

## PPG strategy statement 2020-2021

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**Governor lead:** Mark McKiernan

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### Our vision:

**Our motto:** *A love of learning, for life, for all*

*At Orleans Primary School we aim to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.*

*Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community.*

*In addition our principal aims are to:*

- *Instil in our pupils the ability to be effective learners and take ownership of their learning;*
- *Ensure children have the confidence to take risks;*
- *Provide children with a positive self image;*
- *Develop a sense of personal responsibility and encourage high standards of behaviour;*
- *Help children learn to celebrate their achievements, recognise individual success and develop resilience;*
- *Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.*

### Our PPG numbers and funding allocation can be broken down as follows:

Number of pupils on roll	466 471 471	Number of Ever 6 FSM	17 21 20 not including those that are Post LAC	Number of LAC or Post-LAC (PPG+)	8 £18,760	Number of EYs (nursery) PPG	2 2 £604.20
Percentage of PPG & PPG+ pupils	5.4% 6.2% 6.3%	Ever 6 Funding	£26,900	Funding	£18,760	Funding	£46,264.20

<b>Total number on PPG register</b>	<b>25</b> Updated Feb 31 30	<b>Total funding for KS1/2 (including LAC/Post-LAC)</b>	£46,264.20	<b>Total funding across whole school, including EYs</b>	£46,264.20
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The term 'PPG' is used throughout this document to refer to children in the categories Ever 6 FSM, LAC and Post LAC, for whom the school receives funding through the Pupil Premium Grant. This includes children in Reception, Key Stage One or Key Stage Two. For our Nursery pupils they are allocated funding through the Early Years Pupil Premium Grant

### **Main approaches of our school**

At Orleans, we believe all children should be encouraged to be ambitious and achieve their best. We believe in opportunity for all, and we are committed to ensuring that every child reaches their full potential academically, socially and emotionally, ensuring they are ready to transition to secondary school and beyond. We recognise that PPG provision is central to our whole school approach.

We recognise that each child entitled to PPG is unique in their situation and has different needs; needs which are varied and complex across the school. With this in mind, at Orleans we have built the capacity and expertise to enable us to provide a highly personalised programme of support so that each child can reach his/her full potential. Our overall aim in using PPG is to extend opportunity and to narrow the attainment gap between those entitled to this funding and their non-disadvantaged peers nationally.

Although it can be difficult to identify main presenting barriers for the group as a whole, we recognise that several of our disadvantaged children experience one or more of the following:

- Limited speech, language and communication skills
- English as an Additional Language (EAL), which we have identified can reduce the potential for learning support at home
- Limited breadth of enhancing life experiences and learning opportunities outside of school – *see Cultural Capital Page*
- Attachment related needs and difficulties establishing and maintaining secure relationships with others (particularly for those who are 'Post-LAC')
- Poverty in the home-setting, impacting on nutrition, sleep, health and wellbeing within the family, space, access to books and resources for learning
- Lower self-esteem or emotional wellbeing

### **What are the main approaches we use to ensure our disadvantaged children make progress and achieve?**

- **Quality First teaching by all staff in school; this will be evaluated as part of our monitoring and assessment cycle by Senior leaders and Phase Leaders. All staff receive training in our weekly CPD training sessions on a range of topics that will enhance this area as well as each year group attending SPARK best practice networks.**
- **Same day interventions in Maths are in place across the school to ensure that children are able to keep up with the pace and learning of the lessons. They are able to work in small groups to go over any learning where misconceptions have arisen.**
- **Pre teach lessons are to be planned by all teachers for small groups of children that require further support in Maths. In these sessions, concepts are pre taught to enable pupils to then feel confident in the main lesson and give them opportunity to practice skills to embed them.**
- **Targeted questioning in class, is an area that the school has focused on over the last few academic years in CPD and through observations. We know that through direct questioning in class we can elicit understanding from our pupils that furthers their understanding of topics and ensures that all pupils are challenged in their thinking and questioning skills. PPG pupils are highlighted by teachers for direct questioning to both help**

them further develop and ensure they are focused throughout lessons.

