



3 Year Pupil Premium Strategy Plan

2020-2023

Year Pupil Premium Strategy Plan			
Total number of pupils:	304	Total Pupil Premium Budget	£39,000
Number of pupils eligible for pupil premium	30 48 - March 2021	Primary Pupil Premium £1320 Pupil Premium Plus £ 2300 EYFS Pupil Premium £302 Armed Forces Pupil Premium £310	

Cohort Information 2020

Characteristic	Number of children	Percentage of children
Boys	13	45
Girls	16	55

SEN Support	20	68
EHCP	4	14
EAL	1	3
Nursery	5	12
Reception	2	2
Year 1	16	18
Year 2	7	8

Assessment Data

EYFS							
	2017-2018		2018-2019		2019-2020 (on track Spring 20)		
	All Pupils (88)	PP (8)	All Pupils (86)	PP (2)	All Pupils (90)	PP (16)	NA 2019
Good Level of development (GLD) %	77	25	74	100	74	33	72 All 56 PP
Literacy	77	25	74	100	75	37	73 All 58 PP
Maths	88	20	80	100	75	25	79 All 64 PP
KUW	97	88	95	100	81	75	84 All 73 PP

EYFS 2019-2020 7 of the 16 children were SEN and PP

Year 1 Phonics Screening						
2017-2018		2018-2019		2019-2020 (on track Spring 20)		
All Pupils (90)	PP (6)	All Pupils (82)	PP (5)	All Pupils (90)	PP (7)	NA 2019
84	33	79	40	79	50	82 All 71 PP

Year 1 2019-2020 – 4 of the 7 children were SEN and PP

End of Key Stage 1							
	2017-2018		2018-2019		2019-2020 (on track Spring 20)		
	All Pupils (86)	PP (9)	All Pupils (87)	PP (7)	All Pupils (85)	PP (6)	NA 2019
% achieving expected standard or above in reading, writing and maths.	71	78	60	14	74	25	65 All 49 PP
% achieving expected in reading.	80	100	77	29	77	38	75 All 60 PP
% achieving expected standard in writing.	74	78	62	14	79	25	69 All 53 PP
% achieving expected standard in maths.	83	89	75	29	83	38	76 All 61 PP

KS1 2018-2019 – 3 of the 7 children were SEN and PP

3 Year Long Term Plan

SDP Priorities:

- 1) **Quality of Education:** Raise attainment in English and further develop a clear and coherent curriculum.
- 2) **Leadership & Management:** Further improve the effectiveness of subject leadership
- 3) **Personal Development, including Behaviour and Attitudes:** Improve children's knowledge and experience of cultural diversity

In line with this our PP Strategy is:

- 1) Develop high expectations for all embedded within developing quality practice through Adaptive Teaching across all subjects with a focus on English. 2) Continue to develop a clear and coherent curriculum across each year group and the whole school to ensure the best outcomes for all children.
- 3) Develop parental engagement with the wider school community to aid parents to support their children's emotional and academic needs especially within the context of the impact of Covid 19.

Priority 1: Quality of Education: Develop high expectations for all embedded within developing quality practice through Adaptive teaching, which develops the whole child, leading to good and better progress within each year group and across the curriculum for all children.

Objectives	Actions	Staff Member	Time Scale	Cost	Impact
1. Develop an understanding of adaptive teaching and how to deliver this in the classroom environment.	<p>Source staff training to focus on adaptive teaching.</p> <p>Identify potential champions amongst staff and support to carry out adaptive teaching amongst staff and carry out further training if necessary.</p> <p>Use of consultancy support during moderation to identify the techniques working and those that need adaptation to embed adaptive teaching into the curriculum.</p>	<p>MC</p> <p>SLT</p> <p>SLT</p>	<p>Dec 2020</p> <p>To proceed initial training (Spring 2021)</p>	<p>Estimate £2,000</p> <p>Estimate £1,000</p>	<p>Autumn Impact: Specialist Advisor Jo Petch, held a twilight staff meeting to introduce the idea of adaptive teaching and the importance of developing independent learners and how this can be developed at a practical level within class.</p> <p>Spring Impact: Further discussions have been held within staff meetings and SLT, including looking at the work of Mary Myatt. Within this approach we are at the beginning of a journey that will evolve and develop over time. Due to covid pandemic and the lockdown throughout the majority of the Spring Term further training has not been possible.</p> <p>Summer Impact This journey of adaptive teaching has evolved into a focus on send provision with all staff members understanding the graduated approach and how to implement the model of (assess, plan, do, review). In conjunction with this we are developing our ability as a staff body to provide effective live feedback. These focuses which support adaptive teaching will be highlighted upon next year's current SDP.</p>

