

Disadvantaged Strategy Statement – 2020 2021

Summary information					
School	Normanton Common Primary Academy				
Academic Year	2020/21	Total PP budget	£98 390	Date of most recent PP Review	September 2020
Total number of pupils	336	Number of pupils eligible for PP	75 (+1SC)	Date for next internal review of this strategy	January 2021

School context (SEF)

- This strategy statement reflects the current situation around Covid-19 and should be read in conjunction with the Covid Catch-Up Premium Strategy. Many of the previous year's actions were not completed or not fully embedded owing to school closure and the changing priorities of school and are reflected in this plan as ongoing pieces of work.
- At Normanton Common Primary Academy 25% of pupils receive support through the pupil premium grant. This is broadly in line with the national average of 24%. Cohort variation ranges from 14% in Y1 to 35% in Y4. Based on our needs analysis in relation to disadvantage resulting from safeguarding factors (including cases held at CP, CIN, CAF and CFH involvement) we conclude that overall 30% of our pupils are disadvantaged.
- Learning support staff are deployed across school based on an annual needs analysis in relation to SEND (both EHCP and SEND support) and deprivation (PPG). Deployment can be flexible in response to changing circumstances.
- Multiple factors affect approximately 70% of our pupils in receipt of the PPG. These include gaps in school readiness from the early years, family stresses, anxiety and financial hardship, adverse childhood experiences, community disadvantage and low expectation, mobility and additional needs relating to SEND.
- The school serves an area of significant social and economic deprivation and is amongst the 20% most deprived neighbourhoods in the country (IMD index).
- 15% of pupils have special educational needs and/or disabilities, which is in line with the national average. 5% pupils with SEND are supported by an EHCP. This is significant as it is double the national average. The school is in Q1 for the proportion of EHCPs (the highest quintile). The needs of our SEND pupils are complex and resource intensive.
- Under the leadership of the Head of School, highly effective pastoral support systems and SEND and Inclusion provision dovetail to ensure equality of experience. The school ensures quality first experiences for all pupils. Through the curriculum, every pupil learns to play three musical instruments. The school prioritises whole class tuition and values the impact on confidence, self-esteem, concentration and listening skills of mastering this discipline. Every pupil has a full year of swimming lessons. Every pupil learns to cook. Every pupil attends the full range of curriculum enrichment experiences. Every pupil has the opportunity to take part in an afterschool club or competition. Financial support is available through the PPG to ensure a family's low income does not prohibit engagement.

- Robust teaching of early reading skills along with provision that promotes high quality speaking, listening and understanding are crucial to improving communication skills and closing the word gap for all children. To do this we are prioritising the *Launchpad to Literacy* approach to CLL in the early years and KS1.
- By the end of KS1 disadvantaged pupils lag behind their non-disadvantaged peers. To improve future literacy outcomes in KS1 and to address the underachievement of disadvantaged pupils in Y3 we are prioritising the RWI approach to SPP. This will improve quality first teaching for all pupils and provide a daily 1:1 tuition model to raise attainment and increase rates of progress for the lowest performing 20% pupils in YR, Y1, Y2 and Y3.
- To improve future outcomes in mathematics in KS1 and to address the underachievement of disadvantaged pupils in Y3 we are prioritising a small group intervention - First Class @ Numbers to raise attainment and increase rates of progress for the lowest performing 20% pupils in Y2 and Y3.

Current attainment EYFS (Summer 2019)					
Total number of pupils	45	Number of pupils eligible for PP	7	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD				86 %	74 %
% achieving all learning goals				86 %	73 %

Current % achieving the expected standard in phonics at KS1 (Summer 2019)					
% achieving the expected standard at Y1			82%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	44	Number of pupils eligible for PP	11	73 %	85 % (72% dis.)
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	46	Number of pupils eligible for PP	14	79 %	94 % (85% dis.)

Current attainment KS1 (Summer 2019)					
Total number of pupils	46	Number of pupils eligible for PP	14	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				36 %	NA %
% achieving ARE in reading				43 %	79 % (62% dis.)
% achieving ARE in writing				43 %	74 % (55% dis.)

