

HAMILTON ACADEMY, PUPIL PREMIUM, 2020-2021

Reviewed 2020 (Unvalidated Data)

1. Summary information

Academic Year	2020-2021	Total PLAN budget	£55,145	Date of Plan review	December 2020
Total number of pupils	185	Number of pupils eligible if appropriate	37	Date for next internal review of this plan	December 2021

2. Pupil premium 3 year trend

	Reading % ARE+			Writing % ARE+			Maths % ARE+			Combined % ARE+		
	PP	Non PP	GAP	PP	Non PP	GAP	PP	Non PP	GAP	PP	Non PP	GAP
2017	80%	77%	+3%	70%	68%	+2%	70%	79%	-9%			
2018	85%	68%	+17%	85%	66%	+19%	78%	79%	-1%			
2019	80%	73.2%	+6.8%	70%	70.7%	+0.7%	80%	78%	+2%			

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

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

A.	Attendance and punctuality of pupils eligible for PP is not as good as those pupils not eligible for PP.
B.	Communication and language skills on entry to school are lower for pupils who are eligible for PP.
C.	Phonic skills on entry to school are lower for pupils who are eligible for PP.
D.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP

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.	Parents of pupils eligible for PP do not have the online resources/ technology at home to access online remote learning.

Academic Year 2019-2020

Plan Budget: £46,200

Intended Outcomes	Actions	Cost	How will you ensure it is implemented well?	Next steps
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<p>100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.</p>	<ul style="list-style-type: none"> Plan 6 enrichment activity projects to ensure that PP children have the opportunity to develop life skills to help them succeed in the future through the curriculum. <ul style="list-style-type: none"> Forest school Community needs Healthy minds Performance Design and Technology Cooking and healthy eating Actively promote enrichment activities (including extra-curricular) to ensure PP children access and complete the project. To capture data on entry into FS1 using a triangulation of evidence for PP children, from BPVS, Nuffield communication screen and development matters. Pupil progress meetings to focus closely on PP discussing progress, gaps and plan next steps for them to ensure the gap closes. Set up Nurture group provision to support PP children developing their basic language acquisition to allow them to transition smoothly into the classroom with the basic skills they need to access the classroom successfully. Pupil premium children to be identified and targeted to achieve AARE especially in writing. English to be taught through quality texts to engage the children and inspire them with their creative writing. Review EEF Guidance to Pupil Premium to ensure the 5 principles are embedded. PDM starter focused on Championing Pupil Premium children and what this looks like (reading daily, uniform, attendance, encouraging to clubs, homework, reminders give i.e trips, relationship with parents etc...) 	<p>PP Lead/DP</p> <p>Contribution towards support staff salaries £25,000</p> <p>Staff PP Champions</p> <p>Enrichment funding and salaries £3000</p> <p>PDM staff training £150</p>	<p>Children develop knowledge and skills across the curriculum, which:</p> <ul style="list-style-type: none"> Promotes the personal development of pupils, developing creativity and a healthy lifestyle. Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes. <p>Whole school implementation of the Enrichment Curriculum. Free places given to PP chn for extra-curricular clubs. Subject leaders worked to develop their subjects through lockdown and CPD has been planned for staff</p> <p>Attainment data ARE PP- against all others is closing and is in line with national for Reading, Writing and Maths. Best impact was with ARE children.</p> <p>All gaps are closing from the children's starting points. Most PP chn were making good progress however gaps still need to close in: YN: HSC and N, boys PP YR: PP AARE Y1: PP ARE & AARE in W, M & Ph</p>	<p>PP children to participate in nurture provision moving forwards to improve social skills.</p> <p>Focus Curriculum/Enrichment curriculum to be amended and updated in line with possible gaps from COVID school closure to ensure children participate in wider opportunities and support wellbeing.</p> <p>Free places to be given to PP chn when extra-curricular clubs take place.</p> <p>Inclusion and class teachers to work closely to ensure children receive interventions.</p> <p>Best impact was with ARE children. More focus is needed on challenging more able pupil premium children to enable them to achieve greater depth and ensuring teaching is skilled in RWI for significant WBARE to make substantial progress. Staff CPD to be given weekly.</p> <p>Further intervention needs to be in place to close the GAP between PP and Non-PP in R, W and M. (EYFS only) intervention needs to be in place to close the gap in HSC and N to raise their attainment to be in line with National. Teachers need to ensure challenge is provided for PP to make AARE.</p>
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	<ul style="list-style-type: none"> • Pupil Premium leader to be confident in their knowledge of Pupil Premium children. They track the Pupil Premium children closely, identify gaps for individuals in learning and support teachers to close the gaps. • Pupil Premium target children to be included on teacher appraisal targets to raise the profile and attainment of the children. • Ensure the curriculum is tailored to PP interests such as ensuring book areas, class novels and working walls are appealing to them. 		Y2: Ph, AARE	
To raise the attainment and accelerate progress of pupils in reading and phonics so that outcomes are broadly in line with national.	<ul style="list-style-type: none"> • Leaders to coach, mentor, carry out demonstration lessons, joint plan and team-teach to ensure teachers deliver the Read Write Inc programme effectively developing PP children's phonic knowledge necessary to read. • Create a higher profile of reading through whole school and class competitions, ensuring PP children are championed. • Reading for pleasure to be promoted through high quality, stimulating reading areas in every classroom enabling PP children to read often, relaunch of 100 reads and library time timetabled sessions for each class to encourage PP pupils to read widely. 	PP Lead/ DP English Lead RWI lead / Assistant Inclusion lead Staff PP Champions AP/EP Reading books - £3000	GLD attainment is in line with National AP2 data- PP GLD attainment: 63.64% Year 1 phonics is in line with national AP2 data- PP ARE expected: 67% Year 2 phonic retakes is in line with national AP2 data-PP ARE expected: 57% Year 2 reading is in line with national at EXS and GDS. AP2 data- PP ARE: 61% PP AARE: 17%	Phonics remains a focus for PP children. RWI scheme has been implemented for all year groups. Weekly staff CPD to continue, further development days led by RWI trainer and school Reading Lead. Drop ins to continue to ensure leaders support staff (including intervention leads). High profile of reading to be developed whole school by English leads. Further work on engaging parents and supporting them in reading at home needed. Use ClassDojo to share good practice and examples.