<b>1. Current attainment for July 2019 –Year 6 (4 pupils) Due to Covid results for 2020 are not available</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
	<i>Expected EXP/Exceeding GDS</i>	<i>Expected EXP/Exceeding GDS</i>
<b>% achieving in reading, writing and maths</b>	100%	65%
<b>% making progress in reading (expected and exceeding)</b>	100% / 50%	73% /27%
<b>% making progress in writing (expected and exceeding)</b>	100% /25%	78% / 20%
<b>% making progress in maths (expected and exceeding)</b>	100% /50%	79% /27%
<b>Progress score in reading</b>	+7.8	+4.0
<b>Progress score in writing</b>	+2.4	+1.7
<b>Progress score in Maths</b>	+3.6	+2.2

Our PPG strategy is based on the Educational Endowment Fund’s (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality first Teaching specifically professional development, recruitment and retention, and support for early career teachers
- Targeted Academic Support specifically interventions and one-to-one support where necessary but also ensure that pupils do still receive a broad and balanced curriculum and not always miss the same lesson
- Wider strategies specifically specifically behaviour approaches, breakfast clubs, attendance and parental engagement

**Pupil Premium Grant Allocation 2020/21:**

(rounded to £46,200 for the purpose of planning)

<u>Quality Teaching</u>					Approx. contribution from Pupil Premium Grant: £24,042
<p><b>Rationale:</b> We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children, and therefore investment in teaching staff: recruitment, retention and quality training is imperative. We are all learners – whatever our role – and we want our staff to be continually developing and striving for improved outcomes.</p>					
Action <i>What do we want to happen?</i>	Desired outcome	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact and Evaluation notes
<b>Staffing &amp; recruitment:</b>					
<p><b>Experienced phase leaders and teaching staff across the school supporting new teachers-</b></p>	<p>Expertise shared among staff, phases are to be released for PPA together which will build communication and leadership.</p> <p>PPG pupils need to make the same progress as non PPG relative of starting points. PPG pupils have to make 6/7 steps of progress per year to be in line with peers.</p> <p>Due to Covid 19 impacting last years data, we expect pupils to make between 4-6 steps of progress from their starting points</p>	<p>Writing conferencing from experienced teachers to support feedback English leads from Sep 2020</p> <p>Planning and assessment support for NQT's from SLT NQT mentors ongoing</p> <p>Assessment support for NQT's from Inclusion manager termly</p> <p>PM observations of teaching staff to include focus on provision for and progress of PPG (SLT)</p> <p>Leader of learning to support NQT's with tailored interventions in class in core subjects</p>	<p>Observation of learning and progress in all year groups – including pupil voice and evidence of work produced:</p> <ul style="list-style-type: none"> <li>- PPG learning walks</li> <li>- PM obs</li> <li>- Curriculum learning walks and 'book looks'</li> </ul> <p>See monitoring schedule</p>	<p><b>3 x AM sessions for English lead £500</b></p> <p><b>NQT mentor 1 x AM per month £1046</b></p> <p><b>3 x PM Inclusion lead and NQT's £765</b></p> <p><b>1 x AM per week Leader of learning £2000</b></p>	<p>Covid 19 - school closure No Summer assessments &amp; data available due to closure - all children will be reassessed in Aut 1 on previous years assessments to track progress and attainment</p> <p>We recognise that the learning gap is likely to have widened during closure – but multiple measures were put in place to keep all children engaged &amp; get as many children as possible from disadvantaged groups back into school -weekly phone calls were made to pupils</p> <p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ Assessment support for NQT's in place and further support planned in ahead of assessment week.</li> <li>✓ Leader of learning supporting NQT's through team team approach in Maths</li> <li>✓ lessons monitored as per the assessment and monitoring cycle.</li> <li>✓ Due to Covid closure (3) all phase leaders have supported teams virtually and NQT;s had weekly calls with both the Deputy and Head to ensure they were supported.</li> </ul> <p><b>End of year evaluation:</b></p>

