

Pupil Premium Strategy Statement – Tintagel Primary School 2020-2021

1. Summary information

School	Tintagel Primary School				
Academic Year	2020-2021	Total PP budget	£21,175	Date of most recent PP Review	September
Total number of pupils	93	Number of pupils eligible for PP	X20 22%	Date for next internal review of this strategy	May 2021

2. Current attainment

	Y6 pupils eligible for PP (your academy) X7 total in Yr 6 cohort	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	No data available due to Covid-19 school closures in 2020	No data available due to Covid-19 school closures in 2020
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading		
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing		
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths		

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

In-school barriers (issues to be addressed in school)

A.	<p>Recovery Plan as core priority. Particularly for those children for whom the advantage gap has widened.</p> <p>KS1 priority Linked to baseline assessment conducted across KS1 in Autumn 1. Evidence of low starting points compounded by 6 months of lost momentum and contextual barriers to online learning– the widening of the gap in phonics, early reading accuracy and fluency as well as vocabulary development is most marked in KS1. Priority target group - Years 1 and 2.</p> <p>KS2 Priority Linked to baseline assessment data in KS2 Autumn 1 – children bridging from KS1 to KS2 who have not achieved reading fluency – compounded by 6 months of lost momentum and inconsistent online engagement during school closure. Priority Target group – Years 5 and 6</p>
B.	<p>Economic challenges in our school community are high. 2019-2020 IMD/IDACI scores indicate that deprivation factors around Tintagel show 74% pupils being in 30% most deprived social context of small areas in England</p> <p>Families in Tintagel are largely in employment linked to Tourism but for many employment is seasonal and wages are low. For this reason, families can be close to subsistence – particularly during off season times of the year. This impacts emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support. This was especially true during the lockdown period if parents were working from home with limited access to online resources.</p>

C.	<p>A significant proportion of PP pupils do not yet have the capacity to own the learning process and be independent. This is a key area of development across all abilities and is a signifier of low self-image/self-esteem. (Results from our 2019 SHEU anonymous survey support this contextual factor with 44% of pupils identifying medium to low self-esteem)</p> <p>Recovery Plan as a core priority</p> <p>We are aware that the most vulnerable learners in all phases are those with challenging behaviours, poor self-efficacy and limited engagement for online learning from home. These children have returned to school with fragile self-esteem and poor self-efficacy. Staff recognise that these are fundamental prerequisites for learning and so the emotional resilience of learners needs to be a core element of our response to school closure and our recovery plan in the short and long term.</p>
External barriers <i>(issues which also require action outside school)</i>	
D.	<p>Poor attendance is an additional barrier which compounds the underachievement of many of our most vulnerable learners. A significant number of our pupils have to contend with high mobility through housing issues. For a small number, continuity of provision in one school is critical, following high levels of mobility from one educational setting to another.</p> <p>Poor access to our digital learning offer (particularly during the event of school closure) is now a critical issue in ensuring equity of provision for our most vulnerable learners and ensuring that the advantage gap does not continue to widen.</p>
4. Desired outcomes	
	<p><i>Desired outcomes and how they will be measured</i></p>
A.	<p>Phonics and Reading</p> <p>To secure the highly skilled and consistent deployment of the RWI phonics programme across EYFS and into KS1 so that children achieve early fluency in reading.</p> <p>To deploy the strategically targeted RWI Fresh Start programme for pupils in KS2 who have lost momentum of progress/not yet achieved Reading fluency so that their reading capacity is unlocked, and they can access the wider curriculum. (The critical transition in KS2 from learning to read to reading to learn).</p> <p>To ensure increased momentum and quality of language acquisition in all classes – but particularly in Reception and Key Stage 1.</p> <p>To secure accelerated progress in the fundamental skills of Phonics, Reading and early Writing development. Phonic Screening outcomes are at least in line with National and KS1 outcomes for Reading and Writing are consistently above 75%</p> <p>To ensure vocabulary is enhanced in KS2 and outcomes for Reading at KS2 are at least in line with National. Those children working below Expected cross the threshold to meet age related expectations by the end of KS2.</p> <p><i>Success criteria</i></p> <p>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke, layered support to enhance oracy, boost phonic awareness and apply these to the Reading ELG. The gap closes rapidly due to the skilled deployment of the RWI phonics programme.</p> <p>As pupils transfer to KS1, the focus continues in order to ensure vulnerable children achieve Expected in line with their non – Pupil Premium peers. Read Write Inc provision is a significant factor in accelerating progress in phonics, accuracy and fluency in Reading so that the advantage gap closes.</p> <p>In KS2, Reading and Writing outcomes at EXS and GDS are consistently strong so that the gap between disadvantaged and non-disadvantaged children closes.</p> <p>Across all phases, pupils are empowered to own and use language specifically linked to subject knowledge but also the language of ‘learning’ and the language which frames emotional intelligence so that they can articulate their understanding both academically and emotionally.</p>