<p>Progress overtime is good with attainment that is now at least in line with national.</p>	<ul style="list-style-type: none"> Teachers to raise their expectations of PP pupils speaking in sentences and answering questions in sentences rather than accepting single word answers. This is to be across the school including lunchtime when selecting food choices. Vocabulary to be taught specifically ensuring that PP children acquire a wide range of vocabulary enabling them to communicate effectively. Taught vocabulary to be added to working walls. Teachers have a good knowledge of every PP child in their class. Lessons are adapted or personalised provision is planned to ensure each lesson meets the needs of all PP children and ensures they develop the knowledge and skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring. Year group timetables to be created to ensure there is a balanced approach to the curriculum and to allow for school monitoring to be effective when monitoring particular lessons. 	<p>TLA & PDBW Lead</p> <p>English Lead</p> <p>AP/EP</p> <p>Communication Champion</p> <p>Staff PP Champions</p> <p>Speech and Language therapist from opportunity funding area.</p>	<p>The impact of teaching on learning and progress overtime is good with attainment that is now at least in line with national.</p> <p>Drop ins take place as routine and next steps are shared and coaching for staff to meet these.</p> <p>Teaching staff move around the room supporting learning, scanning and ensuring all children are making progress in lessons and no lost learning time.</p> <p>Drops ins take place as routine and advise next steps.</p> <p>Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching.</p> <p>Leadership analysis completed at every assessment point and discussed at pupil progress meetings.</p>	<p>Leaders to continue to develop drops in and coaching to ensure that all staff have high expectations of PP pupils.</p> <p>Work to continue on choosing and teaching vocabulary using EEF vocabulary tiers.</p> <p>To continue to focus on whole school target of 'scanning' the room to ensure progress is made from all learners.</p> <p>Teachers and leaders to ensure that Recovery Curriculum is delivered through a balanced timetable.</p> <p>Teachers and leaders to ensure that no learning time is lost through transitions.</p> <p>Further analysis is required moving forwards to pinpoint specific barriers to children's learning and ways to address this.</p> <p>Staff to continue to be involved in book scrutinies to allow professional discussions around children's next steps to take place.</p>
<p>To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes</p>	<ul style="list-style-type: none"> PP lead to drive their identified area across the trust through supporting staff to identify areas for development and next steps for improvement, creating sustainability of improvement within staff at all levels Robust and effective approach to monitoring PP children's data / assessment / progression / Educator / Tiny Tracker / Pupil progress 	<p>PP lead / DP /HSLW/SAFO</p> <p>HSLW contribution to salary £13,300</p> <p>School Council Lead</p>	<p>Leaders talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school.</p> <p>Leaders completed Drop ins for PP chn and analysed data</p>	<p>Leaders to continue to complete Drop ins and to analyse data, providing support to staff.</p> <p>Relaunch parent forum (SAO). Ensure meetings are COVID compliant. Continue to develop relationship with the parent forum,</p>