<p>2. Accelerate progress by beginning to use adaptive teaching in daily lessons.</p>	<p>Review and adapt the marking and feedback policy in line with recent OFSTED recommendations and EEF report.</p> <p>Training for both teachers and TAs on how to provide high quality feedback within lessons in line Adaptive Teaching.</p> <p>Teachers to plan their learning intentions with the highest expectation for all children and phase out differentiation from planning.</p> <p>Teachers and TA's to scaffold learning with further explanation, live modelling and modified questioning skills.</p> <p>Use pre-teaching sessions to review previous learning, provide feedback and address any misconceptions or gaps ahead of the next lesson and within the</p>	<p>SLT</p> <p>MC</p> <p>Teachers</p> <p>Teachers/T</p> <p>A's</p> <p>Teachers/T</p> <p>A's</p>	<p>Ongoing Review each planning session</p> <p>And as a staff body in the summer term.</p>	<p>Estimate £2,000</p> <p>Provide cover £5,000</p>	<p>Autumn Impact: Again this is in it's early stages, however all staff have developed their practices of providing on the spot feedback and thus moving the learning along in real time. i.e.. live marking with the children to address misconceptions immediately. Identifying gaps and then applying pre-teaching of vocabulary is also been developed as a practice.</p> <p>Spring Impact: Within this approach we are at the beginning of a journey that will evolve and develop over time. Due to covid pandemic and the lockdown throughout the majority of the Spring Term further training has not been possible. Once the summer term begins we are hoping to hold early morning groups before school begins. This has been a successful strategy in the past. It is effective as children are not removed from their class base and continue to receive quality first class teaching. Again these groups and 1:1 input have been unable to proceed during the covid pandemic due to staggered timing and the need for class bubbles.</p> <p>Summer Impact This continued to be affected by the covid restrictions however within class bases identified children received pre-teaching and tailored phonics interventions to target their specific needs. Moving forward as mentioned above the focus upon the SDP moving forward and within our PP strategy 21-22 we will continue to focus CPD upon the development of staff skills to deliver responsive teaching and live feedback with next steps and misconceptions being met in the moment. Following the asses, plan, do review model. Provide high quality support and training for the schools' ECT's and SCITT trainees. Provide targeted academic support either 1-1 or small group that is explicitly linked to class teaching. E.g. 1-1 tutoring, small phonics groups, NELI. In remote learning scenarios this would include access to technology and wi-fi.</p>
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	<p>lesson as they arise.</p> <p>Use weekly planning meetings within year group teams to analyse feedback and its impact.</p> <p>Review and adapt learning within weekly planning to reflect scaffolding opportunities, tips and successes.</p>	<p>Teachers</p> <p>Teachers</p>			
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3. Continue to develop the Inclusion team role within the school	Escalate the use of CPOMS as the single tool to record all SEND, PP and extra support needs.	Inclusion Team	Spring 2021		<p>Autumn Impact: Cpoms is being used effectively by all staff to record all concerns and actions taken to support children with their learning and their emotional development. This has led to swift interventions being put in place. All members of the Inclusion team have access to this and can reply with support and then put actions in place.</p> <p>This has enabled us to join up the work that is done within the school day and the essential work that our home school worker does with the families and children. Providing us with a holistic picture of potential barriers to learning. This has been invaluable throughout the lockdown as we have seen our vulnerable learners figures double.</p> <p>Spring Impact: MC took over as SENCo within school from January 2021 and successfully coordinated the Inclusion Team to meet more regularly to work together to put swift interventions in place.</p> <p>This has led to staff and children feeling supported and more confident with their roles. ISP's have been adapted to support staff with delivering clear and easy to manage targets for individual children to enable them to progress. This has been received extremely favourably by the teaching staff. MC is about to embark upon a research project within school as part of NASEN course. This will focus upon teaching staff's understanding of how to support all their pupils and the channels and actions they have available to them to do so. This will also support the development of adaptive teaching skills as the research will highlight specific training needs within the staff body.</p> <p>Summer Impact</p> <p>The development of the Inclusion Team has led to swift support being put in place, with children, staff and parents feeling supported and confident in our provision. Cpoms is now established as a means of recording and identifying concerns and enabling team members to provide instant support. It provides a detailed log of the provision that children are receiving and a complete synopsis of all provisions received to date. All teachers can access this so can which makes transitions for children comprehensive. This also supports their transition to junior school as records can be transferred.</p> <p>All reports that ISP's are easier to access for both parents and teachers and we are hoping to introduce the 1 page Profile to outline children's provision which is a document that will follow them through the school. Training on this is planned for September alongside understanding SEND pathways.</p> <p>A number of specific interventions, tutoring, language programmes are being researched at the moment so we can put them into place in the Autumn. Rocket Readers was a successful intervention (reading 1:1 before school starts 3 days a week) With children making progress from their starting points. Phonics teaching will be incorporated into their reading as children will be focusing on specific gaps in their own individual learning.</p> <p>MC achieved the National Senco Award and is fully qualified to continue as Inclusion lead.</p>
	Train all staff to use this system.	As above	Aut 2020		
	Allow teachers access to search the system to allow them to access a chronology of all information about a specific child's needs.	SLT	Sep 2020		
	ISP's to be adapted to reflect a simpler format that is child and parent friendly.	Inclusion	Summer 2021		
	Investigate how to relaunch intervention groups Rocket Readers and Funky Phonics in the light of CO VID restrictions.	Team MC	Aut 2020		
	MC to attend University to gain the PGCIPP National Award for SEN coordination. To develop knowledge and as part of the school succession planning.	MC	Summer 2021		

