

# GROVE ACADEMY, PUPIL PREMIUM, 2020-2021

## Reviewed 2020 (Unvalidated Data)

### 1. Summary information

Academic Year	2019 - 2020	Total PLAN budget	£xx	Date of Plan review	December 2020
Total number of pupils	421	Number of pupils eligible if appropriate	189	Date for next internal review of this plan	April 2021
Date of last PP review	Dec 19	External review completed by	C. Dean		

### 2. Pupil premium 3 year trend

	Reading % ARE+				Writing % ARE+				Maths % ARE+				Combined % ARE+			
	PP	Nat PP	Nat all	GAP	PP	Nat PP	Nat all	GAP	PP	Nat PP	Nat all	GAP	PP	Nat PP	Nat all	GAP
2018	37%	59%	76%	22%	37%	77%	79%	40%	37%	63%	76%	26%	21%	51%	65%	30%
2019	51%	62%	73%	11%	42%	68%	78%	26%	51%	67%	79%	16%	28%	51%	65%	23%
2020	No data available															

### 3. Internal Barriers to future attainment (for pupils eligible for PP)

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

A.	Pupils eligible for PP do not attain as highly as their non-PP peers
B.	Pupils eligible for PP often do not arrive at school emotionally or physically ready to learn
C.	High number of PP who are also EAL (new to country) with no English

#### 4. External barriers (issues which also require action outside school, such as low attendance rates)

E.	Parents of pupils eligible for PP engage less with their child's learning at home and at school (identified as vulnerable/hard to reach).
F.	Attendance of PP pupils is lower than whole school average, and PA figures are higher than school average
G.	Parents of pupils eligible for PP do not have the online resources/ technology at home to access online remote learning.

July 2020 evaluation highlighted grey

## Academic Year 2019-2020

Plan Budget: £226,705.21

PRIORITY 1 – QUALITY FIRST TEACHING FOR ALL PUPILS

Intended Outcomes	Actions	Cost	Success Criteria July 2020 evaluation	Next steps
<p><b>Improving teaching and Learning (linked to the school development plan) Barrier B, C</b></p>	<ul style="list-style-type: none"> <li>• Provide CPD and coaching for all teachers and support staff to Improve teaching and learning, including assessment, for all teachers including early career teachers (see coaching grid - focus on maths and reading)</li> <li>• Improve the accuracy of assessment in reading and maths, in order to correctly identify gaps in learning</li> <li>• Provide CPD and coaching for TSAs to improve quality of reading and phonics group interventions</li> <li>• Focus on early reading skills for underperforming pupils – implement RWI phonics, provide training for staff, organise pupils into ability groups, assess every 6 weeks to measure progress, teach to gaps</li> <li>• Purchase home readers matched to ability levels, train staff in allocating these, promote reading at home</li> <li>• Performance management linked to outcomes of PP pupils to close gaps</li> <li>• Ensure consistency of teaching across a year group through shared planning and resourcing with the support of SLT</li> <li>• Development of middle leaders to ensure they share academy inclusive ethos and promote high standards within their teams, and high expectations of pupils</li> </ul>	<p>TLA Lead and English SLE salary contribution <b>£8471 termly</b></p> <p>TSA salaries divide by 3 over 3 terms <b>£76,745.89</b></p> <p>PDBW Deputy salary contribution <b>£25.015.13- termly</b></p>	<ul style="list-style-type: none"> <li>• Monitor teacher effectiveness through drop-ins and book scrutinies</li> </ul> <p>This work came to an abrupt halt with Covid so limited evidence available although the quality of remote learning was reviewed and PP pupils targeted for face to face attendance</p> <ul style="list-style-type: none"> <li>• Cohort data shows PP gaps close from start of year baseline to end of year</li> </ul> <p>Covid meant no end of year data currently available to evidence this</p> <ul style="list-style-type: none"> <li>• NQTs have a plan of CPD and coaching, which is leading to improved pupil outcomes</li> </ul> <p>All NQTs passed their year successfully, and are developing into effective teachers following a robust coaching and support package</p> <ul style="list-style-type: none"> <li>• PP pupils receiving small group interventions make accelerated progress</li> </ul>	<p>Due to the lockdown, these actions were in their infancy. Continue with the CPD and coaching for teachers and TSAs, continue with focus on maths and reading.</p> <p>TSAs need intensive support to improve their subject knowledge of hearing pupils read and asking appropriate questions. Despite the covid related school closures we have continued to provide staff training o reading.</p> <p>NQTs 2019 – 2020 only had 6 months in school, need to prioritise these as RQTs to receive further coaching. The Early career framework will build on our existing approach of coaching, mentoring and modelling.</p> <p>Continue to Improve the quality of remote education in case of future lockdown.</p>