	<ul style="list-style-type: none"> • Ensure PP children are represented on the school council • Ensure PP children parents are represented on the parent forum • To implement the revised link governor plans throughout the year. Visits to be hands on monitoring. Link governors to offer a level of challenge to help drive school improvement. Visits to be termly and planned into the monitoring cycle timeline. 	<p>Assessment tracking system (Educater) contribution costs £1250</p>	<p>in collaboration with SLT.</p> <p>Increased parental support through the parent forum. Success was limited due to school closure. ClassDojo providing an opportunity for communication.</p> <p>School council contribute to school events and school development. Half termly meetings take place as routine, alongside additional events.</p>	<p>actively inviting PP parents.</p> <p>Continue to develop use of ClassDojo as a method of communication.</p> <p>Relaunch school council (with PP representation). Ensure that meetings continue to take place at least termly to contribute to school events and developments. Meetings to be amended to ensure COVID compliance (no Bubble mixing).</p>
<p>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</p>	<ul style="list-style-type: none"> • 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. • Continue to monitor PP children's individual behaviour and reward positively, following the behaviour policy. In addition PP parents to receive a letter celebrating the child's consistently high, positive attitude and commitment to their education. • Dropins and learning walks to include observing PP pupils motivation and positive attitudes to learning (MAGIC learning behaviours). • Improving attendance across the academy to continue to be promoted and seen to be of a high profile priority by all staff. HSLW and PP leader to ensure the rigorous approach to monitoring continues following the academy 	<p>PP lead / , CT, TA, DP, Office</p> <p>AP/EP</p> <p>Pupil premium funding for extra-curricular clubs £500</p>	<p>The school has high expectations for pupils behaviour and conduct and applies these expectations consistently and fairly. Bullying, aggression, discrimination and derogatory language are rare and when they occur they are dealt with quickly and effectively. MAGIC learners referred to and focused on during whole school worship. Interventions such as Forest School nurture sessions were carried out to support behaviour/ SEMH needs.</p> <p>Attendance is in line with national. March 2020 (school closure)</p>	<p>Update the behaviour policy: Paul Dix's behaviour approach to be implemented across the school (one page positive behaviour approach). When the Adults Change Everything Changes implemented to nurture children, develop stronger relationships and support wellbeing.</p> <p>Whole school worship to focus on the values and ethos of 'MAGIC' learners.</p> <p>Nurture interventions to continue for PP children.</p> <p>All staff to continue to champion PP families and children for attendance and punctuality. Attendance letters to go out and clinics to be held. Class Dojo to be first method of communication.</p>