					<ul style="list-style-type: none"> <li>✓ Phase leaders have supported NQT's throughout the year and both passed and doing well, strong observations of lessons observed.</li> <li>✓ Leader of learning on hand to support an steam teach sessions</li> <li>✓ PPG pupils targeted to make accelerated progress - documented in PPM meeting proformas</li> <li>✓ Strong leadership is in place to support all staff in all phases</li> </ul>
<b>Quality teaching</b>					
<p><b>All staff through PPM identify those making less than good progress or not achieving year group expectations</b></p>	<p>Quality first teaching and, where appropriate, smaller group sizes in Y6 will allow smaller staff:pupil ratios so that pupil progress is monitored and supported more closely in each lesson and all children are challenged to reach their potential as a learner. This will lead to raised attainment and progress in reading, writing and maths.</p>	<p>Observation of learning and progress in all year groups – including pupil voice and evidence of work produced in monitoring and assessment cycle</p> <p>Ability grouping in Y6 to enable more immediate feedback and challenge (Y6 teachers ) from Sep 2020</p> <p>Pre Teach for all year groups to take place either before or after school to allow pupils to keep up as well as catch up (Maths lead) from Sep 2020</p> <p><b>SDI (Maths) to be undertaken daily by teachers during assembly times to again diminish the difference (Maths lead) from Sep 2020</b></p>	<p>Observation of learning and progress in all year groups – including pupil voice and evidence of work produced:</p> <ul style="list-style-type: none"> <li>- PPG learning walks</li> <li>- PM obs</li> <li>- Curriculum learning</li> </ul> <p>walks and ‘book looks’</p> <p>Assessment and progress scores:</p> <ul style="list-style-type: none"> <li>- Pupil Progress meetings for all children. PPG pupils are set aspirational targets</li> <li>- Data analysis by Maths and English leads</li> </ul>	<p><b>Inclusion leader 3 x pm £448</b></p> <p><b>6 Teachers for half an hour 3 x per week £10187</b></p>	<p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ Pupil progress meetings were carried out in Autumn term for all classes and assessment leader strategically formulated plans alongside the teacher in how to further offer support. Intervention groups were drawn up from these meetings for Spring term (although these were not able to be carried out fully due to covid closure. We will resume these once schools are open.</li> <li>✓ We have moved Assessment week planned for Spring to the 22nd March which will enable us to track gaps and misconceptions and then forward plan support for the summer term.</li> <li>✓ Preteach will resume after easter for all year groups and pupils identified will get tailored support.</li> <li>✓ SDI's are being reintroduced after Easter in line with reintroduction of assemblies.</li> </ul> <p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Spring PPM carried out and all staff clear on which children require further support to meet end of year targets and how they will diminish the difference.</li> </ul>