<p>B.</p>	<p>Emotional Resilience All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>Trauma Informed approaches are deployed across the school and layered in response to whole class and individual diagnostic assessments.</p> <p>The most vulnerable pupils receive bespoke, closely monitored support with social and emotional development. As a result, highly vulnerable pupils develop resilience, sustain learning and achieve success.</p>	<p>Challenging behaviour and incidences of dysregulation arising from pupils in crisis due to anxiety and mental health issues, decreases. Those who present with multiple vulnerabilities receive high quality, consistent provision which addresses their needs.</p> <p>Children with Adverse Childhood Experiences (ACEs) receive timely and bespoke Wave 2 and 3 Trauma Informed Schools provision which compliments the whole school culture of care and nurture. Where appropriate, they are supported by external agencies.</p>
<p>C.</p>	<p>Metacognition and self-efficacy Children are active learners with high aspirations. They own the language of learning skills (metacognition) and have a growth mindset. This enables them to drive their own progress against models of excellence. They achieve highly and are empowered.</p> <p>Staff receive high quality professional development linked to evidence-based research on metacognition and teaching and learning pedagogy at a national level. They confidently and consistently drive learning processes which maximise pupil efficacy and secure strong outcomes for even the most vulnerable pupils.</p>	<p>The science of Teaching and Learning is high on the school's agenda and permeates through multiple professional development opportunities for staff.</p> <p>Staff consistently deploy methods which enable and empower pupils to secure knowledge and transfer it to long term memory.</p> <p>There is a shared language which frames 8 key dispositions for learning. Pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning.</p> <p>High quality opportunities for focused feedback ensure that pupils have a clear grasp of progress against aspirational models and are able to demonstrate their understanding to teaching staff through 'visible learning' opportunities.</p> <p>Pupils reflect on their learning process as well as their outcomes and demonstrate increasing self- efficacy.</p>
<p>D.</p>	<p>Entitlement to learn. Increased attendance rates for all learners – but particularly those with vulnerabilities - are recognised as an entitlement to learn and to build confidence through consistency of attendance.</p> <p>For any incidence of school closure, pupils' learning is sustained through the provision of an accessible and meaningful Digital School Offer where virtual learning sits alongside 'in-class' provision. Children disadvantaged by lack of access to online learning are supported and enabled.</p>	<p>Attendance figures for all children – but with a particular focus on vulnerable learners, are greatly improved and are stabilised at 95%. Parents understand the impact of lateness and persistent absence. They support the school's drive to ensure pupils achieve their entitlement. Pupils attend school and are safe.</p> <p>In the event that children cannot attend school, there is a layered school offer to mitigate the risk of lost learning and ensure that pupils remain on track with support from teaching staff. Parents feel supported in engaging their children.</p>

