

# PUPIL PREMIUM STATEMENT

2019-2022

Reviewed September 2021



## School overview

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	382 – 191 boys/191 girls
Total number of pupils eligible for PPG	125
Amount of PPG received per pupil	£1348
<b>Total amount of PPG received</b>	£180,000
<b>Pupil premium lead</b>	Mrs Catronia Wilby
<b>Governor lead</b>	Mrs Gemma Hague

## Disadvantaged pupil attainment and progress scores for 2019 (no results in 2020/2021 due to COVID 19)

	<b>Score</b>
<b>Reading Progress</b>	-2.7 (Cohort -2.9)
<b>Writing Progress</b>	-1.9 (Cohort -2.2)
<b>Maths Progress</b>	-1.6 (Cohort -1.1)
<b>% Meeting expected standard at KS2</b>	26% (48% 2020 TA) (40% 2021 TA)
<b>% Achieving high standard at KS2</b>	4% (0% 2020 TA) (0% 2021 TA)

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	There is a variability between cohorts for the attainment and progress of Disadvantaged pupils compared to their peers. Disadvantaged children do not achieve at least in line with National at KS1 and throughout KS2.
<b>B.</b>	Pupils have personal social and emotional barriers, which inhibit their readiness to learn when coming into school. Pupils carry low aspirations and appear less motivated to do well in all subjects
<b>C.</b>	Most children have a limited awareness of how skills learned will support them in the workplace / future. Children do not understand how the curriculum may impact on their future.
<b>D.</b>	Language and literacy skills are lower on entry to school for pupils eligible for PP than for other pupils. This impacts on EYFS Literacy outcomes and slows reading progress in subsequent years.
<b>External barriers</b>	
<b>E.</b>	Some parents have had negative experiences of school themselves so this means that parental engagement of the most vulnerable pupils is low.
<b>F.</b>	Children have limited opportunities of out of school activities/experiences. This impacts on their knowledge and understanding of the world, their general knowledge, imagination and vocabulary. This impacts directly on Reading attainment.

### **Tiered Approach –**

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil's outcomes. Through the three tiers of intervention we address the barriers through are based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

**High Quality teaching for all** – ensuring every child, including disadvantaged children, have access to consistently high-quality teaching and learning which promotes good progress.

**Targeted academic support** – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

**Wider strategies** – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

We believe in the value of high quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

## Tier 1 – High quality teaching for all

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
<p><b>Priority 1:</b> A greater proportion of disadvantaged children will reach the expected standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated.</p>	A, D	<p>Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.</p>	<p>Holding teachers to account has proven successful in ensuring individuals meet their personalised targets. This is built into the appraisal cycle and gives teachers the ownership over their own performance.</p>	<ul style="list-style-type: none"> <li>There will be no significant difference between the attainment and progress of Disadvantaged and Non-Disadvantaged.</li> </ul>
		<p>Narrow the attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.</p>	<p>Reading comprehension intervention and small group tuition has been found by the Sutton Trust to add 5 months of learning. Children who access RWI and Fresh Start gain on average 3 months reading age. Developing a love of reading is a priority for the school. Evidence suggests that there is a positive relationship between</p>	
		<p>Hold teachers to account for the performance of All pupils, including Disadvantaged pupils.</p>	<p>reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p>	<ul style="list-style-type: none"> <li>All Disadvantaged pupils achieve at least good progress in all year groups and classes.</li> </ul>
		<p>Further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage.</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including 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. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<ul style="list-style-type: none"> <li>Children in EYFS are developing their communication and language skills which impact on GLD being above national.</li> <li>Listening and attention at EYFS is at least in line with National Average and is not a limiting factor for GLD.</li> </ul>

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
<b>Priority 2:</b> To engage all teachers in high quality CPD and utilise highly effective coaching to develop teaching and learning strategies.	A, B, D, F	Provision of targeted Teacher Improvement Plans which are responsive to the outcomes of monitoring the quality of teaching and learning.	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	<ul style="list-style-type: none"> <li>Quality of provision is at least good or better across all phases/ classes.</li> <li>Teachers are accountable for the quality of teaching and learning in own classrooms.</li> </ul>
		Provision of individualised coaching and mentor support through phase leaders.		
		Provision of a tailored package of external CPD support and enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.	Warwick University has researched and found that schools rated as "high" in terms of evaluation of CPD were able to evaluate the impact on pupil learning outcomes	

PPG Outcomes	Target 2020	Target 2021	Target 2022
Progress in KS2 Reading	0	0	0
Progress in KS2 Writing	0	0	0
Progress in KS2 Mathematics	0	0	0
% Phonics	88%	88%	86%

## Tier 2 – Targeted academic support

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
<b>Priority 1:</b> Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress.	A, B, D, F	Support and challenge disadvantage pupils in lessons so their engagement levels are high.	Evidence from the EEF consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the curriculum. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of accelerating progress.	<ul style="list-style-type: none"> <li>Lower attaining pupils, including disadvantaged pupils, will make accelerated progress so that they are achieving at least in line with their peers</li> </ul>
		Embed tracking systems which closely monitor the impact of interventions and support for Disadvantaged children		<ul style="list-style-type: none"> <li>Increase the percentage of the lowest 20% disadvantaged children achieving EXS by the end of each year across the academy.</li> </ul>
		Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of pupils in key year groups.		Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.
<b>Priority 2:</b> To ensure attendance/ punctuality of children in receipt of PPG is monitored and in-line with other children in school and nationally.	B, C, E	Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils.	There is a clear link between poor attendance at school and lower academic achievement. In primary schools, less than 65% of children get good results in Maths and English in schools when they have an average of 15 days absence, compared to around 90% in schools where the average is less than 8 days.  The association between parental involvement and a child's academic success is well established. Effective	<ul style="list-style-type: none"> <li>Attendance of the Disadvantaged cohort continues to improve and gaps to the national attendance figures close.</li> <li>The number of Disadvantaged pupils arriving late for school reduces significantly.</li> </ul>
		Specific tracking/targeting of Disadvantaged pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.		<ul style="list-style-type: none"> <li>PA rates amongst Disadvantaged pupils reduces to inline or below national levels.</li> </ul>

