



## 3 Year Pupil Premium Strategy Plan Academy

## English Martyrs' Catholic Voluntary

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION [2020/2021]

Pupil Premium Lead	Jo Pettifer	Governor Lead: David Boot	
--------------------	-------------	---------------------------	--

#### CURRENT PUPIL INFORMATION [2020/2021]

Total number of pupils:	287	Total pupil premium budget:	£70595	Date of most recent PP Review	28 <sup>th</sup> November 2018 P Longden
Number of pupils eligible for pupil premium:	52	Amount of pupil premium received per child:	Ever 6 free school meals: £1,345 Looked-after children (LAC) and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order: £2,345 Service premium per pupil: £310	Date for next internal review of this strategy	June 2021
Proportion of disadvantaged pupils:	18%				

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	23	44%
Girls	29	56%
SEN support	7	13%
EHC plan	0	0%
EAL	4	7%

### Assessment data for previous 3 years \*

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	0%	80%	80%	57%	74%	72%
% meeting EXP or exceeded in Reading	0%	80%	80%	62%	79%	77%
% meeting EXP or exceeded in Writing	0%	80%	80%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	0%	80%	80%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	60%	73%	75%	57%	74%	72%
% meeting EXP or exceeded in Reading	40%	82.8%	75%	62%	79%	77%
% meeting EXP or exceeded in Writing	40%	82.8%	75%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	80%	77%	80%	66%	82%	80%

<b>EYFS DATA 2016-17</b>						
% achieving Good level of development (GLD)	50%	76%	82.5%	56%	73%	71%
% meeting EXP or exceeded in Reading	66%	84%	82.5%	63%	79%	77%
% meeting EXP or exceeded in Writing	66%	81%	80%	58%	76%	73%
% meeting EXP or exceeded in Number	66%	81%	80%	66%	81%	79%

<b>PHONICS 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	91%	93%	71%	84%	82%
<b>PHONICS 2017-18</b>						
% of pupils passing Phonics Screening Check	66%	92%	90%	70%	84%	82%
<b>PHONICS 2016-17</b>						
% of pupils passing Phonics Screening Check	100%	97%	97%	68%	83%	81%

<b>KSI ATTAINMENT 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	75%	78%	78%	na	na	na
% meeting expected standard or above in reading	75%	83%	83%	62%	78%	75%
% meeting expected standard or above in writing	75%	78%	78%	55%	73%	69%
% meeting expected standard or above in maths	75%	81%	80%	62%	79%	76%
<b>KSI ATTAINMENT 2017-18</b>						

% achieving expected standard or above in reading, writing and maths	75%	78%	78%	na	na	na
% meeting expected standard or above in reading	100%	83%	85%	60%	78%	75%
% meeting expected standard or above in writing	100%	78%	80%	53%	73%	70%
% meeting expected standard or above in maths	75%	92%	90%	61%	79%	76%
<b>KSI ATTAINMENT 2016-17</b>						
% achieving expected standard or above in reading, writing and maths	71%	85%	83%	na	na	na
% meeting expected standard or above in reading	71%	88%	85%	61%	78%	76%
% meeting expected standard or above in writing	71%	85%	83%	52%	71%	68%
% meeting expected standard or above in maths	86%	91%	90%	60%	78%	75%

### KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	100%	92%	92%	51%	71%	65%
Progress score in reading	+5.1	+3.3	+3.4	-0.62	0.32	0.03
Progress score in writing	+0.9	+2.0	+1.9	-0.50	0.27	0.03
Progress score in maths	+3.4	+4.4	+4.3	-0.71	0.37	0.03

### KS2 DATA 2017-18

KS2 Data 2018-19						
Ks2 Attainment RWM combined	71%	94%	90%	51%	70%	64%
Progress score in reading	+2.5	+2.9	+2.6	-0.60	0.30	0.03
Progress score in writing	-0.6	+1.5	+0.9	-0.40	0.20	0.03
Progress score in maths	+3.0	+3.1	+2.9	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	89%	77%	80%	48%	67%	61%
Progress score in reading	+3.1	+3.1	+3.1	-0.70	0.30	0.00
Progress score in writing	+1.2	+0.8	+0.9	-0.40	0.20	0.00
Progress score in maths	+5.8	+2.8	+3.4	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	95.5%	97.08%	na
2018-19	94.12%	97.44%	96%
2017-18	96.4%	97.31%	95.8%

\* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers

A	<p><b>Low Communication and Language skills on entry at English Martyrs' CVA</b></p> <p>Reception baseline assessments highlight that although English Martyrs' children can verbally construct simple sentences, many lack the ability to use these in a range of contexts. Many will often use them in solitary play, or to request that their needs are met but cannot initially use these to build relationships: this impacts their adult and peer interactions which are vital for language and cognitive development.</p> <p>It is the boys from disadvantaged backgrounds, and those that are summer born, who display poorer language skills. This impacts personal development, thus causing them to have the most difficulties with friendships; behaviour; thinking and learning; and literacy as they progress through the school.</p>
B	<p><b>Low exposure to 'rich and ambitious' vocabulary</b></p> <p>It is widely acknowledged the impact that poor communication and language skills have on attainment and this can be a predictor of academic performance throughout a child's education. There is currently a word gap between disadvantaged children and their peers when they start school. Some of our Disadvantaged children, in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading. As a result, some have not developed familiarity with rich language choices and do not incorporate a range of writing styles in their written work: this results in a lack of 'flair' in their writing by the time they reach KS2 which prevents them from reaching their potential across the curriculum – and specifically attainment at the Higher Standard in writing.</p>

### External Barriers

C	<p><b>Challenges in Social Skills, Personal Development, and Emotional Regulation.</b></p> <p>We have a sensitive understanding of how our children are affected by their childhood experiences both inside and outside of school: this range from loss of family cohesion, family discord, social privation, trauma and Adverse Childhood Experiences. Some of our disadvantaged children find emotional and behaviour regulation challenging and their subsequent barriers to learning can include: fixed mind-set, low self-esteem; lack of confidence; poor interpersonal skills, poor emotional regulation and in a small number of instances, toxic stress. These barriers can severely impact upon a child's ability to manage their cognitive load, process new information and make links within their mental schema.</p>
D	<p><b>Low Engagement in Home Learning</b></p> <p>In some cases, there is low parent/carer confidence in supporting their child's home-learning such as reading at home, homework, times tables practice and in facilitating and supporting the school's curriculum during past and potential school closures.</p> <p>80.9% of English Martyrs' pupils live in the borough of Erewash. The largest proportion of our pupils (58.3%) live within the town</p>

	of Long Eaton. Statistics drawn from most recent National Census (2011) suggest that there are challenges in the local area connected with relatively low academic aspirations. The school is located in an area which is in the 5th quintile of all schools – therefore ‘most deprived’. The broader pupil base, including those from outside the area, puts us in the 3rd quintile – therefore ‘average deprivation’. The percentage of residents in Erewash who have no qualifications is 25.90% . These statistics can support our understanding of the challenges we face in encouraging engagement in home-learning.	
E	<p><b>Anticipated Emotional Health Challenges</b></p> <p>The changes to familiar operation of schools, as a result of the Covid-19 pandemic, have as yet unknown consequences for the emotional health and well-being of our community. School closures in the Pentecost (Summer) term of 2020, the transition to home learning during that time, missed transition opportunities and changes to the staff body are all likely to have an impact on families and the pupils’ wellbeing. Identifying these emerging needs and responding to them appropriately is paramount in preventing them from becoming barriers to learning.</p>	
<b>Desired Outcomes</b>		
	<b>Outcome</b>	<b>Success Criteria</b>
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 85% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 85% of disadvantaged children.
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	For 15% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.
C	For children to have functional behavioural and social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.	For disadvantaged children to be proportionately represented in positive reward logs (Good Work liturgies/ House Points/ traffic light system) and ‘reflection’ behaviour reward logs as a result of their improved self-regulation and improved in-class strategies. For this to support their academic attainment and result in cohort-level success across core subjects (85%

		meeting expectations, 15% exceeding expectations)
D	For parents/ carers to have increased confidence in supporting learning at home through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.	For large majority of reading diaries to show meaningful home-reading has been undertaken. For large majority of homework to be completed. For large majority of home-learning tasks to be facilitated and sent in for assessment.
E	For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice.	For children with identified existing emotional health concerns to show progress through Boxhall profiles or similar. For all staff, parents and children to have an awareness of strategies to enhance positive well-being and prevent decline in emotional health.