	<p>attendance policy. Ensure attendance is a target on Early helps for PP families whom attendance is an issue.</p> <ul style="list-style-type: none"> • 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). • Persistently absent PP children to be championed by staff to encourage good attendance. 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. • Magic breakfast bagels used to continue to help encourage PP children to arrive at school on time and share a bagel with their class members so they are in school and ready to learn. • Punctuality to be monitored and addressed rigorously following the academy attendance policy. This to include punctuality clinics with the HSLW. Ensure punctuality is addressed with PP parents who are on Early Help if this is a target for the family. • Lunchtime Provision to be developed to enable PP children to be active and maintain a healthy lifestyle through the activities on offer for the children to participate in. Staff and playground leaders to be active in ensuring all of the PP children participate in activities with their friends and feel included. • PP children encouraged to act out their stories as a performance on the stage in the outdoor classroom to develop speaking and listening skills and performing to an audience. • Provision to be monitored to ensure it is consistent and of a high quality. PP children to be taught how to access the games, 		<p>PP attendance was 93.75%.</p> <p>There is a developing system to ensure minutes late are reduced.</p> <p>SAO held meetings with required PP families to encourage reduced minutes late. Arrival arrangements were amended to ensure conversations between families and SAO were held regarding punctuality. MAGIC breakfast was implemented to encourage good punctuality.</p> <p>Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle. Lunchtime provision was carefully amended with PP lead, PE lead and playtime leaders however unable to be implemented due to school closure (this included Forest School opportunities and adult led focussed activities).</p>	<p>Lunchtime provision to be amended in line with COVID gaps (social skills). Healthy lifestyles to be encouraged during lunch times (daily PE sessions).</p>
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	<p>following the rules and playing harmoniously.</p> <ul style="list-style-type: none"> • After school enrichment clubs to be offered to PP children at no cost from the Spring Term onwards. 			
<p>To raise attainment and accelerate progress in the Early Years so it is at least in line with national.</p>	<ul style="list-style-type: none"> • Staff to provide the PP children with a language rich environment as well as directly extending PP children’s vocabulary through explicit teaching. Staff to carefully select high frequency words for explicit teaching. Staff to ensure they provide multiple opportunities for PP children to hear and use new words. • Staff to ensure high quality interactions take place with PP children whilst they are playing in the continuous provision. Staff to ensure they are talking with PP children rather than just to children. • Encourage PP children to elaborate, recap, clarify, extended thinking time, and asking open ended questions. PDM to be delivered in Spring 1 to share suggestions and ideas for questioning further - blooms taxonomy and EEF improving communication, language and literacy in the early years. • Staff to carry out the Nuffield communication screen. PP children to be tracked carefully and provision planned for accordingly. Monitoring and pupil progress meetings to focus on the provision to accelerate language acquisition. • Promoting reading with PP parents to be a high priority within the Foundation stage. PP Parents to be actively targeted/invited in to a Read, Write Inc watch me learn to inform parents of how to support their child at home to read in the autumn term. • A high quality, inviting reading area must be included in the provision where adults read stories to the PP children in an exciting way to 	<p>DP, CT, TA, PP lead / EYFS lead</p>	<p>GLD is in line with national attainment and gaps are closing between all groups of learners.</p> <p>AP2 data- PP GLD attainment: 63.64%</p>	<p>Drop ins to continue to ensure leaders support staff (including intervention leads).</p> <p>Learning environments to be developed to ensure they are vocab rich.</p> <p>Forest School opportunities to develop and continue to support communication skills and wider learning skills.</p> <p>Intervention to continue to close the gaps with communication.</p> <p>Questioning skills to be developed across the curriculum.</p>

	<p>encourage a love of reading and language development.</p> <ul style="list-style-type: none"> • Staff to create a purposeful environment that supports the PP children’s learning intentions which is planned and sequenced carefully. The environment allows curiosity, concentration and enjoyment to be developed in the seven areas of learning. • Explicit teaches are delivered to ensure PP children learn why it is important to eat, drink, rest, exercise and be kind to each other. • Staff to develop Forest school sessions weekly to develop PP children’s curiosity, concentration, independence, teamwork and self-confidence whilst being active learners. PP children to learn life skills such as tying knots, feeding birds, how to cook safely outdoors and many more skills they will require for their future learning. 			
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Academic Year 2020-2021