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
		Provision of MLT Attendance Lead in order to research best practice and implement new strategies.	partnership between parents and school can gain up-to 3 months learning.	<ul style="list-style-type: none"> <li>Attendance of the Disadvantaged cohort continues to improve and gaps to the national attendance figures close.</li> </ul>

### Tier 3 - Wider strategies

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
<b>Priority 1:</b> Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.	A, D, F	Enable a number of wider opportunities for Disadvantaged pupils so that they have improved access to the curriculum.	Raising aspirations is an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. After conducting pupil interviews as part of the review, it was found that some children in Y5/6 cannot make links between their learning and future careers. At Maltby Manor we believe in creating life-long learners with high aspirations.	<ul style="list-style-type: none"> <li>Curriculum provision is highly engaging and the children are experiencing immersion into high quality literature; taking it beyond Reading and Writing.</li> </ul>
		Teachers develop the curriculum to engage and hook learners through visits, 'Wow' experiences and quality resourcing		
		Increase the opportunities for Disadvantaged pupils to engage in quality music teaching through the First Access Programme and choir.		

2019-22	Barrier Addressed	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Success criteria
<p><b>Priority 2:</b> To ensure that children have high aspirations for their attainment and strive to achieve targets.</p>	B, C, F	<p>Raise aspirations of children's futures through career and jobs education for targeted children. Make links with local businesses to provide wider experiences.</p> <p>Personalised support and coaching put in place as identified on Triple E document.</p>	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	<ul style="list-style-type: none"> <li>• Children can explain how their learning will link to future jobs and careers.</li> <li>• Children's aspirations for their own futures are beyond the local community.</li> <li>• Increase in number of Disadvantaged children attending visits and extra-curricular opportunities.</li> </ul>
<p><b>Priority 3:</b> To promote self-esteem and levels of engagement of Disadvantaged children.</p>	B, E	<p>MAST mental health support in place to meet the needs of most complex pupils.</p> <p>Ensure that a strategic approach is managing the emotional well-being of disadvantaged pupils through supporting both parents and the child.</p> <p>Comprehensive programme of pastoral support in place to support the emotional needs of Disadvantaged pupils.</p>	On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	<ul style="list-style-type: none"> <li>• The mental health of Disadvantaged pupils is proactively addressed and support put in place through effective services.</li> <li>• Number of incidences of poor behaviour amongst the most vulnerable Disadvantaged pupils reduced.</li> <li>• Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey.</li> </ul>
<p><b>Priority 4:</b> To actively engage parents in school life so that they are more effective when supporting their children.</p>	E	Develop parental engagement through a range of informal and formal strategies including; coffee morning, specific parents targeted for aspirational discussions and promotion of PP MLT document.	The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.	<ul style="list-style-type: none"> <li>• Parental survey shows parents of Disadvantaged pupils are supportive of school and actions taken</li> <li>• Parental surveys indicate increasingly high proportions of pupils are happy at school</li> </ul>



## Detailed plans and costings 2019-20

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

Tier 1 - Quality of teaching for all (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b> A greater proportion of disadvantaged children will reach the expected standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated.	Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.	Ensure the quality of provision is at least good or better across all phases/ classes.	RBe SHa	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits	<ul style="list-style-type: none"> <li>OTrack data shows that Disadvantaged pupils are out performing Non-disadvantaged in all subjects in two year groups and in writing in Year 6.</li> <li>Due to COVID 19, no statutory results however Y6 teacher assessments show 48% PPG achieved EXS combined.</li> <li>Pupil Progress meeting and EEE documents outline the provision and interventions being delivered to ensure progress.</li> </ul>
	Narrow the attainment gap between Disadvantaged and Non-disadvantaged in every year group.	Half termly pupil progress meetings will focus on the progress and attainment of all pupils and focus on identifying the gaps in learning so that purposeful intervention can be planned for.	CWi		
	Hold teachers to account for the performance of All pupils, including Disadvantaged pupils through rigorous monitoring of standards across the curriculum.	Teachers are accountable for the quality of teaching and learning in own classrooms and challenged about poor performance during drop ins, internal and external audits, work samples and pupil progress meetings.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits Appraisal Review	
	Further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage.	Children achieving above national in Communication, Language and Literacy from low baseline.	RBe EDa	Termly during pupil progress meetings. Individual pupil reports.	