### 3 YEAR PUPIL PREMIUM STRATEGY

#### TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three years (£211,785)	Success measure
A For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Development of PSHE Curriculum to promote regular communication about emotional needs and healthy relationships. Progression to be mapped out across year groups Led by E Pugh	New scheme introduced Advent 1 2020. Resourcing to be identified by Advent 2 2020. To be embedded in curriculum by Pentecost 2021	£800  PSHE resources, leadership time	For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 85% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 85% of disadvantaged children.

	<p>Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs to partake in targeted basic skill input sessions.. Individual and small group sessions in SPaG, Phonics and mathematics. These sessions <b>must prioritise communication skills</b> following the defined Progress Pathway to include: recalling, finding quality examples, giving own examples, applying in different contexts and evaluating choices.</p>	<p>To be re-established as part of the Covid-19 Recovery Curriculum by end of Advent Term (Autumn) 2020.</p>	<p>£41610</p> <p>Individual and small group sessions in SPaG/ Phonics and mathematics</p> <p>Average Ratio of 1 TA to 15 pupils for five hours per week for 38 weeks</p>	
	<p>Individual 1:1 reading every day for each PP child. Priority support given to staff to timetable and staff this. Reading corners to be developed and maintained and valued by all members of the community.</p>	<p>To be re-established as part of the Covid-19 Recovery Curriculum by second week of Advent Term (Autumn) 2020.</p>	<p>£77610</p> <p>1-1 reading every day</p> <p>Ratio of 1 TA to 1 pupil for 25 minutes per week for 38 weeks</p>	

	<p>Oracy Curriculum to be established and developed. Progression to be mapped across the school. For EM children to be more proficient at:</p> <ul style="list-style-type: none"> <li>• Presentations on a specified subject,</li> <li>• Exploring a text through performance</li> <li>• Structured debates</li> <li>• Speaking in class/school assemblies and liturgies</li> </ul>	To be developed in 20/21 and established by 21/22	£800 for training, leadership time and resources	
<p><b>B</b> For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.</p>	<p>1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.</p>	Pentecost 2021	£500	<p>For 15% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.</p>
	<p>CPD for Vocabulary and Knowledge retention strategies to be identified and embedded in EM curriculum: Foundation subject input to follow Bloom's taxonomy to mirror success of maths, phonics and SPaG Progress Pathways.</p>	Lent 2021	£500	

	Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	New cohort's needs analysed and provided for within Advent Term of each year	£1500	
	Staff training, on techniques to narrate thinking and extend thinking out loud for children. Talk for Writing CPD	Pentecost 2021	£1250	
	TA training: Switch On Reading for one member of staff to lead, for children who are not ARE by end of KS1	Pentecost 2022	£3000	

### TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Phase leaders (K Macdonald, G Ellis, T Chibbaro) and Jo Pettifer

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three year strategy	Success measure
----------	---	---------	-------------------------------------	-----------------

<p>A For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.</p>	<p>Additional ICT to be purchased to facilitate planned communication skills interventions, tailored to individual cohort needs across school. Targeted interventions to support writing and vocabulary confidence.</p>	<p>By end of Lent 1 2021</p>	<p>£21319 (three year strategy)</p>	<p>For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 85% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 85% of disadvantaged children.</p>
<p>B For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.</p>	<p>Develop and maintain EM Book Publishing interventions</p>	<p>By Pentecost 2021/2022/2023</p>	<p>£4000 (for 2 book runs at Book Printing UK per year)</p>	<p>For 15% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.</p>
<p>Debating curriculum and debating club to be developed and established across school. CPD, resources and leadership time allocated.</p>	<p>Pentecost 2022</p>	<p>£800</p>		
<p>D For parents/ carers to have increased confidence in supporting learning at home</p>	<p>Establish Home Lending Library service with tailored core subject packs</p>	<p>Lent 2021</p>	<p>£2000</p>	<p>For large majority of reading diaries to show meaningful home-reading</p>

through listening to reading, supporting homework and facilitating home-learning curriculum in a way which supports their child's academic potential.	Develop EM YouTube as parent support for homework and reading tasks. Tutorials to model how to get the most out of story reading and vocabulary so parents can develop this too at home.	Advent 2020	£500 CPD, resources and leadership time.	has been undertaken. For large majority of homework to be completed. For large majority of home-learning tasks to be facilitated and sent in for assessment.
	Nurture groups to run termly ELSA provision to be maintained and maximised Chaplaincy provision to be maintained and maximised	To be re-established within recovery curriculum by Advent 2020	£20,000 % of SMSC lead salary across three years	

**WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)**

Member of staff responsible:

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings across three year strategy	Success measure
C For children to have functional social skills, well-rounded personal				For disadvantaged children to be proportionately represented in positive

development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.	KS2 outside environments to be developed as outdoor learning facilities: Undercover learning area on KS2 field. Biodiverse environment created to support emotional regulation/ Forest School Principles. KS2 Gardening/ Biodiversity taskforce to be established and maintained	Plans in place by Lent 2021. Work completed by Advent 2021	21,000	reward logs (Good Work liturgies/ House Points/ traffic light system) and 'reflection' behaviour reward logs as a result of their improved self-regulation and improved in-class strategies. For this to support their academic attainment and result in cohort-level success across core subjects (85% meeting expectations, 15% exceeding expectations)
	To employ Gardening Mentor on a fixed term of workshops.	Established by Pentecost 2021	£4000	
Contingency			£10000	

## PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Development of PSHE Curriculum	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.	Every child eligible for Pupil Premium at English Martyrs' has an Individual Provision Map which sets out their specific needs and the ways in which they can achieve their full potential. Innovative and ambitious bespoke Interventions are planned to address these needs throughout the whole year.  Monitoring of the interventions put in place for each child is carried out on a half termly basis. Qualitative data is collected through teacher written self- evaluations, observation and pupil voice discussions. Quantitative data is collected through rigorous termly Pupil Progress cycles of analysis and action planning.	Emily Pugh/ Jo Pettifer	£800
		Small group for Basic Skills Sessions. Children grouped according to their emerging, met or exceeding needs.	School level analysis of Pupil Progress and interventions show that these sessions are amongst our most impactful for closing gaps in communication skills.		Katie Macdonald/ Gemma	£13870



		Individual 1:1 reading every day for each PP child.	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Short, regular 1:1 tutoring sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. This supports our evidence for employing a dedicated TA for such interventions.</p>		<p>Ellis/ Tina Chibbaro</p> <p>Katie Macdonald/ Gemma Ellis/ Tina Chibbaro</p>	£25870
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a	1:1 feedback assessment intervention to be embedded in school's Feedforward policy. CPD to be implemented.	Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science		<p>Jo Pettifer</p> <p>Katie Macdonald/ Gemma Ellis/ Tina Chibbaro</p>	£500

	range of social contexts and academic subjects at a sophisticated and nuanced level.	CPD for Vocabulary and Knowledge retention strategies to be identified and embedded in EM curriculum: Foundation subject input to follow Bloom's taxonomy to mirror success of maths, phonics and SPaG Progress Pathways.				£500
		Additional Library resources children's newspapers, journals, specifically selected fiction and non-fiction resources to ensure tailored reading choices.	In-school evaluation of pupil progress and interventions shows the consistent value of quality texts leading the learning. A wide choice of both fiction and non fiction texts support this.		Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	£500
		TA training: Switch On Reading for one member of staff to lead, for children who are not ARE by end	The Dyslexia Trust: Brief description  This is an intensive 10/12 week intervention. It has been developed in Nottinghamshire over a number of years as part of the Every Child a Reader initiative, and is inspired by Reading		Gemma Ellis	£3000

		of KS1	Recovery. It is delivered by staff, most commonly teaching assistants, who have been trained in the approach. Its purpose is to improve pupils' reading accuracy, comprehension and fluency, and so close the reading achievement gap for vulnerable children working below age-expected levels. It has also been shown to benefit spelling. Pupils attend daily 20-minute reading sessions over the course of one term, on a withdrawal basis. Effectiveness -Useful for reading accuracy and spelling in Y1-6			
--	--	--------	---	--	--	--

TOTAL estimated budgeted cost? £45040

### TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Cost
A	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic	Additional computing hardware and software to be purchased to facilitate planned communication skills interventions, tailored to individual cohort needs across school.	Oral language interventions: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.		Emma Jones/ Jo Pettifer	£13773

	potential.	Targeted interventions to support writing and vocabulary confidence.				
B	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	Develop and maintain EM Book Publishing interventions	The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.		Jo Pettifer/ Gemma Ellis	£1300
D	For parents/ carers to have increased confidence in supporting learning at home through listening to reading, supporting homework and facilitating home-learning	Establish Home Lending Library service with tailored core subject packs	NFER evidence shows that although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families. In-school evidence from trials within school closures with EYFS families showed high uptake and consistently positive feedback.		Jo Pettifer/ Katie Macdonald/ Gemma Ellis/ Tina Chibbaro	£2000