Planned Expenditure 2020-2021

Plan Budget: £55,145

Intended Outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead & Cost	When will you review implementation?
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Quality of Education for all pupils (including the Effectiveness of Early Years Provision)

To ensure there is a	<ul style="list-style-type: none"> • Plan and assess gaps carefully in the Recovery Curriculum to ensure that gaps in learning and needs are met for all 	EEF Teaching and Learning toolkit	Children develop knowledge and skills across the	PP Lead/DP	Weekly dropins
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<p>clear curriculum focus that matches the needs of ALL pupils within the school community to increase attainment and accelerate progress so outcomes are at least broadly in line with national.</p>	<p>PP children.</p> <ul style="list-style-type: none"> To build relationships with PP families to ensure that support is given with regards to the wellbeing and education of PP children. Ensure remote learning plans cater for all children and ensure PP children are not disadvantaged and have the same opportunities as non-PP. Ensure that remote learning plans address a broad and balanced curriculum. Plan 6 enrichment activity projects to ensure that PP children have the opportunity to develop life skills to help them succeed in the future through the curriculum. <ul style="list-style-type: none"> Forest school Community Communication All About Me (wellbeing) Design and Technology Cooking and healthy eating Actively promote enrichment activities (including extra-curricular) to ensure PP children access and complete the project. To capture data on entry into FS1 using a triangulation of evidence for PP children, from BPVS, Nuffield communication screen and development matters. Pupil progress meetings to focus closely on PP children, discussing progress, gaps and plan next steps for them to ensure the gap closes. Pupil premium children to be identified and targeted to achieve AARE especially in writing. English to be taught through quality texts to engage children and inspire them with their creative writing. Review EEF Guidance for Pupil Premium to ensure the 5 principles are embedded. PDM starter focused on Championing Pupil Premium children and what this looks like (reading daily, uniform, attendance, encouraging to clubs, homework, reminders give i.e trips, relationship with parents etc...). Pupil Premium target children to be included on teacher 	<p>and mastery learning and feedback are effective in accelerating progress.</p> <p>Development point from data and SIP visit.</p>	<p>curriculum, which:</p> <ul style="list-style-type: none"> Promotes the personal development of pupils, developing creativity and a healthy lifestyle. Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes. <p>Attainment data ARE PP-against all others is closing and is in line with national for Reading, Writing and Maths.</p> <p>All gaps are closing from the children's starting points.</p>	<p>Contribution towards support staff salaries £30,000</p> <p>Staff PP Champions</p> <p>Enrichment funding and salaries £4295</p> <p>PDM staff training £150</p>	<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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	<p>appraisal targets to raise the profile and attainment of the children.</p> <ul style="list-style-type: none"> Ensure the curriculum is tailored to PP interests such as ensuring book areas, class novels and working walls are appealing to them. 				
<p>To raise the attainment and accelerate progress of pupils in reading and phonics so that outcomes are broadly in line with national.</p>	<ul style="list-style-type: none"> Pupil Premium champions support the children to 'catch up' with their learning and support the children to achieve their targets to enable them to close the gaps with their peers. 'Catch up' to include RWI and Power Maths intervention with PP children. Leaders to coach, mentor, carry out demonstration lessons, joint plan and team-teach to ensure teachers deliver the Read Write Inc programme effectively developing PP children's phonic knowledge necessary to read. Create a higher profile of reading through whole school and class competitions, ensuring PP children are championed, including story time sessions. Reading for pleasure to be promoted through high quality, stimulating reading areas in every classroom enabling PP children to read often and library time timetabled sessions for each class to encourage PP pupils to read widely. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>Development point from data and SIP visit. (Year 1 phonics school Data).</p>	<p>GLD attainment is in line with National</p> <p>Year 1 phonics is in line with national</p> <p>Year 2 phonic retakes is in line with national</p> <p>Year 2 reading is in line with national at EXS and GDS.</p>	<p>PP Lead/ DP</p> <p>English Lead</p> <p>RWI lead / SENCO</p> <p>Staff PP Champions</p> <p>AP/EP</p> <p>Reading books - £4000</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p>
<p>To raise attainment and accelerate progress in the Early Years so it is at least in line with national.</p>	<ul style="list-style-type: none"> Staff to provide PP children with a language rich environment as well as directly extending PP children's vocabulary through explicit teaching. Staff to carefully select high frequency words for explicit teaching. Staff to ensure they provide multiple opportunities for PP children to hear and use new words. Staff to ensure high quality interactions take place with PP children whilst they are playing in the continuous provision. Staff to ensure they are regularly communicating with PP children. Encourage PP children to elaborate, recap, clarify, extended thinking time, and ask open ended questions. 	<p>Development point from data and SIP visit.</p> <p>To further improve outdoor teaching and learning within EYFS.</p>	<p>GLD is in line with national attainment and gaps are closing between all groups of learners.</p>	<p>DP, CT, TA, PP lead / EYFS lead</p>	<p>Drop ins and formal observation focused on outdoor learning.</p> <p>Plan monitored termly by link governors.</p> <p>Appraisal reviews/Pupil Progress</p>