					<p>✓ Preteach in place for pupils in Year 1 to Year 6 and is used for identified pupils who benefit from additional opportunities to recap learning.</p> <p>✓ SDI's are not currently happening as frequently as had liked due to the COVID situation in place - this is something that needs to be readdressed next year</p>
<b>Professional development:</b>					
<p><b>Increased coaching and CPD opportunities for teachers, including for:</b></p> <p>- middle and senior leaders, including those new to role (computing, MFL,) - NQT/early career staff/HLTA/LSA</p>	<p>Middle and Senior leaders particularly those newer to the role, are supported and enabled to drive their subject forward effectively and ensure quality-first planning, teaching and assessment strategies which disadvantaged groups will benefit from the most Teachers early in their career are supported to improve standard of teaching through close monitoring and coaching, leading to improved outcomes in all subject areas, especially for disadvantaged groups.</p>	<p><b>Senior leaders:</b> SLT to meet monthly with head teacher, to include discussion of children of concern</p> <p>AfC support for inclusion lead/Designated teacher attendance at PPG network meetings. (Designated teacher)</p> <p>All findings and information disseminated to staff team (all staff)</p> <p><b>Middle leaders:</b> Coaching and support for middle leaders in staff meetings led by SLT.</p> <p>Ensure cultural capital for all children and curriculum opportunities for disadvantaged (SLT) Ongoing Middle leaders attend AfC curriculum network</p>	<p>Performance management review documentation</p> <p>Observation of teaching and learning across the school</p> <p>Evidence of progress in pupil's work and through pupil voice Year group/key stage assessment and progress scores</p>	<p><b>SLT 1.5 hours 1 x per month</b> <b>£4,056</b></p> <p><b>All teachers 1 staff meeting per year</b> <b>£481</b></p> <p><b>SPARK</b> <b>£3,197</b></p>	<p><b>Mid-year update:</b></p> <p>✓ Leader of learning is supporting NQT's in team teaching. Phase teams meet weekly in PPA and we have a culture of support embedded into our school.</p> <p>✓ PPG Networks all attended by inclusion lead. Designated teacher attending all PLAC meetings.</p> <p>✓ Middle leader for Humanities coaching and supporting other schools with virtual network as well as our own staff.</p> <p>✓ Appraisal cycle in place for all staff and professional development and CPD is formulated from this.</p> <p>✓ Maths lead supporting leader of learning and intervention team to enable them to gap teach pupils across the school</p> <p><b>End of year evaluation:</b></p> <p>✓ PPG pupils attendance for the academic year is 92%</p> <p>✓ all staff are aware of children's circumstances through the monthly CC meetings which enables staff to track vulnerable pupils closely</p> <p>✓ PPG network meetings have been attended and information shared with staff about how to further support groups of pupils - some strategies will be good for all pupils regardless of PPG status</p>

		<p>meetings and CPD for their subject/key stage ongoing</p> <p>NQT's: Weekly AfC NQT training to continue for NQT's – to ensure quality-first teaching in year group</p> <p>Maths lead to support development of Y5 maths planning and teaching through coaching. (Maths lead) ongoing</p> <p>Leader of learning to support HLTA's in implementing high quality interventions - mentoring new HLTA</p>		<p><b>NQT Induction</b> <b>£593</b></p> <p><b>3 x PM per year</b> <b>£246</b></p> <p><b>Leader of learning 5 x PM per year</b> <b>£305</b></p>	<p>✓ Middle leaders supporting newer teachers through CPD - Maths leads have run training for TA's and LSA's on supporting pupils. SENCO and EP have run emotional coaching as well as scaffolding support training sessions.</p> <p>✓ PPG pupils attend two clubs per week allowing them opportunities to further develop their own cultural capital</p> <p>✓ Curriculum leads have attended subject specific network meetings to share expertise and bring these into our own school</p> <p>✓ Rigorous NQT training programme in place from AFC to support them in their teaching career, which is supported by our Mentors in school. - teachers confident in delivering the full curriculum</p> <p>✓ Interventions are monitored by the inclusion lead and HLTA's leading these are confident that they are diminishing the difference - see provision tracker.</p>
<p><b>Regular professional development for all teaching and support staff</b></p>	<p><b>All staff, regardless of career stage or experience, access weekly in-school training based on SDP priorities and curriculum development, and are therefore better able to deliver quality teaching and support improved progress of disadvantaged pupils</b></p>	<p><b>See meeting and monitoring schedule.</b> HT and DHT plan weekly staff meetings and support staff meetings to: - Discuss and action plan for children or families of concern (CCC meetings run by leader of learning) – ensure all staff are supported to plan and be confident to deliver an outstanding curriculum - Reflect on needs and progress of disadvantaged pupils, and ensure staff</p>	<p>Observation of teaching and learning across the school, including through PM obs</p> <p>Evidence of progress in pupil's work and through pupil voice</p> <p>Year group/key stage assessment and progress scores</p> <p>Staff meetings – reflection and</p>	<p><b>Taken from CPD budget (not PPG)</b> <b>£800</b></p>	<p><b>Mid-year update:</b></p> <p>✓ Staff meetings held weekly to enhance CPD- these continued during lockdown and we held them virtually.</p> <p>✓ CCC meetings resumed to ensure children who are of concern are monitored</p> <p>✓ Maths lead supporting leader of learning and intervention team to enable them to gap teach pupils across the school</p> <p>✓ writing assessment procedures have been developed by the English team and staff meetings to support staff been delivered.</p> <p>✓ All PPG and PPG+ children attended school daily during lockdown and had high quality provision provided.</p>