		To employ Gardening Mentor on a fixed term of workshops.				
TOTAL estimated budgeted cost?						£69113 (+£1482 contingency budget)

## REVIEW OF 2019/2020 STRATEGY

\*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
Continued focus on the basic skills of oracy, reading and writing	Tailored small group Basic Skill sessions for pupils from Reception to Year 6 in mathematics and English.	High - 2020 Lent RAG analysis (prior to school closures due to Covid-19) shows that the majority of children have made excellent progress in the majority these interventions. Commentary concludes that levels of participation and confidence alongside key	Our previously excellent results in KS1 and KS2 statutory tests, alongside our internal assessment of the children's progress up until school closures due to Covid-19, support the value of this small-group approach. Small groups are led by well trained staff who are able to tailor the teaching and learning to suit specific needs.
	Booster sessions for year 6 and 2 pupils in mathematics and English		These sessions were not implemented due to school closures but evidence from previous years suggest they need to remain as continued provision.
	Physical maths and physical literacy		Sports coaches deliver high quality interventions which

	sessions.	basic skills have all been raised for these children. Where there are no additional SEN needs, the vast majority of pupil have made good progress in the interventions and support provided.	support many pupils and provide Continuous Professional Development for staff. Analysis shows that the vast majority of pupils have made good or excellent progress in their numeracy and literacy skills, alongside improved physical ability as a result. It is proposed that Sports Premium be considered for their ongoing funding.
	Additional library resources		“Closing the word gap” research informs our teaching and learning in this academic year to ensure children can access high quality texts and the vocabulary within them. Yearly analysis of cohort needs should inform this provision.
	Tailored additional training for teachers and teaching assistants		Training specifically tailored to the known, anticipated and arising needs of the pupils such as: emotional literacy, team building and precision teaching.

### TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
For a larger proportion of disadvantaged pupils to reach the Higher Standard in reading and writing	Bespoke interventions: research backed collaborative and feedback-based interventions tailored to individual and small group needs.	2020 Lent RAG analysis (prior to school closures due to Covid-19) show that overall, excellent progress has been made across KS2 as a result of these interventions. Commentary concludes that levels of participation, teamwork and independence alongside key skills in writing and PSHE have been raised. Overall a very good picture for the year. It is heartening to see that children in year 5 and 6 are more likely to make good progress than year 3 or new joiners – this is potentially due to the compound effect of proven EM strategies.	Bespoke interventions, resulting from the child’s personal provision plan, are a strength of the school. Staff plan interventions which respond directly to the individual needs of the child to ensure they can reach their full potential. Some questions can be asked about the challenges in consistently delivered interventions across key year groups – analysis suggests staff deployment has been the challenge therefore it is suggested that TA recruitment be considered.
	Daily one-to-one reading to support fluency and comprehension.		Reading continues to be a strength of our school. Daily reading, and immersion in a range of texts ensures that children are exposed to high-quality vocabulary and “the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said”. Some questions can be asked about the success of 1:1 reading with certain children – analysis suggests staff

			deployment has been the challenge therefore it is suggested that TA recruitment be considered.
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
To support and respond to positive emotional health. To support acquisition of Cultural capital.	Chaplaincy provision	2020 Lent RAG analysis (prior to school closures due to Covid-19) show that the majority of these strategies had a positive effect on emotional regulation, mental wellbeing and behaviour regulation. Closures due to Covid-19 prevented the completion of some Boxhall profiles but qualitative feedback from staff suggests progress had been made by the majority of pupils.	Chaplaincy provision continues to be of benefit to children who are engaged with the faith life of our school – continued effort needs to ensure that all disadvantaged children benefit.
	ELSA support and training		Emotional Literacy Support Assistant and SMSC lead is vital to the continued work with individuals or small groups supporting emotional wellbeing. An increase in this provision should be considered in the light of school closures as a result of Covid 19.
	Rainbows bereavement and loss sessions		Covid 19 closures put paid to class trips so wider experiences need to be maximised for this cohort when lockdown measures are not a factor.
	Subsidised school trips		Provision required on an ad-hoc basis therefore contingency funds should be retained.
	Educational Welfare officer		