

# NORTHWOOD BROOM ACADEMY, PUPIL PREMIUM, 2020-2021

**Reviewed December 2020**

## 1. Summary information

<b>Academic Year</b>	2020-2021	<b>Total PLAN budget</b>	£68,595	<b>Date of Plan review</b>	December 2020
<b>Total number of pupils</b>	182	<b>Number of pupils eligible if appropriate</b>	63 (35%)	<b>Date for next internal review of this plan</b>	December 2021

**1. End of Year Y2 attainment 2019-2020** Due to COVID there is no end of year data for 2019-2020. However, predicted data was to be in line with national.

<b>End of Year 2 attainment 2018-2019</b>	<b>PP (21/54) 39%</b>	<b>NON PP (35/54) 61%</b>
% achieving ARE (Age-Related Expectations) or above in reading	67%	81%
% achieving ARE (Age-Related Expectations) or above in writing	48%	75%
% achieving ARE (Age-Related Expectations) or above in maths	62%	78%

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

<b>In-school barriers (issues to be addressed in school)</b>	
<b>A.</b>	Pupils eligible for PP are often not emotionally and physically ready to learn
<b>B.</b>	Communication and language skills on entry to school are lower for pupils who are eligible for PP
<b>C.</b>	Phonics skills on entry to school are lower for pupils who are eligible for PP
<b>D.</b>	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>E.</b>	Parental engagement with education/school links (educational ability, value of education)
<b>F.</b>	Attendance and punctuality
<b>G.</b>	Deprivation/Parental access to resources to support pupils learning experiences
<b>H.</b>	Transient community
<b>I.</b>	High mobility (including pupils joining mid-year)