			<p>No end of year data available due to Covid although personalised support has been provided</p> <ul style="list-style-type: none"><li>• All staff know their PP pupils well and can identify their next steps in learning to accelerate progress</li></ul> <p>PP meetings showed staff had a good knowledge of their PP pupils and interventions matched to needs</p> <ul style="list-style-type: none"><li>• Planning is consistent across all 4 classes within a year group – books show the same coverage</li></ul> <p>Monitoring shows this was achieved up to Covid closures</p> <ul style="list-style-type: none"><li>• Teachers champion PP pupils</li></ul> <p>Insufficient evidence due to Covid closure however targeted calls and remote support focused on disadvantaged pupils</p> <ul style="list-style-type: none"><li>• Middle leaders support and promote the academy ethos – evident in CPOMs, PPA, contribution to inset and briefings</li></ul>	
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			<p>Middle leaders have become a stable, cohesive team aligned with SLT values, vision, ethos, which is leading to consistent systems and process across all year groups</p> <ul style="list-style-type: none"> <li>Implementation of pastoral files in all classes ensure all staff know pupils well</li> </ul> <p>Files in place, were essential during lockdown when pupils were taught by a range of staff, some of whom had not worked with them before</p>	
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**PRIORITY 2 – TARGETTED SUPPORT**

Intended Outcomes	Actions	Cost	How will you ensure it is implemented well? July 2020 evaluation	Next steps
<p><b>Targeted Support for disadvantaged pupils, to ensure that they have access to quality first teaching and support</b></p> <p><b>Barriers A, E,F,J,</b></p>	<ul style="list-style-type: none"> <li>Provision map to target support to PP pupils to catch up - focus on additional guided reading, phonics and Y6 Third Space online maths intervention.</li> <li>Pupils joining year 3 who have not passed the phonics check, others within school and children new to school (especially EAL) to receive targeted phonic intervention</li> <li>Targeted one to one and small groups matched to pupil need in relevant subject areas</li> <li>Year 6 targeted PP support in core subjects.</li> <li>Year 4 Guided reading and maths interventions</li> </ul>	<p>TLA &amp; PDBW Lead as above</p> <p>TSA salaries as above</p> <p>Third space cost .....</p> <p>Resources for RWI</p> <p>Staff PP Champions – as above</p>	<ul style="list-style-type: none"> <li>Pupils eligible for PP who are below age-related expectations in September make accelerated progress (at least 4 points in the academic year)</li> </ul> <p>No end of year data available due to Covid</p> <ul style="list-style-type: none"> <li>Phonics data shows PP pupils make accelerated progress to become fluent in phonics (pupils who did</li> </ul>	<ul style="list-style-type: none"> <li>Release SLE from class teaching full time to train and monitor TSAs in effective intervention for reading and phonics</li> <li>PDBW and TLA leaders to work together to improve the provision map so that it meets the needs of all pupils, interventions are clearly timetabled, monitored and evaluated</li> <li>Develop remote learning plan to ensure that TSAs are deployed effectively in any future lockdown to provide remote interventions to PP</li> </ul>

	<ul style="list-style-type: none"> <li>• TSAs CPD on evaluating impact of interventions</li> <li>• Improve communication between teacher and TSA to ensure TSA utilised effectively to support PP pupils</li> <li>• Provide MHST referrals for PP pupils with identified needs</li> </ul>	<p>Third space Additional adult support costs <b>£2,741</b></p>	<p>not pass the screen in KS1, new to school)</p> <p>No end of year data available due to Covid</p> <ul style="list-style-type: none"> <li>• Observations show TSAs deployed effectively to support PP pupils</li> </ul> <p>Most TSAs well deployed in classrooms, some need further direction and training</p> <p>26 children were referred to the MHST Pre lock down</p>	<ul style="list-style-type: none"> <li>• Leaders to continue to coach young, inexperienced teachers in matching interventions to need</li> <li>• TSAs to be deployed full time to interventions rather than in – class support</li> <li>• Monitor longer term impact of MHST referrals in attainment and engagement</li> <li>• Provide devices for pupils to support home learning in event of a future lockdown</li> </ul>
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**PRIORITY 3 – WIDER STRATEGIES**