5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.Improved phonics and oral language skills Reception and KS1 facilitated by a designated Reading Lead employed 0.2	<p>The embedding and refinement of Read Write Inc phonics as a systematic, highly quality approach to phonics, blending and vocabulary development.</p> <p>Following the purchase of resources match funded by the English Hub and initial staff training externally, funding for regular release to disseminate best practice within school.</p> <p>Reading Lead to coach and refine practice –both Wave 1 and for those deploying strategically targeted intervention across all priority year groups.</p>	<p>EEF Phonics development – moderate impact for low cost – extensive research +4</p> <p>Peer tutoring moderate impact for very low cost – extensive research +5</p> <p>KS1 scenario</p> <p>Evidence-based research linked to RWI phonics programme and existing Wave 1 provision. This is about extension and depth of existing provision and has strong potential to be sustainable and impact on Reading achievement over time.</p> <p>Pupils are assessed and streamed to focus high quality phonic provision and target gaps. Groups are fluid to allow for rapid momentum of progress.</p> <p>Daily catch up interventions deployed for an integrated, layered approach.</p>	<p>Building on the purchase of high-quality resources (these to include matched Book Bag books for reading at home) and training provided by Ruth Miskin – KS1 initially, then all staff - further bespoke training deployed for the newly designated RWI Reading Lead.</p> <p>English Hub funded support will enable sustainable development through the release and incremental coaching of all teaching staff and TAs.</p> <p>Designated Reading lead to liaise with SLT and design and implement programme of CPD for staff</p>	<p>Strategic Partner and Head of School</p> <p>English Lead</p> <p>Reading Lead</p> <p>Ongoing training and release for teachers delivered by Reading Lead.</p> <p>Costed separately through the Recovery Plan funding</p>	<p>January 2021</p> <p>March 2021</p> <p>July 2021</p>

<p>2. Accelerated progress in Reading and Writing for KS1 pupils</p> <p>Increased proportions of pupils achieving Expected at end of each key stage</p>	<p>The further implementation of robust Reading provision at KS1 with a focus on sound blending into accuracy and fluency. This supported by RWI phonic books and Book Bag books which are forensically matched to phonic phases.</p> <p>This provision also supported/balanced by high quality picture books to share and promote a love of reading.</p>	<p>Review of progress of lower achieving/vulnerable pupils in Yr 1 and 2 indicates that they have phonic gaps due to school closure and are unable to apply basic skills in phonics with confidence and consistency.</p> <p>This lack of automaticity impacts on early Reading progress and writing skills.</p> <p>SLT identified a need for absolute match of Reading books to phonic phases in order to track application of phonics and build accuracy and fluency with increased confidence/momentum.</p>	<p>This is a whole school priority and is a Performance Management objective for all teaching staff.</p> <p>Key members of staff will lead the implementation and ensure that there are milestones to be achieved at key intervals.</p> <p>A designated Reading Lead will ensure that pupils are assessed frequently and regrouped to maximise progress. The quality of provision will be monitored through lesson observation, pupil outcomes and pupil voice.</p>	<p>Strategic Partner and Head of School English Lead</p> <p>Designated Reading Lead</p> <p>Costed separately through Recovery Plan funding</p>	<p>January 2021 March 2021 July 2021</p>
<p>3. The deeper refinement of our Enquiry-Led, knowledge enhanced curriculum which is tailored to the needs of our pupils.</p>	<p>Through carefully sequenced, meaningful learning opportunities which are embedded in context, children will be engaged in deep and rich experiences. These will enable them to transfer knowledge to long term memory increasingly effectively so that core knowledge and understanding of themselves and the world they live in is embedded over time.</p> <p>All learning will be driven by aspirational language and vocabulary development will be at the core of each lesson.</p>	<p>Through ongoing observation, SLT and teaching staff have identified a decline in fundamental vocabulary as children transfer into school.</p> <p>The school recognises the impact of the 'vocabulary gap' as a cap on the potential of all children, but most especially those who may be experiencing social disadvantage.</p> <p>Vocabulary is not only linked to cultural capital, but also cognitive ability. Children need words in order to shape thoughts and meaning about the world and themselves in it. We recognise language acquisition as a tool for emotional wellbeing, and a fundamental pre-requisite for forming effective relationships. This will drive our full spectrum Curriculum.</p>	<p>This is a whole school priority and is a Performance Management objective for all teaching staff.</p> <p>Key members of staff will lead the implementation and ensure that there are milestones to be achieved at key intervals.</p> <p>There will be a focus on the lowest achieving 20% of pupils in all monitoring scenarios – this to ensure equity for disadvantaged/SEN pupils and all children with barriers to learning/vulnerabilities.</p>	<p>Senior Head of School and Head of School</p> <p>Subject leads All teachers. All TAs</p> <p>Curriculum Planning release and Pedagogical Development £1534</p>	<p>January 2021 March 2021 July 2021</p>