Tier 1 - Quality of teaching for all (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					and through some group work. SALT team have shared resources with MMA and provided CPD on vocabulary.
	Log book planning ensuring that low attaining pupils secure gaps in learning, building on prior knowledge.	Staff CPD focussing on support to ensure all teachers know how to use prior attainment reports to identify gaps in knowledge and plan for appropriate learning opportunities.	SLT	Termly monitoring of standard in teaching and Learning.	<ul style="list-style-type: none"> <li>Log book audit showed that planning was completed daily and that children with gaps were identified through a range of AfL.</li> <li>Audit planning PP needs were met through named AfL used</li> </ul>
<b>Priority 2:</b> To engage all teachers in high quality CPD and utilise highly effective coaching to develop teaching and learning strategies.	Provision of targeted Teacher Improvement Plans which are responsive to the outcomes of monitoring the quality of teaching and learning.	Ensure the quality of provision is at least good or better across all phases/ classes.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits Appraisal Review T.I.P. review meetings	<ul style="list-style-type: none"> <li>TIPs reviewed October and January showed an improvement in the standard of teaching and learning across the academy.</li> </ul>
	Provision of individualised coaching and mentor support through phase leaders.	All teachers moving strongly towards the next level of performance for quality of teaching	SLT	Termly monitoring of standard in teaching and Learning.	<ul style="list-style-type: none"> <li>'New to Career' coaching and CPD opportunities in place.</li> <li>NQT, Y3 and AVP supported through mentors and phase leaders.</li> </ul>
	Provision of a tailored package of external CPD support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.	Teachers show rapid improvement as a result of targeted CPD from external consultants.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision	<ul style="list-style-type: none"> <li><u>CPD through staff meetings:</u> Curriculum, cultural capital, core learning values (03.09)</li> </ul>

Tier 1 - Quality of teaching for all (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					<p>Building a curriculum (10.09)            Vocabulary (17.09)            Same Day Intervention - maths mastery (24.09)            RWInc Spelling (External Provider) (01.10)            Art Twilight (external provider) (02.10)            Teaching SEND (05.11)            The principals of teaching: supporting the subject leader (19.11)            Curriculum, immersive environments and floorbooks (10.01)            Word Aware – approach to learning curriculum vocabulary (SALT external provider) (28.01)            Computing (04.02)            All following internal CPD on hold due to COVID 19. Completion of Educare Online courses completed by all staff.</p> <ul style="list-style-type: none"> <li>Curriculum audits and DLR show that a wide a varied curriculum is being taught weekly and wow lessons and hooks are impacting on the children's engagement and</li> </ul>

Tier 1 - Quality of teaching for all (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					enthusiasm for the subject. There are direct observational connections between CPD and lessons taught – eg. Art curriculum, DT overview. (ART DLR 15.11)
<b>PROJECTED SPENDING</b>			£ 15,659.55		

Tier 2 – Targeted academic support (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p><b>Priority 1:</b> Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress.</p>	<p>Support and challenge Disadvantaged pupils in lessons so their engagement levels are high.</p>	<p>Comprehensive programme of pastoral support in place to support the emotional needs of Disadvantaged pupils.</p>	<p>Pastoral Team</p>	<p>Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey Termly monitoring of the number of incidences of poor behaviour amongst the most vulnerable Disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• PASS survey (Dec) shows that the percentage of disadvantaged children feeling happy and confident in coming to school and about themselves and asking for support, is in line or greater than whole school figures.</li> <li>• We need to continue to engage disadvantaged pupils with home learning and ensuring that they know where adults are in school to talk to as these two areas were slightly lower for this group of children although this has increased from the May 2019 survey.</li> <li>• Disadvantaged pupils feeling confident to contribute to class discussions has raised from 84% to 96% within a year</li> <li>• Behaviour incidents since September have reduced. 14% of all incidents involving disadvantaged pupils involve behaviour as opposed to 20% of non-disadvantaged</li> </ul>

Tier 2 – Targeted academic support (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
	Embed tracking systems which closely monitor the impact of interventions and support for Disadvantaged children	Half termly pupil progress meetings will use Otrack data and gap analysis from tests to focus on the progress and attainment of all pupils; identifying the gaps in learning so that purposeful intervention can be planned for.	RBe SHa CWi EDa	Termly monitoring during pupil progress meetings.  AP appraisal reviews	<ul style="list-style-type: none"> <li>Tracking systems are in place for each phase to track interventions. Gap analysis used to identify GAPs and interventions planned using this information. Teachers are held to account through pupil progress meetings.</li> <li>APs appraisals completed and were due to be reviewed in March</li> <li>AP performance audited January 2020.</li> </ul>
	Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of pupils in key year groups.	Personalised support and coaching put in place as identified on Triple E document	RBe SHa CWi EDa	Termly monitoring during pupil progress meetings. Individual pupil EEE reports	<ul style="list-style-type: none"> <li>Every DA child has access to triage in all subjects. 31% of year 6 DA pupils access addition booster lessons out of school hours. Children in all year groups have access to reading, maths grammar and phonics interventions.</li> </ul>
<b>Priority 2:</b> To ensure attendance/ punctuality of children in receipt of PPG is monitored and in-	Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils.	Ensure that attendance is promoted through rewards in school, leaflet, newsletters and regular attendance updates on website to raise attendance levels.	SBa JCI	Termly monitoring of attendance of the Disadvantaged cohort Termly review of number of Disadvantaged pupils arriving late	<ul style="list-style-type: none"> <li>Attendance Bears awarded weekly in assembly to encourage children.</li> <li>Newsletters remind parents of importance of attendance and punctuality and inform on attendance targets.</li> </ul>