		<p>feel well-prepared and supported to meet these children's needs</p> <ul style="list-style-type: none"> <li>- Train staff on specific intervention programmes or strategies to support children working below potential. weekly throughout year</li> </ul> <p>All teaching staff to attend internal and external writing moderation sessions to build confidence around assessment – taking sample of PPG work in addition to non-PPG</p> <p>PM observations of teaching staff to include focus on provision for and progress of PPG pupils (Head and Deputy termly)</p>	discussion notes		<ul style="list-style-type: none"> <li>✓ Vulnerable pupils were also identified and invited in</li> <li>✓ Children at home were monitored weekly by teachers and children raising concerns were invited in where necessary</li> <li>✓ Observations carried out focused on the learning needs of PPG pupils. Pupil voice for PPG pupils was also carried out in the autumn term.</li> <li>✓ PPG pupils were strategically spoken about in PPM and the inclusion team aware of needs and how to further develop skills.</li> </ul> <p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Most of pupils will meet end of year expectations for their year group ARE. but all have made progress from their starting points</li> <li>✓ Pupil voice collated by Phase leaders as to how children are supported.</li> <li>✓ Pupil wellbeing survey was carried out with a focus on PPG</li> </ul>
<p><b>Attachment training for all staff</b></p>	<p>The school is in the process of becoming an attachment aware school.</p> <p>Staff will have a better understanding of attachment needs, behaviour associated with these, and classroom strategies that can be put in place.</p> <p>Staff are empowered to</p>	<p>DT to attend attachment aware training and deliver training to rest of staff</p> <p>To include specific advice on supporting post-LAC children. (Designated teacher)</p> <p>New Designated teacher to share information attachment and quality first teaching shared with all staff (Designated teacher)</p>	<p>Observation of key children – improved emotional wellbeing and behaviour, including reduction in behaviour-related incidents recorded on</p> <p>Pupil voice – notes from pastoral sessions with (welfare assistant)</p> <p>Individual case studies</p>	<p><b>Attachment Aware School award funded by AfC DT x 6 hours £443</b></p>	<p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ Designated teacher has attended ongoing training throughout the autumn term to develop her own subject knowledge and has run 2 staff meetings alongside the Education psychologist about attachment awareness and emotion coaching</li> <li>✓ A separate action plan detailing the schools needs has been drawn up along the EP support and further support offered for teachers with the introduction of the ASS classroom on Google drive</li> </ul> <p><b>End of year evaluation:</b></p>