4.To ensure our children have aspirational and inspirational opportunities to develop and apply language skills.	Through ongoing affiliation with the Royal Shakespeare Company schools project in liaison with Treviglas College. Our school continues to adopt 'ensemble' approaches to collaborative learning through performance. Pupils of all abilities but with a focus on high achieving PP children, perform on stage at Falmouth university	SLT recognise that higher achieving PP children need inspirational opportunities linked to higher education and wider national initiatives as a catalyst to build confidence and motivate them to achieve highly. There is ongoing evidence from past projects that ensemble work builds capacity to collaborate effectively and engage as a learner, regardless of starting points.	Through trained lead teachers, children will be prepared for the performance project at Falmouth. Through the dissemination of best practice, drama, vocabulary development techniques and ensemble work, will be cascaded to all teaching staff. There will be a focus on acquisition of high quality language and ensemble work during lesson observations/work scrutinies.	SHoS HoS English Lead Miranda Murray as designated RSC teacher Royal Shakespeare Company Affiliation and Supply Release £550	Through triangulation of lesson observation/ work scrutiny and pupil voice outcomes – ongoing throughout the year and across the curriculum. Performance outcomes both external and internal.
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Total budgeted cost £2084

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Improved Phonics outcomes linked to Reading and Writing at Yr 1 and KS1. The closing of the advantage gap. Children make significant progress from their baselines and are back on track by end of year	Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced teachers and TAs.	EEF Reading fluency and comprehension strategies high impact for low cost – extensive research +6 Initial baseline data across EYFS and KS1 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge. Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency	Timetables are orchestrated so that small group/1:1 interventions enhance Quality First teaching rather than detract from it.	Senior Head of School and Head of School RWI Reading Lead Class teachers See cost of Reading Lead	Ongoing and reviewed X6 weekly by Reading Lead X6 yearly through pupil progress meetings with SLT

<p>Improved Reading outcomes at KS2.</p> <p>The deployment of the RWI Fresh Start programme in order to address lack of fluency and progress in Reading at KS2.</p> <p>Children make significant progress from their baselines and are back on track by end of Year.</p>	<p>Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced teachers/HLTAs.</p>	<p>Initial baseline data across KS2 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge.</p> <p>Assessment has identified individual children and profiled them into groups so that the programme can be deployed effectively.</p> <p>Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency.</p>	<p>Timetables are orchestrated so that small group/1:1 interventions enhance Quality First teaching rather than detract from it.</p>	<p>Senior Head of School and Head of School</p> <p>RWI Reading Lead</p> <p>Class teachers</p> <p>Purchase of Fresh Start resources £1205</p>	<p>Ongoing and reviewed X6 weekly by Reading Lead</p> <p>X6 yearly through pupil progress meetings with SLT</p>
<p>Increased proportions of pupils achieving Expected at end of each key stage.</p> <p>Refinement of Teaching and Learning Pedagogy.</p>	<p>Consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.</p> <p>Whole staff training linked to metacognition and evidence-based research. Strategies used to engage pupils and give them ownership of learning process.</p> <p>The role of questioning as a driver for pupil to pupil and pupil to teacher feedback, is developed through teaching and learning pedagogy.</p>	<p>EEF Metacognition and feedback - high impact and low cost based on extensive evidence +7</p> <p>A number of pupils remain passive and lack independent learning strategies. They do not respond to marking feedback. The SLT are driving significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study around effective feedback.</p>	<p>SLT will ensure that this strand of development of Teaching and Learning is central to the School Improvement Plan and a core element of teaching and learning pedagogy for all staff – including TAs.</p> <p>Termly training focuses linked to action research in cohort teams will drip feed each element with milestones for review. It will be monitored through peer to peer lesson study and whole staff monitoring such as learning walks, book looks and pupil voice captures. Staff will be released for peer to peer observations and lesson design.</p>	<p>SLT All teachers in cohort groups.</p> <p>No additional cost</p>	<p>Ongoing linked to milestones throughout the year</p>