## Academic Year 2019-2020

### Planned Expenditure 2019-2020

**Plan Budget: £71,565**

Intended Outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead & Cost	Lessons learned / next steps
<p>To ensure there is a 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>	<ul style="list-style-type: none"> <li>• 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"> <li>- Forest school</li> <li>- Community needs</li> <li>- Healthy minds</li> <li>- Performance</li> <li>- Design and Technology</li> <li>- Cooking and healthy eating</li> </ul> </li> <li>• Actively promote enrichment activities (including extra-curricular) to ensure PP children access and complete the project.</li> <li>• To capture data on entry into FS1 using a triangulation of evidence for PP children, from BPVS, Nuffield communication screen and development matters.</li> <li>• Pupil progress meetings to focus closely on PP discussing progress, gaps and plan next steps for them to ensure the gap closes.</li> </ul>	<p>EEF Teaching and Learning toolkit and mastery learning and feedback are effective in accelerating progress.</p> <p>Development point from data and SIP visit.</p>	<p>Children develop knowledge and skills across the curriculum, which:</p> <ul style="list-style-type: none"> <li>• Promotes the personal development of pupils, developing creativity and a healthy lifestyle.</li> <li>• Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes.</li> </ul> <p><b>Whole school implementation of the Focus Curriculum. Subject leaders worked to develop their subjects through lockdown and CPD has been planned for staff</b></p> <p>Attainment data ARE PP- against all others is closing</p>	<p>PP Lead/DP – contribution towards PP lead management time and DP £15,00</p> <p>Contribution towards support staff salaries £31,665</p> <p>Staff PP Champions</p> <p>PDM staff training £150</p>	<p>Teachers identified curriculum objectives not covered due to school closure during lockdown as part of work on curriculum deficit. This was then used to plan the recovery curriculum in order to close gaps for PP in the 2020-2021 academic year. Focus Curriculum/Enrichment curriculum to be amended and updated in line with PP gaps from</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Review EEF Guidance to Pupil Premium to ensure the 5 principles are embedded.</li> <li>• 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...)</li> <li>• 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.</li> <li>• Pupil Premium target children to be included on teacher appraisal targets to raise the profile and attainment of the children.</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>and is in line with national for Reading, Writing and Maths.</p> <p>All gaps are closing from the children's starting points. Most PP children are making good progress and areas for focus have been identified.</p>		<p>COVID school closure to ensure children participate in wider opportunities and support wellbeing.</p> <p>Wellbeing questionnaire carried out with both parents and children which fed in to the planning of the recovery curriculum. Circle times addressing issues took place with PP children.</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 PP children receive interventions. Regular Inclusion drop ins to discuss PP children.</p> <p>Best impact was with ARE children. More focus is needed on</p>
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					<p>challenging more able PP children to enable them to achieve greater depth and ensuring teaching is skilled in RWI for significant WBARE to make substantial progress. Staff to have weekly CPD.</p> <p>EYFS Target areas in Nursery are C&amp;L, M&amp;H, MFB, PSED, Reading, Writing and SSM to ensure that PP children achieve GLD Target areas in Reception are Speaking, Health and Safe care, MFB, Reading, Writing, Number and SSM to ensure that PP children achieve GLD.</p> <p>Further work is needed in KS1 in writing in particular to close the gap between PP and non PP pupils</p>
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					<p>Teachers need to ensure challenge is provided for PP to make AARE.</p> <p>Ensure that PP pupils have access to remote learning and families are championed and supported in this. ClassDojo to be used for communication.</p>
<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"> <li>• 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.</li> <li>• Create a higher profile of reading through whole school and class competitions, ensuring PP children are championed.</li> <li>• 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.</li> </ul>	<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  <b>AP2 GLD attainment: 38.46%</b></p> <p>Year 1 phonics is in line with national  <b>AP2 on track to pass screen in June: 56%</b></p> <p>Year 2 phonic retakes is in line with national  <b>AP2 on track to pass screen in June: 89%</b></p> <p>Year 2 reading is in line with national at EXS and GDS.  <b>AP2 EXS: 50% (outperforming non PP)</b></p>	<p>PP Lead/ DP</p> <p>English Lead</p> <p>RWI lead / Assistant Inclusion lead</p> <p>Staff PP Champions</p> <p>AP/EP</p> <p>Reading books - £3000</p>	<p>Phonics remains a focus for PP children. RWI scheme has been implemented for all year groups. Weekly staff CPD to continue, further development days lead by RWI trainer and school Reading Lead.</p> <p>PP receive 1:1 RWI sessions each day. As part of the recovery curriculum Year 1 and Year 2 have introduced a second RWI session each day and Reception have a</p>

					<p>second speed sound session daily.</p> <p>Drop ins to continue to ensure leaders support staff in targeting gaps for individual PP children (including intervention leads).</p> <p>High profile of reading to be developed whole school by English leads. PP children to be invited to daily story time.</p> <p>Further work on engaging parents and supporting them in reading at home needed. Use ClassDojo to share good practice and examples.</p>
<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"> <li>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.</li> <li>Vocabulary to be taught specifically ensuring that PP children acquire a wide range of vocabulary enabling them to communicate</li> </ul>	<p>EEF Teaching and Learning Toolkit evidence that effective feedback to pupils accelerates pupil learning.</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</p>	<p>PP Lead / DP</p> <p>English Lead – contribution towards management time £5,000</p> <p>AP/EP</p>	<p>Leaders to continue to develop drops in and coaching to ensure that all staff have high expectations of PP pupils.</p>