	<ul style="list-style-type: none"> • PDM to be delivered in Spring 1 to share suggestions and ideas for questioning further - blooms taxonomy and EEF improving communication, language and literacy in the early years. • Staff to carry out the Nuffield communication screen. PP children to be tracked carefully and provision planned for accordingly. • Monitoring and pupil progress meetings to focus on the provision to accelerate language acquisition. • Promoting reading with PP parents to be a high priority within the Foundation stage. PP Parents to be actively targeted/invited in to a Read, Write Inc watch me learn/ virtual meetings to inform parents of how to support their child at home to read in the autumn term. • Staff to monitor and champion attendance of PP families. • A high quality, inviting reading area must be included in the provision. • Adults to read stories to PP children in an exciting way to encourage a love of reading and language development. • Staff to use Read, Write, Inc story telling approach to develop effective story time. • Staff to create a purposeful environment that supports the PP children’s learning intentions which is planned and sequenced carefully. The environment allows curiosity, concentration and enjoyment to be developed in the seven areas of learning. • Explicit teaches are delivered to ensure PP children learn why it is important to eat, drink, rest, exercise and be kind to each other. • Staff to develop Forest school sessions weekly to develop PP children’s curiosity, concentration, independence, teamwork and self-confidence whilst being active learners. PP children to learn life skills such as tying knots, feeding birds, how to cook safely outdoors and many more skills they will require for their future learning. 				Meetings
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<p>To develop teachers pedagogical knowledge and skills to ensure all teaching is at least GOOD through a robust training and monitoring program</p>	<ul style="list-style-type: none"> Teachers to raise their expectations of PP pupils speaking in sentences and answering questions in sentences rather than accepting single word answers. This is to be across the school including lunchtime when selecting food choices. Vocabulary to be taught specifically ensuring that PP children acquire a wide range of vocabulary enabling them to communicate effectively. Taught vocabulary to be added to working walls. Staff to ensure that Tier 1 and Tier 2 words are taught effectively. Teachers have a good knowledge of every PP child in their class. Lessons are adapted or personalised provision is planned to ensure each lesson meets the needs of all PP children and ensures they develop the knowledge and skills to ensure they make progress in every lesson. Drop in sheets to reflect this when monitoring. Year group timetables to be created to ensure there is a balanced approach to the curriculum. 	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>To improve on existing processes to ensure consistent and accurate teaching and assessment.</p>	<p>The impact of teaching on learning and progress overtime is good with attainment that is now at least in line with national.</p> <p>Teaching staff move around the room supporting learning, scanning and ensuring all children are making progress in lessons and no lost learning time.</p> <p>Leaders use assessment well to help pupils embed and use knowledge fluently, to check understanding and to inform teaching.</p>	<p>PP Lead / DP</p> <p>English Lead</p> <p>AP/EP</p> <p>Communication Champion</p> <p>Staff PP Champions</p> <p>Speech and Language therapist from opportunity funding area.</p>	<p>Weekly dropins</p> <p>Plan monitored termly by link governors.</p> <p>Internal review processes AP/EP termly</p> <p>Appraisal reviews/Pupil Progress Meetings</p> <p>CPD programme (Inset days/PDMs)</p>
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Strong Leadership, Management and Governance