% achieving ARE in maths	36 %	80 % (63% dis.)
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Current attainment KS2 (Summer 2019)					
Total number of pupils	45	Number of pupils eligible for PP	14	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths			76%	50 %	70 % (51% dis.)
Progress score in reading				-0.5	0.3 % (-0.6 dis.)
Progress score in writing				-0.5	0.2 % (-0.4 dis.)
Progress score in maths				0.4	0.3 % (-0.6 dis.)

Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>)			
		Person/Team Responsible	Cost
A	Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons. Feedback does not always identify the specific knowledge and skills that pupils should learn and use next. Pupils do not have enough opportunities to respond to feedback or to collaborate and articulate their ideas.	SLT	<i>no cost allocated</i>
B	Outcomes at KS1 in 2019 were well below national outcomes and standards in writing and have been well below for the last 3 years. The planning and delivery of SSP in EYFS and Y1 is not yet consistent and progress of weaker early readers who are disadvantaged has not been as strong as non-disadvantaged pupils.	LM/SG/AR	7,000
C	Diagnostic information from unit and half-termly testing at KS2 is not always used effectively enough to ensure subsequent medium term planning address gaps in learning and identify pupils who require targeted wave 2 interventions to close gaps in understanding.	LO/AR	15,000
Cii	50% of disadvantaged pupils achieved ARE in combined subjects by the end of KS2 in 2019. Children in UKS2 who are not supported with learning at home require 1:1 tuition for intensive individualised support in school.	LO/AR	
D	Pupils enter foundation stage with lower than typically expected levels of language and communication which impacts on their ability to access wider learning opportunities across the curriculum. Current baseline data on entry to nursery indicates 58% children were below ARE in CLL and 52% were below ARE in CLL on entry to reception.	RW/SG	8,000
Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>)			
		Person/Team Responsible	Cost
E	KS2 targeted 1-1 tuition for reading and maths	LO/UKS2 team	7,000
F	First Class @ Numbers intervention programme in Y2 and Y3 to close the attainment gap and promote accelerated progress from low KS1 outcomes	LM/LO/AR	7,000
G	RWI SSP -Targeted Y3 children accessing to close the gap from KS1 -Intervention groups to intensify support and close the gaps by the end of KS1 2020	LM/AR	7,000
Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>)			
		Person/Team Responsible	Cost

H	Provide additional support for identified families so that all PP pupils continue to attend school in line with their peers.	AR/HH/LC/MS	10,000
I	Provide additional support for identified families with strategies for parenting, behaviour management, and safeguarding so that PP pupils are ready for learning, able to access academic work and make good or accelerated progress.	AR/SC	30,000
J	Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence. PP pupils are ready for learning, able to access academic work and make good or accelerated progress. Fewer behavioural incidents are logged.	AR/SC/HH	10,000