Priority 2: Leadership & Management: Continue to develop a clear and coherent curriculum across each year group and the whole school to ensure the best outcomes for all children.

Objectives	Actions	Staff Member	Time Scale	Cost	Impact

<p>1. Continue to embed the Talk for Writing strategy across the school.</p>	<p>Introduce using Talk for Write frame works when teaching Non-fiction which includes inset training.</p> <p>Hold Staff meeting to revisit non fiction TFW aims. Including how year groups can include this within their planning.</p> <p>Conduct a review of how Talk 4 Writing is being implemented across the school.</p>	<p>SV</p> <p>SV</p> <p>SLT/SV/ JH</p>	<p>Aut 2020</p>		<p>Autumn Impact: This has been a successful initiate and continues to be embedded with daily practices through continued training and discussion in staff meetings. Spring Impact: The talk for Writing approach is beneficial to all children but specifically children whom have been exposed to limited vocabulary . It is also an excellent strategy for supporting the development of language for EAL children. The emphasis upon developing key vocabulary and becoming immersed within a story has had a noticeable impact upon many children's confidence and progress within literacy.</p> <p>Summer Impact This continues to be supportive at developing vocabulary and improving writing skills. The key to success is the continued revisiting of our T4W delivery through staff meetings and directed support for year groups provided by the writing lead. New staff will also be sent on training so that the skills and knowledge continues to be embedded within our practises.</p> <p>Governor Comments</p>
<p>2. Continue to consolidate whole school reading approach linked to letter and sounds.</p>	<p>Reading books all organised to reflect letters and sounds phases.</p> <p>Children to work through the phases when phonemes and graphemes are consolidated within their long term memory.</p> <p>Re-visit and evaluate new reading system. What are the teething problems? Are we seeing progression?</p>	<p>All Staff</p> <p>All Staff</p> <p>JH/SV Dec 2020</p>			<p>Autumn Impact:All books have been successfully organised into phases which allows us to target the specific phonic sound/s that a child needs to practise. Spring Impact: It is hard to evaluate this properly at the moment due to the many interruptions we have experienced due to covid. With these interruptions in mind we are investigating how to implement extra phonic sessions into our daily timetable and looking at specific interventions that can be carried out in the summer term to support target children. This will identify gaps and accelerate their progress within phonics and reading. One such strategy is a scheme championed by the STIPS team (specialist Teachers with Surrey) which the Senco and TA's within year 1 and Year 2 are currently being trained.</p> <p>Summer Impact This has been extremely successful with children working specifically upon their own specific reading journey and is becoming embedded within reading delivery across the school. As mentioned above we are currently researching Specific phonic interventions to put in place in the autumn term. We are running a phonics intervention closely linked to precision teaching which is supporting children to develop their knowledge of the specific graphemes that they don't know yet.</p>