Tier 2 – Targeted academic support (2019/2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
line with other children in school and nationally.					.PP attendance 93.77% Non PP 94.81%
	Specific tracking/targeting of Disadvantaged pupils to ensure rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.	Half termly meetings will focus on attendance of pupils ensuring that a programme of support for families of Disadvantaged pupils linked with Early Help where needed is in place.	SBa JCI	Half termly monitoring of attendance of the Disadvantaged cohort	<ul style="list-style-type: none"> <li>Following RMBC Attendance Pathways – accessing Early Help support where necessary.</li> <li>Late letters are sent to target families</li> </ul>
	Provision of MLT Attendance Lead in order to research best practice and implement new strategies.	Ensure that new initiatives are researched, implemented and monitored throughout the year.	SBa JCI	Termly monitoring of attendance of the Disadvantaged cohort Termly review of number of Disadvantaged pupils arriving late	<ul style="list-style-type: none"> <li>Scheduled meetings with Nursery and FS2 take place with parents to ensure good attendance.</li> </ul>
<b>PROJECTED SPENDING</b>			£ 105,245.15		

Tier 3 - Wider strategies (2019-2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b> Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.	Enable a number of wider opportunities for Disadvantaged pupils so that they have improved access to the curriculum.	Expectation of a range of opportunities to be shown on Curriculum overview planning. Poor performance through lack of engagement will be questioned during drop ins, internal and external audits, work samples and pupil progress meetings.	RBe SHa CWi	Termly monitoring of curriculum overviews. Pupil voice through PASS Survey.	<ul style="list-style-type: none"> <li>Curriculum Friday ensures that all children have a wide and varied curriculum through a focus on non-core subjects. Audits show that children are engaged and enthusiastic. Pupil survey shows that 95% felt good about practical lessons.</li> <li>Year 3 children all have access to music lessons through Rotherham Music Services.</li> <li>Selected Y6 PPG children have visited AMRC to experience industry and aspirational careers.</li> <li>AMRC have delivered workshops for all children in Years 5 and 6.</li> </ul>
	Teachers develop the curriculum to engage and hook learners through visits, 'Wow' experiences and quality resourcing.	Learning hooks to be shown on all curriculum planning, ensuring that the quality of provision is good or better and children are enthused within lessons.	RBe SHa CWi	Termly monitoring of curriculum overviews. Pupil voice.	<ul style="list-style-type: none"> <li>All children experience 'Wow experiences' through the Friday curriculum days. Trips and visits              Y6 – Holocaust Museum,              Y5 – Bamburgh, Planetarium.              Y4 – York              Y3 – Creswell Crags, NCM</li> </ul>



Tier 3 - Wider strategies (2019-2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					<p>Y2 – Manor Dig, Palaeontologist, Twycross Zoo. Y1 – Nurse, Florence Nightingale Hospital. FS2 – Transport museum, Raptor visit, Butterfly House</p> <ul style="list-style-type: none"> <li>• Rotherham United work closely with the school to promote literacy and maths skills.</li> <li>• Wow experience and school trips deliver a wider experience for the children. 100% of pupils surveyed felt that school trips were good.</li> </ul>
	Increase the opportunities for Disadvantaged pupils to engage in quality music teaching through the First Access Programme and choir.	Offer whole class teaching of an instrument throughout the year to enable engagement.	EDa	Termly monitoring of the number of children learning to play an instrument	All children in Year 3 have had weekly music lessons from Rotherham Music Services (Brass and Violin). 20 choir members took part in Young Voices at Sheffield Arena
<b>Priority 2:</b> To ensure that children have high aspirations for their attainment and strive to achieve targets	Raise aspirations of children's futures through career and jobs education for targeted children. Make links with local businesses to provide wider experiences.	Ensure that links are made through curriculum planning to careers and jobs and, where possible, trips out or key speakers are used to enhance the curriculum.	RBe SHa CWi SBr	Termly monitoring of curriculum overviews. Pupil voice.	<ul style="list-style-type: none"> <li>• STEM AMRC visit for targeted children in Year 6</li> <li>• AMRC visited school for Years 3, 4, 5 and 6.</li> <li>• Rotherham University offered the experience of their subjects on offer at their campus but put</li> </ul>

Tier 3 - Wider strategies (2019-2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					<p>on hold due to COVID.</p> <ul style="list-style-type: none"> <li>• Links made with Edlounge who wish to provide an aspirational talk.</li> <li>• Registered to experience Amazon factory.</li> <li>• Yorkshire Wildlife Park have offered to alter their aspiration career opportunity course to suit our needs.</li> <li>• Local builder offered workshops for children.</li> <li>• A1 precision have offered their services (parent)</li> <li>• The Vintage Tea and dress shop owner has offered her services to talk about owning a business. (parent)</li> <li>• (All projects put on hold due to COVID 19)</li> </ul>
	Personalised support and coaching put in place as identified on Triple E document.	Half termly pupil progress meetings will focus on the progress and attainment of all pupils and use the Triple E report to identify gaps and personalised support for the Disadvantaged pupils.	RBe SHa CWi SBr	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits	<ul style="list-style-type: none"> <li>• EEE documents updated to keep track of the provision and intervention provided for the disadvantaged pupils.</li> <li>• EEE analysis shows that every child can access triage and</li> </ul>

Tier 3 - Wider strategies (2019-2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					have access to a range of academic interventions. 31% of DA pupils regularly access handwriting, maths and reading fluency interventions. DA children have access to support from pastoral, MAST and SALT. They also have enrichment opportunities in the form of music lessons, sports clubs, choir and forest school.
<b>Priority 3:</b> To promote self-esteem and levels of engagement of Disadvantaged children.	MAST mental health support in place to meet the needs of most complex pupils.	The mental health of Disadvantaged pupils is proactively addressed and support put in place through effective services.	NHo JCI	Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey	<ul style="list-style-type: none"> <li>Pass survey (Dec) shows an increase in the percentage of disadvantaged children feeling confident to join in (91% 2018, 98% 2019) and feeling good about themselves. 96% now feel that they can contribute in lessons (up from 84%)</li> </ul>
	Ensure that a strategic approach is managing the emotional well-being of Disadvantaged pupils through supporting both parents and the child.	The family support worker will promote the well-being and mental health of the Disadvantaged cohort and proactively address issues as they arise – BOXALL profiles show improvement in SEMH over time.	NHo JCI	Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey during December and May.	<ul style="list-style-type: none"> <li>97% of disadvantaged pupils feel confident to talk to adults when they need help and 96% know there are adults to talk to about things that make them unhappy outside of school.</li> </ul>