	<p>effectively. Taught vocabulary to be added to working walls.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>To improve on existing processes to ensure consistent and accurate teaching and assessment.</p>	<p>to meet these. PP to be a focus area.</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. Drop ins take place as routine and next steps are shared and coaching for staff to meet these.</p> <p>Leaders use assessment well to help pupils embed and use knowledge fluently or to check understanding or inform teaching. Leadership analysis completed at every assessment point and discussed at pupil progress meetings. Gaps / next steps in learning for PP children discussed and planned for.</p>	<p>Communication Champion</p> <p>Staff PP Champions</p> <p>Speech and Language therapist from opportunity funding area.</p>	<p>Work to continue on choosing and teaching vocabulary using EEF vocabulary tiers.</p> <p>Teachers and leaders to ensure that Recovery Curriculum is delivered through a balanced timetable ensuring that learning is tailored to the needs and interests of PP children. Teachers and leaders to ensure that no learning time is lost through transitions.</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"> <li>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</li> <li>Robust and effective approach to monitoring PP children's data / assessment / progression / Educator / Tiny Tracker / Pupil progress</li> <li>Ensure PP children are represented on the school council</li> </ul>	<p>EEF T and L toolkit shows that parental involvement accelerates learning.</p> <p>To improve on existing processes to ensure PP</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. Success limited due to Covid school closure. ClassDojo</p>	<p>PP lead / DP /HSLW/SAFO</p> <p>HSLW contribution to salary £15,00</p> <p>School Council Lead</p> <p>Assessment tracking</p>	<p>Leaders to continue to develop Drop ins and coaching and to analyse PP data alongside support given to staff.</p> <p>Leaders to undertake NPQ</p>

	<ul style="list-style-type: none"> <li>• Ensure PP children parents are represented on the parent forum</li> <li>• 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.</li> </ul>	<p>parents have a voice.</p>	<p>providing an opportunity for communication.</p> <p>School council contribute to school events and school development.</p> <p>Meetings take place routinely in addition to special events.</p>	<p>system (Educater) contribution costs £1250</p>	<p>courses to develop leadership skills.</p> <p>Relaunch parent forum (SAO). Ensure meetings are COVID compliant. Continue to develop relationship with the parent forum, actively inviting PP parents.</p> <p>Continue to develop use of ClassDojo as a method of communication. Ensure that all PP parents are signed up. Welfare calls to address this.</p> <p>Ensure PP representation on School Council. Ensure that meetings continue to take place at least termly to contribute to school events and developments. Meetings to be amended to ensure</p>



					COVID compliance (no Bubble mixing).
<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"> <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>• 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.</li> <li>• Dropins and learning walks to include observing PP pupils motivation and positive attitudes to learning (MAGIC learning behaviours).</li> <li>• 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 attendance policy. Ensure attendance is a target on Early helps for PP families whom attendance is an issue.</li> <li>• Clinics to be held swiftly to address where PP pupil's 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. Parents to be offered Early help if attendance is an issue for the family or referral</li> </ul>	<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><b>MAGIC learners referred to and focused on during whole school worship.</b></p> <p><b>Interventions for PP children such as Forest School nurture sessions were carried out to support behaviour/ SEMH needs.</b></p> <p>Attendance is in line with national.</p> <p><b>Attendance in March 2020</b>  Whole school – 94.88%  PP – 94.50%  This is lower due to the effects of COVID. Prior to this attendance for the whole school was 95.47% and PP was 95.03%</p> <p>There is a developing system to ensure minutes late are reduced.</p>	<p>PP lead / HSLW, CT, TA, DP, Office</p> <p>AP/EP</p> <p>Pupil Premium funding for extra – curricular clubs £500</p>	<p><b>New behaviour policy based on Paul Dix's book When the Adults Change Everything Changes implemented to nurture children, develop stronger relationships and support wellbeing. SLT are continually working closely with Paul Dix in order to develop and refine this. All information from these sessions are then presented to staff through training and a coaching approach. Staff to have a Q &amp; A session with Paul Dix during Autumn 2.</b></p> <p><b>Whole school worship to focus on the values and ethos of 'MAGIC' learners.</b></p> <p><b>Nurture interventions to</b></p>