Intended Outcomes	Actions	Cost	How will you ensure it is implemented well? July 2020 evaluation	Next steps
<p><b>Wider strategies to target support for PP pupils not making expected progress</b></p> <p><b>Barriers A, H ,L</b></p>	<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Improve attendance of PP pupils, and PP PA pupils to close gaps with national : <ul style="list-style-type: none"> <li>○ breakfast club provision for targeted PP pupils whose attendance is low or have SEMH (50% uptake)</li> <li>○ Skilled SAO (Safeguarding and Attendance Officer) to be appointed to liaise with external agencies</li> <li>○ Liaise with parent forum to review approach to attendance, e.g. use of rewards?</li> </ul> </li> <li>• Improve punctuality for PP to ensure no lost learning</li> <li>• Improve communication with parents of PP, where barriers are known – use of phone, text, Dojo, face-to-face, video</li> </ul>	<p>PDBW/HSLW/SAFO</p> <p>HSLW costs <b>£11.653.77</b></p> <p>Safeguarding officer costs <b>£26.589.28</b></p> <p>Breakfast club costs <b>£200.95</b> food costs, <b>£13.11 per hour adult support</b></p>	<ul style="list-style-type: none"> <li>• PP attendance improves to close gap with non-PP attendance and national averages</li> </ul> <p>PP attendance Feb 20 XX – JO to add figure and comment Bubble closures have impacted however when school has been fully open then attendance rates have compared favourably with national.</p> <ul style="list-style-type: none"> <li>• PP PA numbers reduce compared to previous year (from XX to XX)</li> </ul>	<p>Consider use of temporary part-time timetables to reintegrate long-term PA pupils</p> <p>Implement a structured wellbeing daily focus for all pupils.</p> <p>Further improve communication with parents in case of future lockdown</p> <p>Explore a mental health programme</p>

	<ul style="list-style-type: none"> <li>Each PP child to have a mentor, who welcomes them each day and works to ensure homework, uniform, attendance are improved as needed</li> </ul>		<p>JO to add figures and comment</p> <ul style="list-style-type: none"> <li>Minutes late for PP pupils reduces</li> </ul> <p>JO to add figure and comment</p> <ul style="list-style-type: none"> <li>Feedback from PP parents and EAL parents and staff reports improvement in communication</li> </ul> <p>Dojo implemented during lockdown 1 – anecdotal feedback from parents showed improvement – JO was there a parent survey summer term?</p> <ul style="list-style-type: none"> <li>Mentor is in place, impact of interventions will be measured at each AP</li> </ul> <p>Strategy not implemented – move to next year.</p>	
<p><b>Pupil Premium Pupils/families are supported through lock down added December 2020</b></p>	<ul style="list-style-type: none"> <li>Weekly phone calls to vulnerable pupils to check wellbeing, particularly where no contact or work submitted</li> <li>Distribution of paper learning packs to support pupils with no or little access to technology / internet – <a href="#">136 packs distributed</a></li> <li>Regular risk assessments and reviews of these to assess whether pupils needed to be in school</li> <li>Vulnerable pupils targeted to attend school from 1<sup>st</sup> June</li> <li>Port Vale food hub deliver weekly food parcels – Food parcels delivered to 37 families for 47 children</li> <li>Home visits for vulnerable pupils to secure ‘eyes on’</li> <li>PP / SEND bubble created July 2020 to ensure these pupils were more ready to return to school September 2020</li> <li>Pastoral phone calls to vulnerable pupils August 2020 to ensure they are ready to return to school (including those who have not been in school at all during lockdown) phased return for the most vulnerable</li> <li>Issue FSM vouchers regularly – Of 129 PP pupils eligible for free school meals 128 FSM fortnightly vouchers were issued and collected from school, the one family where this did not happen were out of the country</li> </ul>			

- Teachers contact PP pupils to assess emotional wellbeing ready for return to school September 2020
- **NEXT STEPS:**
- Monitor attendance and engagement of PP pupils
- Develop remote learning policy in case of future lockdown
- Devise strategy for ensuring PP engage in future home learning –
  - more targeted paper-based learning to be submitted for feedback,
  - access to devices – use of DfE initiative to provide laptops for these pupils within 2 days of lockdown;
  - to provide wifi codes and SIM cards for households with no internet
  - school to provide Kindle fire for pupils with no devices
  - 1:1 online reading and phonic sessions for PP pupils
  - Invite into school PP pupils who don't engage with remote learning
  - Teachers to complete wellbeing calls when engagement is low, to offer support