Tier 3 - Wider strategies (2019-2020)					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
	Comprehensive programme of pastoral support in place to support the emotional needs of Disadvantaged pupils.	The pastoral team use dedicated time to work with the Disadvantaged pupils on their emotional needs.	NHO JCI	Termly monitoring of number of exclusions and behaviour incidences.	<ul style="list-style-type: none"> <li>Behaviour incidents since September have reduced.</li> <li>14% of all incidents involving disadvantaged pupils involve behaviour as opposed to 20% of non-disadvantaged</li> </ul>
<b>Priority 4:</b> To actively engage parents in school life so that they are more effective when supporting their children.	Develop parental engagement through a range of informal and formal strategies including; coffee mornings, specific parents targeted for aspirational discussions and promotion of PP MLT document.	Ensure that parents are more engaged with their children's learning experiences which is impacting on the quality of provision and pupil outcomes	NHO JCI	Parental surveys in October and February. Parental feedback following events.	<ul style="list-style-type: none"> <li>Coffee afternoon. Aspiration careers links made with parents. Their views gathered. 29.01.20</li> <li>Parental survey showed that the majority did not know what Pupil Premium was or what the school spends the money on. As a result a parent leaflet is being created to help explain. (29.01.20)</li> </ul>
<b>PROJECTED SPENDING</b>			£ 45,415.30		

## Detailed plans and costings 2020-21

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

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b> A greater proportion of disadvantaged children will reach the expected standard and greater depth standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated.	Increase the percentage of Disadvantaged children achieving the expected standard at KS1 and KS2 and GLD in EYFS.	Ensure the quality of provision is at least good or better across all phases/ classes.	RBe	Termly monitoring of standard in teaching and Learning. Pupil progress meetings to ensure the children are on track. External DLR Provision Audits	<ul style="list-style-type: none"> <li>OTrack data shows that Disadvantaged pupils are not outperforming Non-disadvantaged across all subjects. This has been addressed throughout PPM meetings and the use of the EEE document has ensured that provision is in place to accelerate progress for those not on track.</li> <li>Due to COVID 19, no statutory results however Y6 teacher assessments show 40% of PPG achieved EXS combined. 60% reading, 40% writing and 68% maths. Writing is the limiting factor.</li> <li>The continuous use of rigorous pupil progress meetings ensures that the provision in place meets the children's needs and ensures progress.</li> <li>The changes to the EEE documents ensure that</li> </ul>
	Specifically target children to achieve the GDS at KS1, KS2 and exceeding in EYFS.	Specific target of children so that they achieve their aspirational targets.	SHa		
	Narrow the attainment gap between Disadvantaged and Non-disadvantaged in every year group.	Half termly pupil progress meetings to monitor the progress and attainment of all pupils and focus on identifying the gaps in learning so that purposeful interventions/support can be planned for.	CWi		

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					teachers are aware of the disadvantaged children and a child on a page enables class teachers to identify the provision in place to ensure progress is made.
	Hold teachers to account for the performance of All pupils, including Disadvantaged pupils through rigorous monitoring of standards across the curriculum.	Teachers are accountable for the quality of teaching and learning in own classrooms and challenged about under-performance during drop ins, internal and external audits, work samples and pupil progress meetings.	SLT	Termly monitoring of standard in teaching and learning. External DLR Provision Audits Appraisal Review	<ul style="list-style-type: none"> <li>• Termly pupil progress meeting ensure that progress is made and timely interventions are put in place to maximise progress.</li> <li>• The use of the EEE documents and the profile being raised has ensured that staff are held accountable for the progress being made.</li> <li>• The recent maths audit Summer 2021 shows that opportunities for challenge are planned in all year groups apart from Year 1. It has been identified in Year 1 that the Inspire curriculum does not offer the sufficient amount of challenge so moving into the next academic year the Year 1 cohort will follow the White Rose Scheme of working ensuring there</li> </ul>

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					is a consistent approach to maths across the school.
	Further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage.	Children achieving above national in Communication, Language and Literacy from low baseline.	RBe EDa	Termly during pupil progress meetings. Individual pupil reports.	<ul style="list-style-type: none"> <li>SALT provision for EYFS and KS1 continued to be in place with excellent attainment gains with all children achieving success.</li> <li>Regular pupil progress meetings ensured that bespoke SALT interventions were identified and delivered for key children.</li> </ul>
	SALT provision to be rolled out into KS2 to focus on vocabulary development and understanding.	Children's progress from baseline assessments.	EDa	Termly during pupil progress meetings. Individual pupil reports.	<ul style="list-style-type: none"> <li>Due to COVID the SALT provision has been unable to take place across KS2. Therefore, this has been addressed through first quality teaching and use of Associate Professionals has ensured that children have made progress.</li> </ul>
	Further enhance Log book planning ensuring that low attaining pupils secure gaps in learning, building on prior knowledge. AfL strategies implemented to adapt teaching so that it meets the children's needs.	Staff CPD focussing on support to ensure all teachers know how to use prior attainment reports to identify gaps in knowledge and plan for appropriate learning opportunities.	SLT	Termly monitoring of standard in teaching and learning.	<ul style="list-style-type: none"> <li>Logbook planning has not been as consistent due to teachers prioritising the teaching and remote learning. However, this has not impacted the quality of teaching and learning and progress as teaching and learning</li> </ul>