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Improve the quality of teaching and learning</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons.</p> <p>Teachers do not always identify the specific knowledge and skills that pupils should learn and use next. (EEF toolkit effective feedback has a positive impact of +8 months)</p> <p>Staff workload teachers are spending too much time marking away from pupils.</p> <p>Pupils do not always have the opportunity to respond to feedback given on how to improve their work.</p>	<p>Active Ingredient 1- Opportunities for pupils and staff to feedback on pupil's work will be planned on a weekly basis.</p> <p>Active Ingredient 2- At the start of each unit of work pupils will be given models of excellence from which to collaboratively create success criteria</p> <p>Active Ingredient 3 – teachers plan a well sequenced curriculum to ensure pupils build upon prior knowledge and skills</p> <p>Active Ingredient 4- Pupils will be given the opportunity to edit their work in response to feedback from staff.</p> <p>Active Ingredient 5- Staff used agreed approaches to feedback</p> <p>Active Ingredient 6- Pupils will be able to clearly articulate how final drafts and finished products meet the expectations for success</p>	<p>CPD will be given to all staff on effective feedback.</p> <p>Opportunities for staff to collaborate, watch and share practice and develop a culture of peer feedback will be planned into the timetable via moderation.</p> <p>Follow up support regular opportunities for coaching will be provided by phase leaders</p>	<p>Short term: Fidelity: Pupils understand how to improve their work to a higher standard because teachers make this clear through feedback and success criteria the specific knowledge and skills that they should learn and use</p> <p>Medium term Fidelity: There is evidence in planning, pupils' work and monitoring activities that feedback is being used on a daily basis to improve learning. There is a bank of models of excellence and high quality work in books and on display as a result of the higher expectations and improved feedback. Pupils are able to articulate how prior knowledge and skills applies to current new learning.</p> <p>Reach: All Staff are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p>Short term. Pupils will have higher expectations in terms of the quality of the work they produce. Staff and Pupils will gain a greater understanding of how to give effective feedback to move learning on. Teacher workload will reduce as feedback at the point of learning becomes integral to everyday classroom practice.</p> <p>Medium term- The quality of pupil's work will improve as a result of effective feedback from peers and from staff. Pupil's expectations of themselves and their motivation to produce their best work will increase as they become more confident.</p> <p>Long term- Outcomes for pupils will increase as collaborative ways of working become integral to everyday classroom practice.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Combined outcomes at the end of KS1 are below the National Average for the past 3 years of data.</p> <p>RWI needs to be fully embedded across Foundation Stage and KS1.</p> <p>Pupils have not achieved in line with their potential from the end of EYFS in relation to combined outcomes because progress in writing is weaker than reading and mathematics.</p> <p>(Phonics EEF +4)</p>	<p>Active Ingredient 1: Whole staff committed to a single strategy. SSP RWI to be fully implemented across KS1 and EYFS (excluding Y2 class where pupils met the phonic check threshold)</p> <p>Active ingredient 2: Use of dynamic progress group approach. Half termly assessment, review and regrouping.</p> <p>Active Ingredient 3: Matched reading books used as the core reading scheme</p> <p>Active Ingredient 4: Commitment to providing high quality CPD for all staff including support staff that will lead a RWI group and 1:1 tuition</p> <p>Active Ingredient 5: Termly in school coaching from English Hub Literacy Specialist. Monitor quality of teaching, impact and implementation and provide training for Reading Leader</p> <p>Active ingredient 5: Targeted year 3 pupils to access RWI daily</p> <p>Active ingredient 6: RWI 1:1 tuition provides additional daily teaching and learning to accelerate progress</p>	<p>High quality half termly CPD for all staff delivering RWI via the English Hub LS days (x3) and RWI development days (x3)</p> <p>KS1 Leader/ Reading Leader to monitor quality of teaching and offer advice/support and share good practice in liaison with the Hub/RWI.</p> <p>KS1 leader to monitor assessment and groupings half termly</p> <p>Resourcing enables high quality teaching and learning</p> <p>RQT to observe quality year 2 teaching across MAT.</p> <p>Collaborative planning in KS1 team ensures opportunities for the teaching of writing objectives and relevant cross curricular writing opportunities occur.</p> <p>KS1 Leader carries out half termly book scrutiny and writing moderation in collaboration with Trust writing leader.</p>	<p>Short term: Fidelity All staff are trained to deliver high quality RWI lessons/intervention and coaching sessions check on consistency and quality. Acceptability: The majority of staff experience a growing confidence in planning and delivering RWI sessions including 1:1 tuition sessions. Staff feedback is positive.</p> <p>Medium term: Fidelity RWI strategies are embedded in YR and Y1 culture and staff are confident in a consistent approach of delivery of the SSP. Acceptability Following coaching from RL/LS or RWI coach, all staff listen to and accept next steps and adapt their practice to improve on the feedback RWI 1:1 tuition enables targeted pupils to make good or accelerated progress. Targeted learning is communicated to class teachers and progress can be evidenced through ongoing reading and writing assessments.</p>	<p>Medium term: Targeted Y3 pupils make accelerated progress towards outcomes</p> <p>Pupils having 1:1 tuition make accelerated progress towards outcomes</p> <p>Long term: By the end of KS1 pupils achieve in line with their potential from EYFS</p> <p>Attainment is in line with national averages by the end of KS1</p>

	and raise attainment of lowest 20% including PP pupils.			
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

