an online intervention program 3 times a week (this can also be done remotely through Covid school partial closures).</p> <p>Data to be scrutinised by Pupil Premium Lead and shared with teachers to ensure children are making progress.</p>	<p>Disadvantaged children will make rapid progress against their speech link data and this will be sustained beyond the EYFS years. This gap will not appear or widen.</p> <p>It is clear that disadvantaged children have made better than average progress in reading and specifically vocabulary and language areas through Renaissance tracking, and through monitoring of books and pupil conferencing.</p> <p>Bedrock data shows that children are making better than average progress.</p> <p>The gap between disadvantaged children and non- disadvantaged is closed and disadvantaged</p>	<p>based in EEF research will be embedded and used alongside our current good practise of identifying early language and speech problems.</p> <p>In school data collected and collated since September 2020 shows that most of our children who do make the required progress in reading have language as an area of underachievement.</p> <p>Research suggests that by the age of 5, children from low income households are over a year behind in vocabulary compared to children from high income households. Unfortunately, this 'word gap' does not narrow with time; it only</p>	<p>Pupil Premium Lead at every data drop will report the progress to the head teacher and teachers.</p> <p>Pupil Premium Lead to write an impact statement of this intervention to review and roll out further in year 2 and judge whether the progress seen is value for money.</p>
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		children achieve in line with their peers or exceed them.	widens. Jennings 2018 (Vocabulary Ninja) E.D. Hirsch (2006: 12) supports Stanovich's (1986) argument: "[i]n vocabulary acquisition, a small early advantage grows into a much bigger one unless we intervene very intelligently to help the disadvantaged student learn words at an accelerated rate." As Biemiller (2003: 324) aptly puts it, "If we are serious about increasing standards and bringing a greater proportion of school children to high levels of academic accomplishments, we cannot leave vocabulary development to parents, chance and highly motivated reading."	
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			<p>Who progresses on Bedroo</p>  <table border="1"> <caption>Who progresses on Bedroo - Average Scores (%)</caption> <thead> <tr> <th>Group</th> <th>Pre-test Average Score (%)</th> <th>Post-test Average Score (%)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>63</td> <td>83</td> </tr> <tr> <td>Secondary</td> <td>63</td> <td>83</td> </tr> <tr> <td>Primary</td> <td>59</td> <td>85</td> </tr> </tbody> </table>	Group	Pre-test Average Score (%)	Post-test Average Score (%)	Overall	63	83	Secondary	63	83	Primary	59	85	
Group	Pre-test Average Score (%)	Post-test Average Score (%)														
Overall	63	83														
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<p>To provide accurate and timely interventions based on an equitable and accurate assessment data.</p>	<p>Teachers will use the grouping reports on renaissance to establish intervention groups with clear next step targets in reading and maths.</p> <p>Teaching assistants will support teachers to deliver the bespoke group next steps which the children need to work on for reading and maths.</p> <p>Interventions will be reviewed regularly against these targets to ensure rapid progress is being made and that the gap for</p>	<p>Gaps in learning will be identified early, ensuring early intervention for our disadvantaged pupils.</p> <p>Interventions are consistent with, and extend, the work inside the classroom and pupils understand the links between them.</p> <p>Teachers will be confident at forensically looking at and challenging their own interventions and able to report the impact of these across their year group.</p> <p>Assessment will show good</p>	<p>Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of TA's.</p> <p>Interventions in school need to show impact on progress. This needs to correlate with more disadvantaged children achieving in line with their peers.</p>	<p>Teachers to monitor the impacts of the interventions on their data. Is this the right intervention for this child? Is it making a difference? - use data and pupil progress meetings to discuss.</p> <p>SLT to hold pupil progress meetings where disadvantaged pupil's interventions are scrutinised to ensure they have an impact and are value for money.</p> <p>SEND and PP lead to work together to evaluate</p>												

	<p>disadvantaged children is being closed.</p> <p>Interventions will be in addition to first quality teaching in class not instead of.</p> <p>All interventions and progress for pupil premium children to be placed on the PP tracker in order to evaluate the effectiveness of the intervention.</p> <p>Training delivered to do TA's on: Paired reading Maths boards Toe by Toe 123 High Freq Precision teaching Phonics – letters and Sounds Talk Boost</p>	<p>progress data for disadvantaged children from their starting points.</p> <p>% of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes and eventually exceeding them.</p> <p>Disadvantaged pupils will make the necessary or better progress against their own entry starting points.</p>		<p>progress of PP and SEND children. Which interventions are worth more investment? Which shows more value for money?</p> <p>Pupil Premium Lead to ensure that the interventions which are in place are meeting the needs of disadvantaged children through the PP Tracker.</p>
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School Strategy to overcome barriers. Allocation of funding and rationale. Links with SIP and priorities for disadvantaged pupils				
Desired outcome Chosen action/approach	Actions	Anticipated Impact	What is the evidence/rationale for this choice?	When and who will you review this implementation? Monitoring.
EEF Tier 3 - wider strategies				
Pupils and families continue to engage positively with the school and to be offered timely support.	<p>FSW to liaise with vulnerable families to offer support and direct to other support networks if and when needed.</p> <p>ELSA support to continue to meet the needs of pupils and their families who feel that their emotional needs need to be met. This will involve working with both parents and children in order to ensure that there is a shared objective for all.</p> <p>Teachers work quickly to form relationships with their parents and families in order to identify where the school can help support. Early Years teachers build a rapid report with new children and their families</p>	<p>Families within the school community enrol and embrace the family links programme. Children within school have developing self-esteem and their assessments reflect this.</p> <p>PP children in the early years are identified quickly, alongside those who are additionally vulnerable.</p>	67/113 (59%) of children who are PP are also currently being monitored on CPOMS under the following headings Cause for Concern, Child Protection and Safeguarding. End of Autumn 2020.	Sarah Curry and PP Lead