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					remains consistently good across the school. Moving into the next academic year this will be reintroduced to all staff old and new.
<b>Priority 2:</b> To engage all teachers in high quality CPD and utilise highly effective coaching to develop teaching and learning strategies.	Provision of targeted Teacher Improvement Plans which are responsive to the outcomes of monitoring the quality of teaching and learning.	Ensure the quality of provision is at least good or better across all phases/ classes.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits Appraisal Review T.I.P. review meetings	<ul style="list-style-type: none"> <li>TIPs reviewed October and January showed an improvement in the standard of teaching and learning across the academy where there were pockets for development further support was identified and implemented.</li> </ul>
	Provision of individualised coaching and mentor support through phase leaders so that all succeed.	All teachers moving strongly towards the next level of performance for quality of teaching.	SLT	Termly monitoring of standard in teaching and Learning.	<ul style="list-style-type: none"> <li>'New to Career' coaching and CPD opportunities continued to take place but online.</li> <li>Two members of SLT are currently completing the NPQSL.</li> <li>New teachers in Y3 and Y4 have been supported by Phase Leaders and Vice Principal.</li> <li>Year 3 teachers engaged in CPD focussing on the improvement of writing.</li> </ul>



Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
	Provision of a tailored package of external CPD (including subscription to RoSIS) support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.	Teachers show rapid improvement as a result of targeted CPD from external consultants.	SLT	Termly monitoring of standard in teaching and Learning. External DLR Provision	<p><u>CPD through staff meetings:</u></p> <ul style="list-style-type: none"> <li>o 9/9/2020- Reading strategies</li> <li>o 16/9/2020- PSHE/RE</li> <li>o 14/9/2020- DFE Ready to Progress Statements Maths</li> <li>o 11/11/2020- SEND- Every teacher is a teacher of SEND.</li> <li>o 27/1/2021- Character of Education</li> <li>o 24/1/2021- Pupil Premium EEE documents and enrichment.</li> <li>o 10/3/2021- Bob Cox Poetry</li> <li>o 14/4/2021- Reading Fluency</li> <li>o 11/5/2021- AET- Making sense of Autism</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• Due to the continuation of COVID the majority of CPD has been online. Staff have been given ownership to seek out their own CPD opportunities linking to their specific subject. ROSIS has been used to facilitate subject leadership CPD opportunities.</li> </ul>

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					<ul style="list-style-type: none"> <li>• Drop ins show that a wide and varied curriculum is continuing to be taught weekly. Further CPD needs to be delivered linking to delivering exceptional experiences that are not just linked to trips and delivered in house.</li> <li>• Members of SLT have been successful in planning exceptional experiences in house which needs to now be shared wider.</li> <li>• The new LTP and MTP documents which will be implemented in September 2021 will ensure that teachers think and plan for exceptional experiences.</li> </ul>
<b>PROJECTED SPENDING</b>			£ 15,370.10		

Tier 2 – Targeted academic support for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p><b>Priority 1:</b> Disadvantaged children will show greater engagement and confidence in lessons, ensuring that they make good progress.</p>	<p>Support and challenge Disadvantaged pupils in lessons so their engagement levels are high. Target questioning during lessons to ensure on focus and engaged in learning.</p>	<p>Comprehensive programme of pastoral support in place to support the emotional needs of Disadvantaged pupils.</p>	<p>Pastoral Team</p>	<p>Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey (Sept/Dec/May) Termly monitoring of the number of incidences of poor behaviour amongst the most vulnerable Disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>PASS survey (May) shows that the percentage of disadvantaged children feeling happy and confident in coming to school and about themselves and asking for support, is in line or greater than whole school figures at 96%. 100% of PPG children feel safe in school.</li> <li>Home learning was tracked on a weekly basis by pupil premium leader, who liaised with class teachers to ensure that all children were engage whether it was online or via paper learning. From the previous lockdown 2020, the majority of disadvantaged pupils who have engaged has increased due to the rigorous monitoring and wellbeing checks.</li> <li>Behaviour incidents since September has increased. From 23 red cards in the Autumn term to 43 red cards in the Summer term. This is due to the return following the second</li> </ul>

Tier 2 – Targeted academic support for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
					lockdown and routines and expectations being reinforced. However, the red cards from Summer 1 being 31 to Summer 2 have reduced to 12.
	Utilise tracking systems which closely monitor the impact of interventions and support for Disadvantaged children.	Half termly pupil progress meetings will use Otrack data and gap analysis from tests to focus on the progress and attainment of all pupils; identifying the gaps in learning so that purposeful intervention can be planned for.	RBe SHa CWi EDa	Termly monitoring during pupil progress meetings.  AP appraisal reviews	<ul style="list-style-type: none"> <li>Tracking systems are in place for each phase to track interventions. Gap analysis used to identify GAPs and interventions planned to use this information. Teachers are held to account through pupil progress meetings.</li> <li>The further development of the EEE documents has ensured that all children, regardless of their ability, make good progress.</li> <li>APs appraisals are now 1/2 termly which has increased the level of monitoring and ensures that first quality interventions and being planned for and delivered as well as further training needs identified.</li> </ul>
	Termly assessments using NGRT/NFER to ascertain progress and gaps in learning through QLA.				