	support children with complex needs, particularly 'post-LAC' children, leading to improved progress in this group. (Designated teacher)				<ul style="list-style-type: none"> <li>✓ Staff are aware of emotion coaching and this has been seen in observations</li> <li>✓ deeper understanding of attachment</li> </ul>
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<b>Targeted Academic Support</b>					<b>Approx. contribution from Pupil Premium Grant:</b> £15,600
<b>Rationale:</b> We know it is vital that gaps in children's understanding are quickly identified and addressed through targeted intervention and support; this is especially true in the foundation stage and where speech and language barriers exist, so that the attainment gap is not exacerbated at the beginning of their school journey. According to the Education Endowment Fund 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' and this has been verified by our own experiences. We recognise the impact teaching assistants can have on pupil progress, particularly when working in this context, as well as the need for parental engagement and positive collaboration. We have carefully mapped out our interventions to be short sharp and tailored to the needs of individuals					
<b>Action</b> <i>What do we want to happen?</i>	<b>Desired outcome</b>	<b>Implementation</b> <i>(how, what, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i> <b>Evaluation notes</b>
<b>Interventions:</b>					
<b>High quality interventions - that are rapid, effective and individualised - delivered by teachers and support staff</b>	Children who are not making expected progress are quickly identified, and strategies or interventions planned in response, Leading to improved outcomes. leader of learning, SENCO and Inclusion manager to support (Inclusion team) These interventions will be carefully monitored and fit in with our curriculum offer, ensuring that	Termly progress meetings scheduled between class teachers and Inclusion leader for all children and on the PPG register. Children needing additional support identified and interventions planned. Inclusion teacher  Pre-teach to happen daily for identified pupils to keep up or catch up  Same day interventions	Progress progress meeting notes  Observation of teaching and learning in interventions across the school  Evidence of progress in pupil's intervention work and through pupil voice  Year group/key stage assessment and progress scores	<b>Intervention team staffing costs = 13,896</b>	<b>Mid-year update:</b> <ul style="list-style-type: none"> <li>✓ Pupil progress meetings carried out by the assessment lead and staff aware of how to target specific pupils to ensure rapid progress.</li> <li>✓ Interventions in place for identified pupils and plans in place for the Summer term now as Spring term could not take place due to Covid closure</li> <li>✓ pre teach carried out in the Autumn term and is in place to start after Easter. (none carried out in spring due to Covid closure)</li> </ul> <b>End of year evaluation:</b> <ul style="list-style-type: none"> <li>✓ Look at ways same day interventions can be completed in september</li> </ul>

	pupils do not miss out on the same lessons each week. Leader of learning to monitor	for pupils who need support in maths to happen by class teachers.			
<b>Homework support for children in KS1/2</b>	<p>Children's have an improved understanding and confidence in order to complete home learning.</p> <p>All PPG and PPG+ children offered space at internal home learning club run by HLTA's and teachers (Intervention team)</p>	<p>Class teachers to complete homework survey analysing which children/families have barriers to completing home learning. Sep 20</p> <p>Teachers to monitor who is completing home learning and flag who is not</p> <p>Ensure all children know how to access Google classroom to complete tasks</p> <p>Attendance list to be kept and monitored weekly. Class teachers updated on a weekly basis in case further monitoring or intervention required.</p>	<p>Weekly record of attendees</p> <p>Improvement to homework and learning outcomes.</p> <p>Feedback from teaching staff</p>	<b>£920 for Home Learning Clubs across the year</b>	<p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ Home learning club offered to all PPG and PPG+ pupils to ensure they can complete home learning and diminish the difference.</li> <li>✓ Home learning effectively tracked by class teachers on Google classroom.</li> <li>✓ Google classroom introduced in September and pupils were shown how to access learning tasks in case of lockdown.</li> <li>✓ All pupils were tracked for engagement and learning during Covid closure and the school are aware of pupils that did not engage fully</li> <li>✓ Attendance tracked and monitored weekly.</li> </ul> <p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Children have a quiet space to learn and complete their work, have adult support but also building independence they require to complete tasks.</li> <li>✓ All PPG and PPG plus children invited to attend home learning club.</li> </ul>
<b>Targets are set at the beginning of the academic year for end of year outcomes</b>	All children are set targets that will encourage them to aim high. PPG children are given aspirational targets	<p>PPG pupils need to make the same progress as non PPG relative of starting points. PPG pupils have to make 6/7 steps of progress per year to be in line with peers.</p> <p>In line with the schools Covid</p>	<p>PPM meetings termly with inclusion lead</p> <p>Target tracker data analysed by Inclusion lead and core subject leads (Inclusion lead,</p>	<b>BB x 3 days £784</b>	<p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ Ambitious targets were set for all pupils, aspirational targets were set for PPG and PPG+ pupils to diminish difference through discussions with class teachers</li> <li>✓ We have reassessed the monitoring and assessment cycle due to the 3rd lockdown and</li> </ul>