C. Planned Expenditure				
Barrier/Problem	Intervention Description <i>(What are the active ingredients?)</i>	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Diagnostic information from unit and half-termly testing at KS2 is not always used effectively enough to ensure subsequent medium term planning address gaps in learning and identify pupils who require targeted wave 2 interventions to close gaps in understanding.</p> <p>(Small group tuition – EEF +4)</p> <p>(One to one tuition – EEF +5)</p>	<p>Active ingredient 1: NfER/SATS tests used at agreed times as per assessment calendar</p> <p>Active ingredient 2: Question Level Analysis completed in preparation for half termly Pupil Progress Meetings.</p> <p>Active ingredient 3: PPM - teachers report to SLT on gaps and pupil misconceptions. Teachers to report on strategies for addressing these in subsequent medium term planning.</p> <p>Active ingredient 4: Teachers identify children targeted for additional daily in class support (QFT). SLT monitor that next steps in learning for pupils are carefully identified and QFT meets this need.</p> <p>Active ingredient 5: Targeted 1-1 tuition strategy used to close identified gaps.</p>	<p>CPD on QLA and use for identifying gaps delivered by Trust English and Maths Leads</p> <p>Support and QA cycle from TRUST SIOs</p> <p>Pupil Progress Meetings to focus on gaps from QLA (amongst other information) and identify clearly targeted intervention on provision maps</p> <p>Impact on progress monitored through half termly testing cycle/PP cycle and book scrutiny activities and communicated to all staff.</p>	<p>Short term: Staff are confident and skilled in identifying and addressing specific areas for improvement</p> <p>Monitoring of QFT evidences that next steps are carefully considered and progress clearly identifiable in pupils' books and through learning conversations.</p> <p>Wave 2 interventions are driven by teachers' planning, are tightly focused on skill and knowledge acquisition and the impact is monitored by teachers and reported to SLT periodically.</p> <p>Medium term: As above... QLA process becomes embedded within the pupil progress cycle</p>	<p>Short term: Pupils make progress within targeted intervention activities to close gaps in understanding</p> <p>Long term: End of KS outcomes are improved owing to robust and relevant targeted support</p>

	Responsive pre-teach and re-teach approach to be adopted. Active ingredient 6: Review and adapt groupings as preparation for half termly pupil progress meetings.			
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

Cii. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>50% of disadvantaged pupils achieved a ARE in combined subjects by the end of KS2 in 2019.</p> <p>Children who are not supported with learning at home require one to one tuition for intensive individualised support in school.</p> <p>(One to one tuition – EEF +5)</p>	<p>Active ingredient 1: Children identified through teacher assessment, testing and previous concerns</p> <p>Active ingredient 2: Clear barriers/gaps/issues identified at PPM</p> <p>Active ingredient 3: Specific outcomes agreed upon and recorded on intervention impact grids by class teacher and TA</p> <p>Active ingredient 4: Impact measured through use of test data or other identified measure</p> <p>Active ingredient 5: Impact measured via RAG rating at next PPM and adapted as needed</p>	<p>Support Staff CPD in identified issues/concerns from monitoring delivered by subject leaders.</p> <p>CPD on QLA and use for identifying gaps delivered by Trust English and Maths Leads</p> <p>Support and QA cycle from TRUST SIOs</p> <p>Pupil Progress Meetings to focus on gaps from QLA (amongst other information) and identify clearly targeted intervention on provision maps</p> <p>Impact on progress monitored through half termly testing cycle/PP cycle and book scrutiny activities and communicated to all staff.</p>	<p>1:1 tuition and wave 2 intervention groups target specific weakness in learning, skills and knowledge</p> <p>Short term: Staff are confident and skilled in identifying and addressing specific areas for improvement</p> <p>Monitoring of QFT evidences that next steps are carefully considered and progress clearly identifiable in pupils' books and through learning conversations.</p> <p>Wave 2 interventions are driven by teachers' planning, are tightly focused on skill and knowledge acquisition and the impact is monitored by teachers and reported to SLT periodically.</p> <p>Medium term: As above...</p>	<p>Short term: Targeted children make progress towards specific outcomes</p> <p>Long term: Impact on pupil outcomes and progress at the end of KS2</p>