Tier 2 – Targeted academic support for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
	Implement structured programmes of intervention and quality first teaching in order to raise the attainment and aspirations of pupils in key year groups.	Personalised support and coaching put in place as identified on Triple E document.	RBe SHa CWi EDa	Termly monitoring during pupil progress meetings. Individual pupil EEE reports	<ul style="list-style-type: none"> <li>Monitoring of EEE documents shows first quality interventions are in place.</li> <li>The amendments to the EEE documents now ensure that progression is being tracked and has a higher profile with class teachers holding them account.</li> </ul>
<b>Priority 2:</b> To ensure attendance/ punctuality of children in receipt of PPG is monitored and in-line with other children in school and nationally.	Monitor and action initiatives to improve the attendance, engagement and punctuality of Disadvantaged pupils.	Ensure that attendance is promoted through rewards in school, leaflet, newsletters and regular attendance updates on website to raise attendance levels.	SBa JCI	Termly monitoring of attendance of the Disadvantaged cohort Termly review of number of Disadvantaged pupils arriving late	<ul style="list-style-type: none"> <li>Attendance has continued to be shared through bubble assembly to continue to raise the profile.</li> <li>Newsletters remind parents of importance of attendance and punctuality and inform on attendance targets.</li> <li>PP attendance 94.2%</li> <li>Non PP 96.8%</li> </ul>
	Specific tracking/targeting of Disadvantaged pupils to ensure rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.	Half termly meetings will focus on attendance of pupils ensuring that a programme of support for families of Disadvantaged pupils linked with Early Help where needed is in place.	SBa JCI	Half termly monitoring of attendance of the Disadvantaged cohort	<ul style="list-style-type: none"> <li>Following RMBC Attendance Pathways – accessing Early Help support where necessary.</li> <li>Late letters are sent to target families</li> <li>During the COVID the Pupil Premium lead identified the vulnerable children who did not engage with home learning and this</li> </ul>

Tier 2 – Targeted academic support for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
					was then followed up with phone calls and home visits. During the Spring term lockdown, the vulnerable families who did not engage in the Summer were offered places in school to ensure that the impact on lost learning was minimised.
	Provision of MLT Attendance Lead in order to research best practice and implement new strategies.	Ensure that new initiatives are researched, implemented and monitored throughout the year.	SBa JCI	Termly monitoring of attendance of the Disadvantaged cohort Termly review of number of Disadvantaged pupils arriving late	<ul style="list-style-type: none"> <li>The attendance officer is now meeting on a regular basis with Inclusion and the Principal. Key targets are identified and next steps addressed.</li> <li>Due to the lack of a pastoral lead there have been no meetings taking place this has been via the Inclusion lead.</li> </ul>
<b>PROJECTED SPENDING</b>			£ 133,817.50		

Tier 3 - Wider strategies for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b> Intervention and other wider opportunities will improve access to the curriculum for disadvantaged children.	Enable a number of wider opportunities (both inside and outside the academy) for Disadvantaged pupils so that they have improved access to the curriculum. (COVID restrictions dependant)	Expectation of a range of opportunities to be shown on Curriculum overview planning. Underperformance through lack of engagement will be questioned during drop ins, internal and external audits, work samples and pupil progress meetings.	RBe SHa CWi	Termly monitoring of curriculum overviews. Pupil voice through PASS Survey.	<ul style="list-style-type: none"> <li>The continuation of Curriculum Fridays ensures that all children have a wide and varied curriculum through a focus on non-core subjects. Audits show that children are engaged and enthusiastic. Pupil survey shows that 98% felt confident to contribute to lessons and 100% are happy to ask for help if needed.</li> <li>Year 3 children all have access to music lessons through Rotherham Music Services.</li> </ul>
	Teachers continue to develop and refine the curriculum to engage and hook learners through visits, 'Wow' experiences and quality resourcing.	Learning hooks to be shown on all curriculum planning, ensuring that the quality of provision is good or better and children are enthused within lessons.	RBe SHa CWi	Termly monitoring of curriculum overviews. Pupil voice.	<ul style="list-style-type: none"> <li>All children experience 'Wow experiences' through the Friday curriculum days. Trips and visits have not been able to take place due to COVID.               <ul style="list-style-type: none"> <li><b>Y6</b> – Peat Rigg, WW2 days, Mayan hot chocolate experience.</li> <li><b>Y5</b> – Survival Day, MP visit from Alexander Stafford.</li> <li><b>Y4</b> – Roman and Greek day, Pizza's flown in from Naples.</li> <li><b>Y3</b> – Egyptian day,</li> <li><b>Y2</b> – Cleethorpes Day trip, TTRockstar day,</li> </ul> </li> </ul>