Total budgeted cost £1205

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>The provision of a specialist TIS lead practitioner drives whole school and bespoke social and emotional support matched to cohort, small group and individual need.</p> <p>The high prioritisation of Health and Wellbeing Leadership designated to SLT member</p>	<p>Wave 1: All staff to receive ongoing TISUK training which builds on previous training linked to brain development and Thrive approaches which support pupils with poor wellbeing/low resilience/challenging behaviour as a result of contextual issues/emotional and social needs.</p> <p>Wave 1, 2 and 3: A proportion of the SENDco/Lead TIS practitioner's salary will be set against PP Funding in order to secure effective Intent and Implementation for wellbeing across the school. The outcome of this role will be to link Relationships Education for all to TIS provision.</p> <p>Health and Wellbeing as a core entitlement will be led by the HoS and implemented across Wave 1 provision (PE leadership time) and through lunchtime and afterschool enrichment including Wave 2 and 3 bespoke packages.</p>	<p>Reference IMD for deprivation factors in local context. This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support.</p> <p>There is significant research into the impact of trauma on brain development in formative years which suggests that new templates for learning and wellbeing need to be laid down by highly trained practitioners in order to redirect behaviour responses.</p> <p>Pupils returning from Covid-19 school closure are exhibiting evidence of sedentary lifestyles. They lack personal drive and resilience. This will be an aspect of wellbeing driven through our sports provision and a healthy active lifestyles focus.</p> <p>In order for high quality provision to be sustainable, it must be tied into the whole school context so that pupils have meaningful, 'safe' opportunities to develop their skills and build their resilience in multiple opportunities.</p>	<p>Key member of staff trained as lead practitioner (SENDco)</p> <p>Health and Wellbeing Curriculum leadership as a proportion of HoS salary</p> <p>A proportion of each salary to be set against PP Funding to support emotional wellbeing provision.</p> <p>Key practitioners support staff to conduct Motional Baseline assessments in cohorts but also individually alongside parents which profile the whole child. This enables staff to strategically deploy reparative intervention sessions.</p> <p>In some circumstances external agencies are used for specific cases i.e. Dreadnought, CLEAR and Penhaligan's Friends</p>	<p>SLT SENDco</p> <p>SENDco/Lead Tis Practitioner 0.2 allocation £11,266</p> <p>Health and Wellbeing both Curriculum and Lunchtime provision – HoS salary allocation £6,859</p>	<p>Termly through the Care and Guidance team meetings</p> <p>Through short term assessments linked to bespoke provision.</p> <p>Motional screening assessments conducted whole school X2 annually but more regularly following targeted intervention</p> <p>Through curriculum monitoring and pupil feedback.</p>

Increased attendance rates for pupils eligible for PP	<p>A variety of approaches linked to supporting increased attendance and decreasing persistent absence for at risk pupils.</p> <p>The intent of the new Aspire policy is shared, and this linked to entitlement through the UN Rights of the Child</p> <p>Care and Guidance Team actively engage wider staff</p> <p>Monitoring cycles every two weeks for at risk pupils and actions on flow chart</p> <p>Direct engagement/awareness of pupils and home</p> <p>Regular monitoring with EWO</p> <p>Teacher monitoring and involvement as part of culture of shared dialogue around the child</p>	<p>Research from NfER indicates that in order to close the gap for disadvantaged/ vulnerable pupils, we must first ensure that they maximise attendance. Attendance below 95% has an inverse impact on progress, behaviour, confidence and self-image as a learner</p> <p>Many PP children are victims of persistent absence through changing family contexts and hard to engage families.</p> <p>The SLT understand that there is a need to engage with these families from the outset and build good habits of attendance.</p> <p>Attendance for 2018-2019 was lower than National at 92% with persistent absence running high at 18%. This is data that needs to be swiftly reversed in order to uphold each child's basic entitlement to an education.</p>	<p>As part of her role on the Care and Guidance team, the SENDco will work alongside other members of the SLT (including the Attendance Officer) and ensure that matters of attendance are communicated well with parents, and that patterns are closely monitored.</p> <p>All staff will work to ensure that the school builds a trust account with parents, that parent's views are harnessed and that these are used to inform opportunities to support and engage parents in their child's learning though:</p> <p>Workshops, school experiences and Open Classroom Sessions as well as signposting to multi agency support.</p> <p>As part of this dialogue, parents will be informed regularly about their child's attendance and will be held to account for upholding the school policy as part of the Home School Agreement.</p>	<p>SLT SENDco Care and Guidance Team</p> <p>No additional cost</p>	<p>As above Termly through the Care and Guidance team meetings</p> <p>Hub Councillors and EWO X3 yearly</p>
Total budgeted cost					£18,125