	<p>to school nurse if absence is due to medical reasons to support the family.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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>• After school enrichment clubs to be offered to PP children at no cost from the Spring Term onwards.</li> </ul>		<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 during every late. 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 developed to ensure a wide range of activities and opportunities which promoted a healthy and active lifestyle.</p>		<p>continue for PP children where needed.</p> <p>All staff to continue to champion PP families and chn for attendance and lates. Attendance letters to go out and clinics to be held. Class Dojo to be first method of communication.</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). Staff to target/champion PP children</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"> <li>• 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.</li> </ul>	<p>Development point from data and SIP visit.</p> <p>To further improve outdoor teaching and</p>	<p>GLD is in line with national attainment and gaps are closing between all groups of learners.</p> <p>AP2 GLD attainment: 38.46%</p>	<p>DP, CT, TA, PP lead / EYFS lead</p>	<p>Drop ins to continue to ensure leaders support staff to target and close the gap for PP children</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage PP children to elaborate, recap, clarify, extended thinking time, and asking open ended questions. PDM to be delivered in autumn 1 to share suggestions and ideas for questioning further - blooms taxonomy and EEF improving communication, language and literacy in the early years.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 encourage a love of reading and language development.</li> <li>• 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.</li> <li>• Explicit teaches are delivered to ensure PP children learn why it is important to eat, drink, rest, exercise and be kind to each other.</li> </ul>	<p>learning within EYFS.</p>			<p>(including intervention leads).</p> <p>Learning environments to be developed to ensure vocab rich effectiveness and supports interests of PP children.</p> <p>Forest School opportunities to develop and continue to support communication skills and wider learning skills for PP children.</p> <p>Intervention to continue to close the gaps with communication for PP children.</p> <p>Questioning skills to be developed across the curriculum to encourage PP children to respond appropriately but then to initiate questions. .</p>
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	<ul style="list-style-type: none"><li>• 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.</li></ul>				
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# Academic Year 2020-2021

## Planned Expenditure 2020-2021

### Plan Budget: £68595

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?
<b>Quality of Education for all pupils (including the Effectiveness of Early Years Provision)</b>					
<p>To ensure there is a 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>	<ul style="list-style-type: none"> <li>• Plan and assess gaps carefully in the Recovery Curriculum to ensure that gaps in learning and needs are met for all PP children.</li> <li>• To build relationships with PP families to ensure that support is given with regards to the wellbeing and education of PP children (including remote education).</li> <li>• Ensure remote learning plans cater for all children so that 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>• 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.</li> <li>• Cooking and Healthy Eating</li> <li>• Forest School/ Environmental Explorers</li> <li>• Community Explorer</li> <li>• Communication</li> <li>• All About Me (Wellbeing and Mindfulness)</li> <li>• Art and Craft Project</li> <li>• Actively promote enrichment activities (including extra-curricular) to ensure PP children access and complete the project.</li> <li>• To capture data on entry into FS1 using a triangulation of evidence for PP children, from BPVS, Nuffield communication screen and development matters.</li> </ul>	<p>EEF Teaching and Learning toolkit and mastery learning and feedback are effective in accelerating progress.</p> <p>Development point from data and SIP visit.</p>	<p>Children develop knowledge and skills across the curriculum, which:</p> <ul style="list-style-type: none"> <li>• Promotes the personal development of pupils, developing creativity and a healthy lifestyle.</li> <li>• Results in pupils achieving in line with national GLD, Y1 and KS1 outcomes.</li> </ul> <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>PP Lead/DP</p> <p>Contribution towards support staff salaries (including daily 1:1 RWI sessions) £40,000</p> <p>Staff PP Champions</p> <p>Enrichment funding and salaries £4000</p> <p>PDM staff training (including contribution towards Paul Dix, RWI development days) £2000</p> <p>Leadership time £295</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>