Tier 3 - Wider strategies for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					<p><b>Y1</b> – Nurse, Florence Nightingale Hospital, Theatre experience.</p> <p><b>Reception</b> – Owl visitor, Minibeast, Museum visit.</p> <p><b>Nursery</b>- Tractor and vehicle museum</p> <ul style="list-style-type: none"> <li>Wow experiences and school trips deliver a wider experience for the children.</li> </ul>
	Increase the opportunities for Disadvantaged pupils to engage in quality music teaching through the First Access Programme and choir.	Offer whole class teaching of an instrument throughout the year to enable engagement.	EDa	Termly monitoring of the number of children learning to play an instrument	<ul style="list-style-type: none"> <li>All children in Year 3 have had weekly music lessons from Rotherham Music Services (Brass and Violin).</li> <li>Choir as not been able to take place due to COVID restrictions.</li> </ul>
<p><b>Priority 2:</b> To ensure that children have high aspirations for their attainment and strive to achieve targets</p>	Raise aspirations of children's futures through career and jobs education for targeted children. Make links with local businesses to provide wider experiences.	Ensure that links are made through curriculum planning to careers and jobs and, where possible, trips out or key speakers are used to enhance the curriculum.	CWi	Termly monitoring of curriculum overviews. Pupil voice.	<ul style="list-style-type: none"> <li>Alexander Stafford the local MP visited Year 5.</li> <li>Due to COVID restrictions the career fayre has been put on hold; plans are beginning to be developed to run in Summer 2022.</li> <li>Virtual links with business and workshops have been utilised during the COVID period, e.g Anti-bullying and anti-racism.</li> </ul>
	Personalised support and coaching put in place as identified on Triple E document.	Half termly pupil progress meetings will focus on the progress and attainment of all pupils and use the Triple E report to identify gaps and	CWi	Termly monitoring of standard in teaching and Learning. External DLR Provision Audits	<ul style="list-style-type: none"> <li>Pupil Premium leader met with the link Governor to share updates of PPG within school.</li> </ul>



Tier 3 - Wider strategies for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
		personalised support for the Disadvantaged pupils.			<ul style="list-style-type: none"> <li>• EEE documents have been reviewed and amended to provide more of a child on a page approach. This shows a clear picture of the provision which is in place for each disadvantaged child.</li> <li>• Documents are updated each term to keep track of the provision and intervention provided for the disadvantaged pupils.</li> <li>• EEE documents show that personalised support and access to support from MAST and pastoral.</li> </ul>
<p><b>Priority 3:</b> To promote self-esteem and levels of engagement of Disadvantaged children.</p>	MAST mental health support in place to meet the needs of most complex pupils.	The mental health of Disadvantaged pupils is proactively addressed and support put in place through effective services.	NHO JCI	Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey	<ul style="list-style-type: none"> <li>• A MAST waiting list is up and running so that children's mental health needs are being addressed.</li> <li>• MAST referrals increased this year during the Spring term lockdown showing that staff were responding in a timely manner to the challenges the children were facing.</li> <li>• MAST support continued for children during lockdowns as we saw this as a school priority.</li> <li>• Flexible working between MAST and school have meant that we have</li> </ul>

Tier 3 - Wider strategies for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					been able to adjust provision to meet very specific and complex needs as well as address the impact of COVID.
	Pastoral strategic approach in managing the emotional well-being of Disadvantaged pupils through supporting both parents and the child.	The family support worker will promote the well-being and mental health of the Disadvantaged cohort and proactively address issues as they arise – BOXALL profiles show improvement in SEMH over time.	NHO EDa	Wellbeing of Disadvantaged pupils/ Attitudes to school improves on PASS survey during December and May.	<ul style="list-style-type: none"> <li>• A strategic plan for pastoral support has been developed and implemented this year. This includes identification of need and a clear graduated response to meeting the need.</li> <li>• Pastoral support has been targeted half termly so that needs are met in a timely manner before they escalate. This early intervention has been crucial in ensuring the wellbeing of the children is supported.</li> <li>• Tracking of pastoral progress has begun more closely through Boxall SDQ's and wellbeing scales although due to staff shortages this was unable to be completed.</li> <li>• The inclusion team have facilitated therapy workshops with CAMHs for staff and specific parents of disadvantaged children with SEMH needs.</li> </ul>

Tier 3 - Wider strategies for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
	Comprehensive programme of pastoral support in place to support the emotional needs of Disadvantaged pupils.	The Pastoral Team use dedicated time to work with the Disadvantaged pupils on their emotional needs. Impact monitored through entry/exit assessments.	NHo EDa	Termly monitoring of number of exclusions and behaviour incidences. Number of children who are present on the SEMH register reduces.	<ul style="list-style-type: none"> <li>• Pastoral IEP's have been kept up to date and show small steps of progress.</li> <li>• Exclusions and numbers of SEMH needs have increased following the Spring lockdown. However, the inclusion team have responded to this by implementing weekly relationship workshops and through close working with the MAST team. Due to the increasing needs, SEMH will continue to be a priority over the next year.</li> <li>• Disadvantaged children are represented on the pastoral timetable termly and flexible approaches have been used during this time.</li> </ul>
<b>Priority 4:</b> To actively engage parents in school life so that they are more effective when supporting their children.	Develop parental engagement through a range of informal and formal strategies including; coffee mornings, specific parents targeted for aspirational discussions and promotion of PP MLT document.	Ensure that parents are more engaged with their children's learning experiences which is impacting on the quality of provision and pupil outcomes	NHo CWi RBe JCI	Parental surveys in October and February. Parental feedback following events.	<ul style="list-style-type: none"> <li>• Due to Covid, parents have not been able to come onsite, however, staff have liaised with parents in other ways.</li> <li>• The inclusion team were all allocated families to target for engagement and to promote high aspirations. This took the form of weekly phone</li> </ul>

Tier 3 - Wider strategies for current academic year					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
					<p>calls, home visits and emails.</p> <ul style="list-style-type: none"> <li>• Inclusion parental questionnaires were extremely positive – see document.</li> <li>• SENDCo has an allocated day and parents of disadvantaged and vulnerable children are aware and arrange meetings for during this time.</li> <li>• IEP reviews have been held and this provided an opportunity for aspirational discussions around next steps and support.</li> </ul>
<b>PROJECTED SPENDING</b>			£ 30,812.40		