6. Review of expenditure

Previous Academic Year 2019-2020

Expenditure £27,040 - The majority of the objectives have been rolled over to 2020-2021 due to school closure

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Improved oral language skills Reception and KS1 RSC affiliation at KS2 – ensemble work and performance project	An audit of Phonics provision and staff training on the development of oracy in Reception and KS1 (English Lead release) Through observation, Senior Leadership identified inconsistencies in Phonic progression from EYFS to KS1 and beyond. At KS2, children lacked confidence with oracy.	Inconsistencies in phonic progression have been addressed and a new systematic approach resourced/introduced. Training provided by Kernow English Hub/Ruth Miskin RWI No data outcomes for 2019-2020 due to Covid-19 school closure	Early moves to establish aspects of RWI have indicated that the programme is very strong and cohesive. For this reason, SLT have decided to make a comprehensive transition from Letters and Sounds to the RWI programme and follow it forensically – linking to exact matches in reading books and Book Bag books for 2020-2021. The approach will be intensified through the coming year.	£520
Accelerated progress in Reading and Writing for KS 1 pupils Increased proportions of pupils achieving Expected at end of each key stage	Early morning learning intervention for fundamental skills. Action research on effective feedback to secure accountability/ application of skills (follow back). Staff release Review of progress of lower achieving PP pupils in Reception/Yr 1 indicates that they are unable to apply basic skills with confidence and consistency. This lack of automaticity impacts on early Reading progress and fundamental skills.	Selected small groups of learners received Early Morning Learning of fundamental skills in phonics and 'need to know' words from Teacher. Twice a day Readers were identified – those for whom home support was inconsistent and who were making slow progress in Reading. There was a clear focus on the application of fundamental skills in Wave 1 teaching. No data outcomes for 2019-2020 due to Covid-19 school closure	SLT are very aware that outcomes at KS1 are linked to standards of quality 1 st Wave 1 teaching. There has been some staff turbulence in KS1 over the past year linked to staff illness and maternity absence. For this reason, and in order to provide consistency of provision, the decision has been made to consistently adopt the RWI programme in its entirety, and to link Reading books systematically and precisely to phonic phases in order to embed rigorous systems. Layered approaches to text for development of accuracy and fluency are also to be a renewed focus for the coming year.	£5000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
<p>Improved oral language skills transferring to Reading and Writing</p> <p>Increased proportions of pupils achieving expected at end of each key stage</p>	<p>Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced Intervention Teacher.</p> <p>Targeted support delivered to close the gap to ARE (Achieve Intervention) and boost confidence with highly individualised support during SATs.</p> <p>Targeted support delivered to high achieving pupils (Mastery Intervention) in order to raise scaled scores and secure high-quality outcomes</p>	<p>Timetables were orchestrated so that small group/1:1 interventions were deployed to enhance Quality First teaching rather than detract from it. They were run in parallel or deployed as pre-teach/Golden Ticket (reparative work or consolidation) or refining opportunities for Writing.</p> <p>Where possible 'follow back' opportunities were shaped so that skills were applied in independent whole class work.</p> <p>No data outcomes for 2019-2020 due to Covid-19 school closure</p>	<p>This approach was successful, but the consistency of provision was interrupted by school closure.</p> <p>SLT have made the decision to safeguard the position of a RWI Reading Leader from September 2020 who will ensure the integration of fluid assessment and regrouping for phonics and Reading support in KS1.</p> <p>This will be alongside teacher and TA run interventions as appropriate for all pupils falling behind.</p>	£3000
<p>Increased proportions of pupils achieving expected at end of each key stage</p>	<p>Consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.</p> <p>Whole staff action research around effective feedback to engage pupils and give them ownership of learning process.</p> <p>See high impact/low cost studies from EEF linked to metacognition for learning and effective peer to teacher/peer to peer feedback.</p>	<p>SLT ensured that this strand of development of Teaching and Learning was central to the School Improvement Plan and a core element of Performance objectives for all staff – including TAs.</p> <p>Termly training focuses linked to action research in cohort teams drip fed each element with milestones for review. This was monitored through peer to peer lesson study and whole staff monitoring such as learning walks, book looks and pupil voice captures.</p> <p>Inconclusive outcomes due to Covid-19 school closure</p>	<p>Pupils returning post Covid-19 school closure remain passive and lack independent learning strategies. They do not respond to marking feedback.</p> <p>The SLT are focused on driving further significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study and incremental coaching.</p> <p>The induction of new staff will have a marking and feedback focus. As will pupil review/pupil voice captures.</p>	Training and release £1500