## Academic Year 2020-2021

**Planned Expenditure 2020-2021**

**Plan Budget: £226,705.21**

### PRIORITY 1 - QUALITY OF EDUCATION FOR ALL PUPILS

Intended outcomes	Actions	What is the evidence and rational for this choice?	Success Criteria	Staff lead and cost	When will you review implementation?
<b>To raise the attainment and accelerate progress of pupils in reading and</b>	<ul style="list-style-type: none"> <li>• Increase the % of good and outstanding teaching by teachers, through programme of targeted CPD and coaching</li> <li>• Targeted CPD – coaching programme – for NQTs, new to school teachers, TSAs, HLTAs and teachers already in school</li> </ul>	Monitoring and evaluation of the teaching/planning identified the next steps	<ul style="list-style-type: none"> <li>• Monitoring shows the teaching of reading, phonics and maths is consistent and in-line with academy guidance</li> <li>• NQTs make good progress and complete</li> </ul>	<b>TLA &amp; PDBA Leads Contribution (equivalent to 50% of their salaries)</b>	Plan monitored termly by link governors.

<p><b>phonics so that outcomes are broadly in line with national.</b></p> <p><b>To develop teachers pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring program</b></p>	<ul style="list-style-type: none"> <li>• Revisit and embed 'In the Moment of Reading' strategies to reading to improve decoding skills and increase understanding of vocabulary</li> <li>• Train staff in teaching comprehension effectively</li> <li>• Ensure all teaching is more closely matched to pupil needs.</li> <li>• Revisit and embed all new teaching developments from last year, which were not fully embedded due to Covid (revise the 5, Power Maths, bar modelling etc.)</li> <li>• Improve accuracy of assessment for English and Maths to ensure correct gaps in learning are identified</li> <li>• Implement new writing assessment tool to support AFL</li> <li>• Embed the use of 'S planning' for writing and topic, to ensure it is progressive and builds towards desired outcomes</li> <li>• Clear sequence of lessons embedded through structured planning</li> <li>• Revise PSHE curriculum to ensure effective curriculum coverage</li> <li>• SLT to support the long and medium term planning of SMSC, PSHE to improve quality and focus on wellbeing / being a community role model</li> <li>• Work with Opportunity Area to improve teaching and assessment of writing in Year 5</li> </ul>	<p>EEF Teaching and Learning toolkit and mastery learning (moderate impact for very low cost) and feedback (high impact for very low cost) are effective in accelerating progress.</p> <p>School data from 2018-2019</p> <p>Review of PP strategy</p>	<p>their induction year successfully</p> <ul style="list-style-type: none"> <li>• PP pupils in all year groups make accelerated progress (4 points per year) to close gaps with non-PP pupils</li> <li>• All pupils are able to use reading skills to read for pleasure and access the wider curriculum</li> </ul>	<p>£XX support staff salaries (50% of total salaries)</p> <p>PDBA Deputy salary £XX (20% of salary)</p> <p>Learning mentor – cost</p> <p>25% Deputy costs</p> <p>50% AHT costs</p>	<p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings termly</p>
<p><b>To ensure there is a clear curriculum focus that matches the needs of ALL pupils within the school</b></p>	<ul style="list-style-type: none"> <li>• Devise deficit curriculum to address gaps from lockdowns and support children's wellbeing</li> <li>• Prioritise mental wellbeing through a Recovery Curriculum to ensure that PP children are ready to learn</li> <li>• Research and purchase resources to promote good mental health</li> <li>• To build relationships with PP families to ensure that support is given with regards to the wellbeing and education of PP children.</li> </ul>	<p>Evaluation of impact of pandemic on children's mental health and their ability to settle back into learning.</p> <p>EEF toolkit – Social and emotional</p>	<ul style="list-style-type: none"> <li>• Attainment gap between PP and non PP closes as above</li> <li>• Case studies show pupils are more ready to engage in learning over time</li> <li>• Friendship, wellbeing and mental health issues</li> </ul>	<p>Staff salaries as above</p> <p>One Goal mental health resources XX</p>	<p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p>