	<p>The gap between PPG and non PPG pupils is diminished</p>	<p>assessment strategy - all pupils will be expected to make between 4-6 steps of progress from their initial starting point - these will be discussed in PPM meetings</p> <p>Inclusion lead to track children to ascertain gaps</p>	<p>Maths Lead, English lead)</p>	<p>have moved the assessments back slightly, but aware we need to carry these out as soon as possible to allow gaps to be identified.</p> <p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ PPG children are on track to meet their own individual targets relative to their starting points. Teachers are aware of the difference and 1st quality teaching is in place to support this.</li> <li>✓ Target tracker is showing children are making at least 3 steps of progress (June) this will be updated in July once assessments completed</li> <li>✓ All children identified as making less than expected progress have been highlighted and put forward for interventions.</li> </ul>
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<b>Wider Strategies</b>					<b>Approx. contribution from Pupil Premium Grant: £958</b>
<b>Rationale:</b> (explain what you want to see change and what strategies you know work based on research eg from the EEF toolkit)					
<b>Action</b> <i>What do we want to happen?</i>	<b>Desired outcome</b>	<b>Implementation</b> <i>(how, what, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i> <b>Evaluation notes</b>
<b>Enrichment:</b>					
<p><b>PPG pupils have access to clubs and are prioritised on the list -</b></p> <p><b>OPPTA to fun forest school and swimming to allow all pupils opportunities to experience life skills</b></p>	<p>Children have access to the same opportunities that all our pupils have.</p> <p>Cultural capital increased and allow them broad and balanced experiences</p>	<p>All PPG pupils offered 2 club school for spring term including home learning club</p> <p>Inclusion lead to offer clubs prior to list going live</p>	<p>Children develop as whole individuals</p> <p>Children have a broad and balanced opportunity similar to peers</p> <p>Children engaged in activities and enjoy the experience</p> <p>Registers of clubs</p>	<p><b>See Home Learning Club cost above</b></p>	<p><b>Mid-year update:</b></p> <p>✓ All PPG/PPG+ pupils have been offered 1 club of their preference and all offered home learning club this allows them to access broad and balanced extra curricular activities</p> <p><b>End of year evaluation:</b></p> <p>✓ PPG children are all attending a minimum of 2 clubs which enhances their extra curricular knowledge and develops their personal cultural capital</p> <p>✓ All children in year 1 attended forest school.</p> <p>✓ Swimming is on hold due to COVID, however this is resuming next academic year.</p>
<b>Wellbeing:</b>					
<p><b>Adopted and LAC PPG+ pupils make progress in line with peers</b></p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental</p>	<p>Termly coffee mornings with parents to discuss what is going well and what could be improved (held virtually if needed due to covid)</p> <p>All teachers are aware of attachment and transition as well as ACE's and how they</p>		<p><b>DT x 3 hours</b></p> <p><b>£164</b></p>	<p><b>Mid-year update:</b></p> <p>✓ Coffee mornings have taken a slightly different format due to Covid, but parents have been offered 1:1 calls with the Designated teacher on a termly basis to discuss their child.</p> <p>✓ 2 staff meetings have been delivered as part of the Attachment aware award to all teachers. These were recorded so LSA's and TA's can watch at a later date too.</p>