	<ul style="list-style-type: none"> <li>• Pupil progress meetings to focus closely on PP discussing progress, gaps and plan next steps for them to ensure the gap closes.</li> <li>• 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.</li> <li>• Review EEF Guidance to Pupil Premium to ensure the 5 principles are embedded.</li> <li>• 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..).</li> <li>• Pupil Premium target children to be included on teacher appraisal targets to raise the profile and attainment of the children.</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> <li>• Forest School developed in KS1 to provide pupils with opportunities to take risks and develop life skills.</li> </ul>			<p>Forest School resources – set of waterproof trousers, consumables and excellence award £1500</p>	
<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"> <li>• 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.</li> <li>• ‘Catch up’ to include RWI and Power Maths intervention with PP children.</li> <li>• 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.</li> <li>• Create a higher profile of reading through whole school and class competitions, ensuring PP children are championed, including story time sessions.</li> <li>• Reading for pleasure to be promoted through high quality, stimulating reading areas in every classroom enabling PP children to read often and library time</li> </ul>	<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 / Assistant Inclusion lead</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>timetabled sessions for each class to encourage PP pupils to read widely.</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"> <li>• 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 vocabulary using tiered approach for explicit teaching. Staff to ensure they provide multiple opportunities for PP children to hear and use new words.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 encourage a love of reading and language development. Staff to use Read, Write, Inc story telling approach to develop effective story time.</li> <li>• Staff to create a purposeful environment that supports the PP children’s learning intentions which is planned and sequenced carefully. The environment allows</li> </ul>	<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 Meetings</p>

	<p>curiosity, concentration and enjoyment to be developed in the seven areas of learning.</p> <ul style="list-style-type: none"> <li>• Explicit teaches are delivered to ensure PP children learn why it is important to eat, drink, rest, exercise and be kind to each other.</li> <li>• Forest School leaders 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.</li> </ul>				
<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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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 or to check understanding or 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>
<p><b>Strong Leadership, Management and Governance</b></p>					
<p>To develop the capacity of leadership</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>EEF T and L toolkit shows that parental involvement</p>	<p>Leaders talk confidently about their area of responsibility and they can demonstrate that they have</p>	<p>PP lead / DP /SAO/SAFO</p>	<p>Internal review processes AP/EP termly</p>



<p>within the school, at all levels, to show impact on improving outcomes</p>	<ul style="list-style-type: none"> <li>• Robust and effective approach to monitoring PP children’s data / assessment / progression / Educator / Tiny Tracker / Pupil progress</li> <li>• 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.</li> <li>• Ensure PP children are represented on the school council</li> <li>• Ensure PP children parents are represented on the parent forum</li> <li>• 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.</li> </ul>	<p>accelerates learning.</p> <p>To improve on existing processes to ensure PP parents have a voice.</p>	<p>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>SAO contribution to salary £13,300</p> <p>School Council Lead</p> <p>Assessment tracking system (Educater) contribution costs £3000</p>	<p>Leadership CPD programme (SLE/NPQML/ NPQSL)</p>
<p><b>All children are MAGIC and All children are safe, resilient, healthy and well</b></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"> <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 have CPD opportunities to develop Paul Dix’s approach to behaviour. 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 a letter celebrating the child’s consistently high, positive attitude and commitment to their education.</li> <li>• Drop ins and learning walks to include observing PP pupils motivation and positive attitudes to learning (MAGIC learning behaviours).</li> <li>• Improving attendance across the academy to continue to be promoted and seen to be of a high profile priority by all staff. SAO and PP leader to ensure the rigorous approach to monitoring continues following the academy</li> </ul>	<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</p>	<p>PP lead / SAO, CT, TA, DP, Office 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>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"> <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. 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. Ensure punctuality is addressed with PP parents who are on Early Help if this is a target for the family.</li> <li>• Playtime 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.</li> <li>• PP children to complete daily 30 minute PE sessions to encourage a healthy lifestyle.</li> <li>• 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.</li> <li>• 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>• After school enrichment clubs to be offered to PP children at no cost. Due to COVID restrictions no after school enrichment clubs will be taking place in Autumn but this will be continually reviewed in line with current government guidance.</li> </ul>		<p>independence and lead a healthy and active lifestyle.</p>		
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