<p><b>community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.</b></p>	<ul style="list-style-type: none"> <li>• Ensure remote learning plans cater for all children and ensure PP children are not disadvantaged and have the same opportunities as non-PP.</li> <li>• Ensure that remote learning plans address a broad and balanced curriculum.</li> <li>• progress meetings to focus closely on PP children, discussing progress, gaps and plan next steps for them to ensure the gap closes.</li> <li>• Ensure the curriculum is tailored to PP interests such as ensuring book areas, class novels and working walls are appealing to them.</li> </ul>	<p>learning – moderate impact for moderate cost based on extensive evidence.</p>	<p>for PP children reduce over time</p> <ul style="list-style-type: none"> <li>• The curriculum is progressive, broad and balanced, particularly in Science, History?, Art and PE</li> <li>• Teachers are skilled and confident in teaching these aspects of the curriculum</li> <li>• Children have their personal development needs met and engage in targeted and personalised opportunities ???</li> <li>• All pupils have their ambitions identified and the curriculum offers ambitious opportunitites????</li> <li>• What else here Steph?</li> </ul>	<p>After school clubs</p> <p>Children's university</p>	<p>Appraisal reviews/Pupil Progress Meetings termly</p>
<p><b>To raise the profile of behaviour and attitude to learning through the academy's MAGIC ethos, ensuring children are in school, on time and eager to learn</b></p>	<ul style="list-style-type: none"> <li>• Leaders to review the behaviour policy to ensure that there are clear routines and expectations for behaviour of PP pupils across all aspects of school life, not just in the classroom. Ensure there are clearly defined consequences that are applied consistently and fairly by all staff.</li> <li>• Staff to receive high quality CPD to develop Paul Dix's approach to behaviour.</li> <li>• All staff to consistently follow the one page profile.</li> <li>• Continue to monitor PP children's individual behaviour and reward positively, following the behaviour policy. In addition PP parents to receive 'praise texts/messages/letters' celebrating the child's consistently high, positive attitude and commitment to their education.</li> </ul>	<p>Paul Dix researched through social media, SLT read his book to further research.</p> <p><b>EEF toolkit:</b> Metacognition and <b>self regulation</b> – high impact for very low cost based on extensive evidence</p>	<ul style="list-style-type: none"> <li>• Consistent language of our values is embedded with a positive impact (Behaviour based on Paul Dix approach)</li> <li>• Reduction in number of behaviour incidents disrupting learning</li> <li>• Reduction in permanent and fixed-term exclusions</li> <li>• Children enjoy learning, move around calmly, respect belongings,</li> </ul>	<p>PDBA deputy salary as above</p> <p>Nurture staff full time salaries (DL, AH, DR)</p> <p>Staff time for 6 PDMS – all staff</p> <p>% support staff salaries</p> <p>25% deputy salary</p>	<p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings termly</p>

	<ul style="list-style-type: none"> <li>Drop ins and learning walks to include observing PP pupils' motivation and positive attitudes to learning (MAGIC learning behaviours).</li> <li>Launch the 5 wellbeing days to facilitate improved mental health</li> <li>E-safety training for staff</li> <li>Improve quality of e-safety lessons to address online friendship issues</li> <li>Daily wellbeing Zoom calls in lockdown to improve emotional wellbeing</li> <li>Revisit and embed the bullying allegation process with new and inexperienced staff</li> <li>Improve lunchtime provision to ensure it is safe, promotes and active lifestyle and provides opportunities to develop social skills</li> </ul>	<p>Social and emotional learning – moderate impact for moderate cost, based on extensive evidence</p> <p>Evidence gained from drop-ins and monitoring of CPOMs to alert to the nature and scope of social and emotional issues</p>	<p>display good behaviour for learning</p> <ul style="list-style-type: none"> <li>Reduction in online friendship issues</li> <li>Reduction in friendship related issues in school</li> <li>The school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly.</li> <li>Bullying, aggression, discrimination and derogatory language are rare and when they occur they are dealt with quickly and effectively.</li> <li>Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.</li> </ul>	<p>Paul Dix books</p> <p>Paul Dix training</p> <p>Nurture training</p> <p>Mental health resources</p>	<p>Reduction in fixed term exclusions</p>
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**PRIORITY 2 – TARGETTED SUPPORT**