	<p>Improve phonic outcomes for year 1 and year 2 by researching schools that achieve 90% pass rate within their settings.</p> <p>Create a library for children to use within school time and borrow books to take home.</p>	<p>SLT/JH/SV</p> <p>JH</p>			
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3. Improve subject leadership.	Develop excellent subject knowledge for leaders through CPD within their specific area and how to scaffold this for all children to access.	All Staff To source training to support this via the Athena Trust and through network meetings.	Aut 2020	Release time Cost: £5000	<p>Autumn Impact: The introduction of the SOAP and the Stoughton Way documents have enabled subject leaders to focus upon their subjects and identify specific successes, actions and developments. It also provides space for subject leaders to reflect upon their children's progress and focus upon their vulnerable learners and how they are supporting them and specifically targeting them to promote progression.</p> <p>Spring Impact: All subject leaders will be delivering presentations to the wider staff body to throughout the summer term to ensure that all staff understand our curriculum and what we are trying to achieve within the delivery of each subject.</p> <p>Summer Impact All documentation, curriculum maps, progression of skills and SOAP's are now embedded within daily practises with these documents being used to support planning and provision. All subject leaders have delivered their presentations providing the wider staff body with knowledge of each subject taught. This has also included a review of our culture capital and a new teaching and learning policy.</p>
	All leaders to produce a SOAP document to allow them to reflect and evaluate how their subject is developing.	Subject leaders	Each term Three times a year		
	Regular analysis of data related to their subject to identify trends and gaps within children's progression and understanding.	SLT/SL	?		
	Review curriculum maps and year group overviews	Year group teams	Regularly each term with an annual review.		
	Review T & L policy to include adaptive teaching and culture capital to improve children's experiences and knowledge of cultural diversity.	SLT/SL	AUT 2020		

Priority 3: Personal Development & Behaviour & Attitudes

Objectives	Actions	Staff Member	Time Scale	Cost	Success Criteria
1. Children and families feel supported, so that school attendance remains in line with the national average of 96% attendance especially in regards to the new challenges CO-VID poses for attendance.	<p>Attendance to be regularly monitored.</p> <p>HSLW to work closely with families to identify any barriers to attendance.</p> <p>CPOMS to be used as a tool for HSLW to communicate with teachers any needs the children and families may have and how this could be supported within class.</p>	HSLW		£HSLW salary	<p>Autumn Impact: The work that the HSLW has done throughout the pandemic must be commended with our families been supported financially (voucher scheme), well coordinated food and toiletry deliveries and continuous emotional support, which included sign posting to specific services. As mentioned above the number of families falling into the PP bracket has doubled throughout the pandemic. Spring Impact: regular visit were made throughout lockdown and vulnerable children were provided places within school bubbles if this was deemed appropriate for the child/ren. This supported their continued engagement with school. Those who remained at home received in person visits from HSLW or Class Staff and regular Zoom calls.</p> <p>Summer Impact As always our HSLW has provided an invaluable link between school and vulnerable families enabling us to build relationships and understand potential barriers and how we can overcome these.</p>