	engagement can lead to learning gains of +3 months over the course of a year (EEF)	impact learning.			<p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Parent voice for PPG+ children collected and is very positive.</li> <li>✓ DT is effective in cascading information from the AAs course and all staff receive training in emotion coaching, zones of regulation and scaffolding support</li> </ul>
<b>All children have access to the meditation garden and allotment as an additional calm space</b>	children know there is a safe space in school to allow them a calm environment if needed	Children taken to space when appropriate		<b>No cost associated</b>	<p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ Medication garden is open to pupils during the summer term if staff want to take children during the day.</li> <li>✓ Unfortunately due to covid open access is not possible at the moment</li> </ul> <p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Ta's and LSA's can take children as needed to allow them quiet space, from September we plan for this to be available with adult support at play and lunch</li> </ul>
<b>Support from Welfare assistant for emotional needs for pupils</b>	Children know there is a adult in school that will listen to them if needed (Welfare assistant)	<p>Welfare assistant to monitor PPG pupils on a weekly basis through a reading checkup and welfare chat</p> <p>Safeguard referrals to be made where needed</p> <p>Participation in Place to be mental health course (5 week online course)</p>	<p>notes from weekly meets</p> <p>CCC meetings</p> <p>Safeguard weekly briefing</p>	<p><b>1 hour welfare assistant per week £541</b></p> <p><b>Free - home study</b></p>	<p><b>Mid-year update:</b></p> <ul style="list-style-type: none"> <li>✓ PPG pupils have a strong bond with her and know they can drop in at any point to discuss emotions. Weekly reading to begin again once school resumes fully.</li> <li>✓ Safeguarding is part of the schools culture and all staff are aware of procedures.</li> <li>✓ 5 staff have completed the Place to be mental health course</li> </ul> <p><b>End of year evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Additional reading for all identified pupils by welfare assistant.</li> <li>✓ 8 staff have completed the Place to Be mental health course with Place to Be and this is available to all staff that would like to complete. The impact</li> </ul>

					<p>here is that staff have a deeper understanding of emotional health and how to support it.</p> <p>✓ Strong safeguarding culture embedded into school culture to ensure pupils feel safe</p>
<b>Attendance:</b>					
<b>Improve the attendance of PPG pupils</b>	<p>Punctuality and attendance monitored closely by HT - red hot list created weekly</p> <p>Support for families school and EWO to improve attendance and reduced rates of persistent absenteeism in all pupils, including PPG, supporting better progress and attainment</p>	<p>Weekly class attendance announced in assemblies – winning class receives cup and displayed on attendance noticeboard. weekly</p> <p>Persistent absentee monitoring and support. Yearly traffic light letters</p> <p>List of vulnerable children/persistent absentees created by HT. Office to notify SLT immediately if children are not in school. Phone call/home visit made (admin team)</p>	<p><b>Attendance for PPG pupils will be above 96%</b></p> <p><b>Attendance records</b></p> <p><b>Records from parents meetings with HT and EWO</b></p> <p><b>Full Governing Body meeting minutes</b></p> <p><b>Heads report</b></p> <p><b>Red hot list</b></p>	<b>1 hour per term</b> <b>£253</b>	<p><b>Mid-year update:</b></p> <p>✓ Attendance continued to be monitored by HT weekly. Regular contact with EWO is in place. Daily Google meets were planned for all pupils and those that did not attend were called immediately to ascertain reasons for non attendance.</p> <p><b>End of year evaluation:</b></p> <p>✓ PPG attendance is good with % this means that children are regularly attending so can maximise learning time</p> <p>✓ Attendance is monitored and shared with staff, red letter are sent out to those families that attendance drops below 95%</p>
<b>Total expenditure: £46,264.20</b>					

### **Headlines - summer 2021**

- PPG pupils are making good progress relative to their starting points.
- All PPG pupils are attending at least 2 clubs
- Attachment Aware Award has enabled CPD that has enhanced staff's understanding of attachment and emotion coaching which in turn supports all children in school
- Spring pupil progress meetings showed that the majority of pupils have made good progress from their starting points even with Covid impact.