Intended outcomes	Actions	What is the evidence and rational for this choice?	Success Criteria	Staff lead and cost	When will you review implementation?
PP pupils who are below age-related expectations make	<ul style="list-style-type: none"> <li>Develop rigorous provision maps and intervention timetables so that TSAs deployed 100% of their time to deliver reading and phonics interventions for PP pupils who are not making expected progress. Monitor and evaluate impact of these</li> </ul>	<p>Planning systems from 2019-20</p> <p>Observations of lessons 2019-20</p>	<ul style="list-style-type: none"> <li>Reading and phonics interventions are high quality and well matched to pupil needs</li> <li>Targeted PP pupils make accelerated progress (4</li> </ul>	<p>TLA &amp; PDBA Lead as above</p> <p>TSA salaries as above</p>	<p>Weekly drop in monitoring</p> <p>Plan monitored termly by link governors.</p>

<p><b>accelerated progress in Reading, phonics and maths</b></p>	<ul style="list-style-type: none"> <li>• Redeploy skilled teacher returning from maternity leave to the role of Learning Mentor to support PP / teach small groups</li> <li>• Train support staff in effective teaching of reading and phonics interventions (use of RWI and 'In the Moment of Reading' strategies)</li> <li>• After school reading clubs for PP pupils in all year groups, led by TSAs (3,4,5,6) and teachers (Y6)</li> <li>• Third Space Maths online 1:1 tutoring for Y6 (changed to Y5 in lockdown)</li> <li>• Pastoral and Teaching and Learning teams to work with year leads / senior teachers to create provision map which meets needs of all underperforming PP pupils.</li> <li>• During lockdowns, TSAs to deliver online reading and phonics interventions to underperforming PP pupils</li> <li>• During any period of isolation / bubble closure / lockdown, devices and wifi codes to be loaned to PP pupils if needed to facilitate remote learning</li> <li>• Highly skilled Learning mentor employed across year 6 to teach underperforming PP groups</li> <li>• Inclusion team to provide in class coaching to support PP pupils</li> </ul>	<p>Baseline data September 2020</p> <p><b>EEF toolkit:</b></p> <ul style="list-style-type: none"> <li>• Feedback – high impact for very low cost based on moderate evidence</li> <li>• Reading comprehension strategies – high impact for very low cost, based on extensive evidence</li> <li>• Small group tuition – moderate impact for moderate cost, based on limited evidence</li> <li>• One-to-one tuition – moderate impact for high cost based on extensive evidence</li> </ul>	<p>points per year) in reading and maths</p> <ul style="list-style-type: none"> <li>• Increasing number of pupil each year group complete the RWI programme successfully and transition to guided reading</li> <li>• Targeted PP pupils at home during lockdown access online reading and phonics interventions</li> </ul>	<p>Third Space cost 76,745.89</p> <p><b>Resources for RWI costs</b></p> <p>Third space Additional adult support costs £2,741</p> <p>25% Deputy salary</p> <p>?5 TSA salary</p>	<p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p> <p>Monitoring of remote learning in lockdown</p>
<p><b>Pupils at risk of Permanent Exclusion / awaiting a place in</b></p>	<ul style="list-style-type: none"> <li>• Create, monitor and evaluate nurture hub provision for PP pupils who are at risk of Permanent Exclusion or are awaiting a place in specialist provision</li> <li>• JB to work with LA to secure funding</li> </ul>	<p><b>EEF toolkit:</b></p> <ul style="list-style-type: none"> <li>• Small group tuition – moderate impact for</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in nurture hub make accelerated progress in reading, writing and maths</li> </ul>	<p>Nurture hub staffing (1 HLTA, 2 TSAs) as above</p>	<p>Weekly drop in monitoring</p>

<b>specialist provision make accelerated progress</b>	<ul style="list-style-type: none"> <li>• JB to work with infants to identify Y2 pupils early who would benefit from this provision next year</li> <li>• Boxall profiles / EHCP plans used to identify targets</li> </ul>	<p>moderate cost, limited evidence</p> <ul style="list-style-type: none"> <li>• Oral language interventions – moderate impact for very low cost, extensive evidence</li> <li>• Individualised instruction – moderate impact for very low cost, moderate evidence</li> <li>• Feedback – high impact for very low cost, moderate evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in number of fixed term and permanent exclusions</li> </ul>		<p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>
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**PRIORITY 3 – WIDER STRATEGIES**