2. Ensure access to remote Learning for all children in light of school bubble closures.	Curriculum maps and planning ready to go upon the school website for all year groups.	SLT	Aut 2020	£4000	<p>Autumn Impact: Funding was acquired to purchase new devices to be used within school, so should the nation go into another lockdown the school chrome books could be sent out on loan to ensure access for all. A loan document was drawn up for families to sign and how to use the chrome books user guide was also made. Both documents were handed out when a chrome book was loaned out. A questionnaire was sent out to identify if wifi access was also an issue. However this was not the case therefore wifi dongles were not purchased. Remote learning and planning was available upon the school website for all those who had to self isolate due to covid.</p> <p>Spring Impact: Comprehensive planning was put in place for all year groups which could be used within school and home. 75% of the chrome books were loaned out to those that needed them. All families were rang within the first two days of the lockdown and needs were ascertained. Summer Impact</p> <p>All children were back in school during the summer term however if a child needed to self isolate remote learning that mirrored classroom practise was provided and access to equipment if needed. Where families had difficulty with the technology visits were made to support this and other alternatives were provided i.e paper activities.</p> <p>Governor Comments</p>
	Purchase 10 I-pads to lend to families that do not have access to IT equipment.	MC/HSLW	AUT 2020	£500 to purchase with 6G for 3 mths.	
	Purchase 10 pre-paid wifi dongles to provide families with internet access to enable them access to the planning and activities to enable children to continue with their education.	MC/HSLW		Sim cards for	

				the data £500	
3. Access to all school provision including academic and extracurricular activities	<p>Create a Pledge for our children: All PP children will have access to:</p> <ul style="list-style-type: none"> Free School Meals Free Breakfast club place Free after school care Free music lessons Extracurricular clubs within school Holiday clubs and child care Support with uniform and other staple items 			£10,000	<p>Autumn Impact: This is a work in progress that has again being impacted by the restrictions of covid.</p> <p>Spring Impact: As noted above families and children have been supported appropriately within the covid guidelines and all support has been swiftly provided that we are currently able to access. As we move out of restrictions this pledge is something that we can look at potentially launching in the Academic year 2021-2022.</p> <p>Summer Impact</p> <p>As above this is something that we can roll out in the autumn term as extra curricular activities currently aren't running due to class bubbles.</p>

Review 2020-2021 Objectives & Outcomes

Objectives	Outcomes
Develop high expectations for all embedded within developing quality practice through Adaptive Teaching across all subjects with a focus on English.	The focus upon adaptive teaching has evolved into a focus on send provision with all staff members understanding the graduated approach and how to implement the model of (assess, plan, do, review). In conjunction with this we are developing our ability as a staff body to provide effective live feedback. These are focuses which support the premise of adaptive teaching and will be highlighted upon in our 2021-22 PP strategy and SDP. The delivery Talk for Writing is now embedded within school practises across all year groups with and will continue to be revisited through staff training. The new reading system is now fully functioning and becoming embedded within school practice. This will need continued training and revisiting through the next academic year.
Continue to develop a clear and coherent curriculum across each year group and the whole school to ensure the best outcomes for all children.	This has been a great success with all documentation, curriculum maps, progression of skills and SOAP's now embedded within daily practises with these documents being used to support planning and provision. All subject leaders have delivered their presentations providing the wider staff body with knowledge of each subject taught. This has also included a review of our culture capital and a new teaching and learning policy. This will need to be continuously revisited and refined as we continue to work to provide the most meaningful and appropriate learning experiences for our children.

Develop parental engagement with the wider school community to aid parents to support their children's emotional and academic needs especially within the context of the impact of Covid 19.

Whilst we strived to maintain parental engagement at a high level the covid restrictions have created barriers to this. Specifically not being able to have parents into school and host events. Despite this during full lockdowns teaching staff and the HSLW stayed in regular contact with all children and families with individualised support being put in place when identified.

The HSLW has been invaluable at providing support, signposting parents to appropriate services and the use of CPoms and the Inclusion Team has enabled further capacity to respond swiftly. However Parental Engagement needs to be a focus next year with the 2021-22 PP strategy and SDP.