<p>To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes</p>	<ul style="list-style-type: none"> PP lead to drive their identified area across the school, supporting staff to identify areas for development and next steps for improvement and creating sustainable improvements. Robust and effective approach to monitoring PP children's data / assessment / progression through the use of Educator / Tiny Tracker and Pupil progress meetings. Pupil Premium leader to be confident in their knowledge of Pupil Premium children. They track the Pupil Premium children closely, identify gaps for individuals in learning and support teachers to close the gaps. Ensure PP children are represented on the school council Ensure PP children's parents are represented on the parent forum To implement the revised link governor plans throughout the year. Visits to be hands on monitoring. Link governors to offer a level of challenge to help drive 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>To improve on existing processes to ensure PP parents have a voice.</p>	<p>Leaders talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school.</p> <p>Increased parental support through the parent forum.</p> <p>School council contribute to school events and school development.</p>	<p>PP lead / DP /SAO/SAFO</p> <p>SAO contribution to salary £13,300</p> <p>School Council Lead</p> <p>Assessment tracking system (Educater) contribution costs £3000</p>	<p>Internal review processes AP/EP termly</p> <p>Leadership CPD programme (SLE/NPQML/NPQSL/NPQH)</p>
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	<p>school improvement. Visits to be termly and planned into the monitoring cycle timeline.</p>				
<p>All children are MAGIC and All children are safe, resilient, healthy and well</p>					
<p>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</p>	<ul style="list-style-type: none"> • 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. • Staff to receive high quality CPD to develop Paul Dix's approach to behaviour. • All staff to consistently follow the one page profile. • 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. • Drop ins and learning walks to include observing PP pupils motivation and positive attitudes to learning (MAGIC learning behaviours). • Improving attendance across the academy to continue to be promoted and seen to be a high profile priority by all staff. • SAO and PP leader to ensure the rigorous approach to monitoring continues following the academy attendance policy. • Ensure attendance is a target on Early helps for PP families whom attendance is an issue. • 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). • Persistently absent PP children to be championed by staff to encourage good attendance. • Parents to be offered Early help if attendance is an issue for the family or referral to school nurse if absence is due 	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>School monitoring of attendance shows PP attendance and punctuality is below national.</p>	<p>The school has high expectations for pupils behaviour and conduct and applies these expectations consistently and fairly. Bullying, aggression, discrimination and derogatory language are rare and when they occur they are dealt with quickly and effectively.</p> <p>Attendance is in line with national.</p> <p>There is a developing system to ensure minutes late are reduced.</p> <p>Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.</p>	<p>PP lead / SAO, CT, TA, DP, Office</p> <p>AP/EP</p> <p>Pupil premium funding for extra-curricular clubs £500</p>	<p>PDBW meeting weekly with PP on the agenda.</p> <p>Attendance analysis termly</p> <p>Attendance monitored termly by link governors</p>

	<p>to medical reasons to support the family.</p> <ul style="list-style-type: none">• Punctuality to be monitored and addressed rigorously following the academy attendance policy. This to include punctuality clinics with the SAO.• Ensure punctuality is addressed with PP parents who are on Early Help if this is a target for the family.• Daily PE sessions planned to enable PP children to be active and maintain a healthy lifestyle.• Staff and playground leaders to be active in ensuring all of the PP children participate in activities with their friends and feel included.• PP children encouraged to act out their stories as a performance on the stage in the outdoor classroom to develop speaking and listening skills and performing to an audience.• Playtime 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.• After school enrichment clubs to be offered to PP children at no cost.				
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