<b>To engage PP children and their families in school life and education, to build their cultural capital</b>	<ul style="list-style-type: none"> <li>• Ensure PP children are represented on the school council</li> <li>• Ensure PP children parents are represented on the parent forum</li> <li>• 100% sign up to Class Dojo to improve communication between home and school</li> <li>• Teachers to make weekly wellbeing calls during a lockdown for any pupils not engaging in remote learning</li> <li>• Review/consider a discount for PP pupils for trips developing cultural capital (budget setting 2020-2021)</li> <li>• Fund places for PP pupils at extra-curricular clubs</li> </ul>	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p>	<ul style="list-style-type: none"> <li>• An increase in how frequently PP engage in home reading</li> <li>• PP children are ready to learn</li> <li>• An increase in PP representing the school</li> <li>• An increase in PP attending after-school clubs</li> </ul>	<p>PDBW/HSLW/SAFO</p> <p>HSLW costs £11.653.77</p> <p>Safeguarding officer costs £26.589.28</p>	<p>Weekly</p> <p>Attendance analysis half termly</p> <p>Attendance monitored termly by link governors.</p> <p>Pastoral meetings fortnightly with PP on the agenda.</p>
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	<ul style="list-style-type: none"> <li>• Ensure PP pupils get the opportunity to represent the school – sporting events, choir, democracy week, etc</li> <li>• Introduce COMPASS FOR LIFE (Floyd Woodrow) raising aspirations PP pupils (2021 – 2022)</li> <li>• Raising aspirations in the community – COMPASS FOR LIFE for the parents (2022 – 2023)</li> <li>• Create an activity passport for PP pupils to build cultural capital, facilitate opportunities to participate in these activities</li> <li>• Parental workshops to support home learning – this could include face book examples of short teaches; secret story teller</li> <li>• During lockdown, use of pre-recorded and live lessons to help parents to see how pupils are taught</li> <li>• Produce videos to show how to access remote learning</li> <li>• Regular principal videos to parents to explain risk assessments, encourage attendance, etc.</li> <li>• Teachers to lead ‘fun’ challenges / create videos to promote engagement and relationships (Beat the Teacher, masked reader, etc)</li> <li>• Daily active sessions planned to enable PP children to be active and maintain a healthy lifestyle.</li> <li>• Staff and playground leaders to be active in ensuring all of the PP children participate in activities with their friends and feel included.</li> <li>• Active time and PE provision to be monitored to ensure it is consistent and of a high quality. PP children to be taught how to access the games, following the rules and playing harmoniously.</li> <li>• Develop a pastoral Team Around the Child approach to meet the needs of targeted PP families, improve engagement, progress and attendance</li> </ul>		<ul style="list-style-type: none"> <li>• The wellbeing scale shows that PP children are ready to learn</li> <li>• PP children have increased self-confidence, enabling them</li> <li>• Engagement in personalised wider learning oppprtunities</li> </ul>		
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<p><b>PP attendance improves to close the gap with non PP attendance</b></p> <p><b>Number of PP PAs decrease</b></p>	<ul style="list-style-type: none"> <li>Improving attendance across the academy to continue to be promoted and seen to be a high profile priority by all staff.</li> <li>SAO and PP leader to ensure the rigorous approach to monitoring continues following the academy attendance policy.</li> <li>Ensure attendance is a target on Early helps for PP families for whom attendance is an issue.</li> <li>Clinics to be held swiftly to address where PP pupils attendance has fallen below 96%. (PP leader to attend clinic for any persistent absence PP children).</li> <li>Persistently absent PP children to be championed by staff to encourage good attendance.</li> <li>Parents to be offered Early help if attendance is an issue for the family or referral to school nurse if absence is due to medical reasons to support the family.</li> <li>Punctuality to be monitored and addressed rigorously following the academy attendance policy. This to include punctuality clinics with the SAO.</li> <li>Ensure punctuality is addressed with PP parents who are on Early Help if this is a target for the family.</li> <li>SAO to work with external agencies to promote improved attendance</li> <li>Consider a walking bus locally with a route to include PA PP pupils including breakfast</li> </ul>	<p>School monitoring of attendance shows PP attendance and punctuality is below national.</p>	<p>PP attendance improves to reduce the gap with national, and gap with non PP.</p> <p>Attendance targeted families maintain improved attendance;</p> <p>There is a developing system to ensure minutes late are reduced.</p>	<p><b>SAO salary</b></p>	<p>Pastoral meeting minutes</p> <p>Attendance analysis termly</p> <p>Attendance monitored termly by link governors</p>
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