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
<p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning.</p> <p>Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p>	<p>All teaching staff and strategically targeted support staff received further TISUK training which built on previous training linked to brain development and Thrive approaches which support pupils with poor wellbeing/low resilience/challenging behaviour as a result of contextual issues/emotional and social needs.</p> <p>SLT intensive 2 day training delivered within Aspire by Julie Harmieson</p>	<p>High quality training was delivered to the whole staff from Julia Harmieson (TISUK)</p> <p>Key member of staff trained as lead practitioner (SENDco)</p> <p>Key practitioner conducts Motional Baseline assessments alongside parents which profile the whole child and enable staff to strategically deploy reparative intervention sessions.</p> <p>Innovative ways into behaviour change were designed and deployed both small group and individual bespoke provision i.e. Wild Tribe club</p>	<p>This continues to be a core aspect of provision for all vulnerable learners and is driven as part of our whole school culture for learning and wellbeing.</p> <p>That said, the rising need for more strategically targeted support and in some cases, very high instances of SEMH needs which result in challenging behaviour, has necessitated a consolidated approach to layered SEMH provision to include lunchtime provision.</p> <p>For the coming year, this will be integrated into PSHE/RSE curriculum, as well as deployed by the SENDco (increased hours) who will work closely with TAs to ensure consistency of approach and support staff resilience.</p>	<p>SENDco allocation £17,000</p>

Increased attendance rates for pupils eligible for PP	<p>Revised Aspire policy</p> <p>Close monitoring of attendance by SLT and all teaching staff. Two weekly audits and robust sliding scale of responses</p> <p>Ongoing communication regarding the importance of attendance to parents.</p> <p>Care and Guidance Team Monitoring cycles</p> <p>Direct engagement/awareness of pupils and home</p> <p>Regular monitoring with EWO</p>	<p>Attendance for all pupils began to show improvement in 2019-2020 before school closures due to Covid-19 and for vulnerable learners, the impact was heightened. Increased from 92% to 94.3%</p> <p>Persistent absence remains higher for disadvantaged pupils than for 'other' pupils. Overall persistent absence, although improving, remains too high.</p> <p>Many disadvantaged pupils returning after Covid-19 school closure have lost momentum in progress and therefore, there is an even stronger imperative to secure good attendance moving forward in order to ensure that loss of learning is mitigated.</p>	<p>The school will take a tougher, more relentless approach to targeting absence and meeting the issues head on from the outset of 2020 under the umbrella of the revised Aspire Attendance Policy.</p> <p>There will be careful coding of absence under the new Covid-19 guidance and our Virtual School offer will uphold pupil entitlement to learning whether in school or at home.</p>	No cost
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