	<p>and offer PP support to those who they have identified as needing it.</p> <p>ELSA to update PP Tracker to show those children and families who are currently receiving support.</p>			
<p>Disadvantaged pupils attend well and are at least in line with their non disadvantaged peers or are at least above 96%</p>	<p>Attendance monitoring continues with a regard to local lock down and Covid pandemic</p> <p>Bespoke packages put in place to support very vulnerable families – with earlier start times etc.</p> <p>PP Tracker to be updated with key attendance data every half term.</p>	<p>Attendance continues to show improvements.</p> <p>Attendance for disadvantaged pupils is at least in line with their non-disadvantaged peers.</p> <p>Persistent absences decline.</p>	<p>Rates of absence continue to be an area of focus for the school as disadvantaged children's attendance is not yet in line with non-disadvantaged peers.</p>	<p>AJ and PP Lead</p>
<p>To ensure that children who are struggling to regulate their behaviour and/ or have social and emotional or communication needs, are taught transferable skills that enable them to better access life within the</p>	<p>Introduction and implementation of NOLA, led by Forest school lead and supported by SEND team.</p> <p>NOLA provides evidence of development in three areas – self ,others and the environment. It assists</p>	<p>NOLA will enable disadvantaged learners to develop in three key areas.</p> <p>Development of self, others and the environment.</p> <p>Children will develop high levels of motivation, self</p>	<p>This approach aims to develop the whole child. It will be used to enable our disadvantaged children to learn life long lessons and skills which they will be able to apply in the wider world and within school. In school we have children who need to have their SEMH needs</p>	<p>KR</p> <p>SEND Team</p>

<p>classroom. This will then have a positive impact on their learning behaviours and outcomes.</p>	<p>learners to develop high levels of motivation, esteem, skills, knowledge and a desire to learn and puts personal development at the heart of outdoor learning.</p> <p>The NOLA group will consist of: Children who have an EHCP or be in the process of applying for EHCP. Children who are in receipt of the PP. Children who are currently supported by Children’s Services or PBS.</p> <p>PPG children participating in NOLA to be tracked on PP Tracker.</p>	<p>esteem, knowledge of themselves.</p> <p>Children will develop desire to learn and this will be reflected in the classroom.</p> <p>Children will understand themselves as learners and be able to use self-assessment, through reflective practise which they will be able to take forward into life.</p>	<p>addressed as much as their academic. Outdoor learning can help build social, cultural and nature connection. Modelling, mentoring and local champions are all helpful with this, especially where families lack confidence in how to enable outdoor play and learning. Identity, self-awareness and character may all be supported by defining ‘self’ in the context of the natural environment and in relation to others. However, creating opportunities for this to happen cannot be prescriptive due to varying pace of personal development and social and physical and cultural contexts. Supporting a young person to achieve a sustainable, healthy (physical & mental) and self-led relationship with nature also needs to pay attention to experiential learning and reflective capability, not just variety of activity and location.</p>	
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<p>To reduce financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress within learning.</p>	<p>Financial support with trips, in house events, residential and participation in extracurricular activities.</p> <p>In addition, support with uniform and kit so that PP children have equality of opportunity.</p> <p>Support for breakfast and after-school club if needed.</p>	<p>Disadvantaged children will have bespoke spending recorded on their personal tracker page.</p> <p>Regular liaison with parents. Targeted in some cases to ensure disadvantaged children are given access to all extra-curricular opportunities as their peers.</p>	<p>To provided disadvantaged children with enrichment opportunities and allow them to fully participate in our engaging curriculum and improve their cultural capital.</p>	
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FOR EVALUATIONS OF IMPACT PLEASE SEE APPENDIX 2

- Evidence to measure impact of these aims to include: monitoring feedback from triangulation of evidence, Renaissance scores/assessment scores, pupil progress review/Learning reviews, evaluations / evidence seen of application of these sessions, pupil conferencing, pupil surveys, End of Key Stage assessments, mentoring/coaching sessions between subject leads and staff, transition feedback (schools, parents and pupils).
- Evidence to measure impact of these aims could include:
- Attendance records, attendance action document, pupil conferencing, pupils surveys.