			QLA process becomes embedded within the pupil progress cycle	
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>In the Early Years staff skillset and subject knowledge is variable in relation to the progression of skills for effective communication and language development.</p> <p>All adults do not always fully model good communication skills, develop vocabulary extension and teach pupils how to communicate with each other effectively.</p> <p>All teachers do not explicitly plan for the development of speaking, listening, vocabulary acquisition, communication and language skills within the curriculum offer.</p> <p>The outdoor learning environment is not fully</p>	<p>Active ingredient 1: Provide CPD to embed 'Launchpad to literacy' approach to developing CLL.</p> <p>Active Ingredient 2: Embed improving CLL for all through the 'Launchpad' approach into performance targets for staff at all levels.</p> <p>Active ingredient 3: EYL to monitor weekly the appropriate use of correct vocabulary (identified in teachers' planning), modelled speech from adults, and effectiveness of questioning.</p> <p>Active ingredient 4: Teachers to ensure that language and vocabulary expectations are exemplified in all areas of learning. To ensure that questioning and vocabulary enhancement is sequentially planned for within medium term planning.</p> <p>Active ingredient 4: RWI SSP is embedded and the EYL is responsible for teaching the lowest performing 20%</p>	<p>CPD will be given to all staff on the 'Launchpad' approach and effective questioning. Training will be in line with DFE Standard and the TDT guidance. Opportunities for staff to collaborate, watch and share practice and develop a culture of peer feedback will be planned into the timetable.</p> <p>Formal communication will take place through staff meetings, phase meetings and performance reviews. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support regular opportunities for coaching will be provided by the phase leader and TRUST EY consultant.</p>	<p>Short term: Fidelity All staff in the early years are able to communicate the ways in which communication is being promoted. Staff at all levels are incorporating more effective questioning into daily interactions with pupils and through environmental enhancements.</p> <p>Acceptability The majority of staff experience a growing confidence in extending pupils' understanding and communication skills by asking well pitched questions. Activities are planned and areas of provision enhanced to enable disadvantaged and vulnerable pupils to maximise communication. Adults can articulate how pupils have progressed in their communication skills because they use the 'Launchpad' approach to identify gaps in understanding and skill and teach from this basis.</p> <p>Medium term:</p>	<p>Short term: Pupils will communicate meaningfully with others because they are taking part in activities that have a tightly planned tight focus on CLL. Adults will ask better questions that encourage communication and deepening of understanding. Adults will promote vocabulary enrichment and language use through enhancements to the learning environment.</p> <p>Medium term: Pupils' oracy will improve therefore CLL outcomes will improve. Pupils will be improved speakers and will improve at listening. Behaviour incidents will reduce because pupils' will have improved understanding and the social skills that</p>

<p>developed to include areas which are designed to promote active and purposeful communication.</p> <p>Children with the greatest need are not always supported by the most capable adults.</p>	<p>Active ingredient 5: Teachers' assessment of CLL takes into account the 'Launchpad' developmental steps. When discussing pupils' progress, all teachers can articulate this using the 'Launchpad' progression sequence, especially for disadvantaged and vulnerable children at risk of underachievement.</p> <p>Active ingredient 6: Daily opportunities are provided for children to listen to stories</p> <p>Active ingredient 7: Teachers' medium term planning enables children to</p> <ul style="list-style-type: none"> • demonstrate their understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • anticipate key events in stories • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Active ingredient 8: Activities in the outdoor classroom are planned to explicitly develop communication and language skills.</p>		<p>There is a body of work to evidence pupils' improved language and communication skills. Pupils' increased language and communication skills lead to a deeper involvement in learning opportunities across the curriculum.</p>	<p>accompany effective communication.</p>
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	Intervention groups to intensify support and close the gaps by the end of KS1 identified through reading leader coaching and assessments Active Ingredient 3: Additional staffing to deliver high quality intervention in place	KS1 lead/SENCO to monitor impact of data to inform groupings	Children who need additional support identified in order to make accelerated progress	progress towards outcomes Long term: KS1 outcomes are raised to close gaps with the National Average
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

G. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some parents and carers of PP children require additional support to maintain good school attendance for the children.</p> <p>In 2018/2019 PP attendance was 95.43% compared to 96.29% for non-PP</p> <p>Robust ongoing support is essential to maintain positive gains for the attendance of PP pupils: PP 16/17 – 92.73% PP 17/18 – 94.29% PP 18/19 – 95.43%</p>	<p>Active ingredient 1: Weekly focused monitoring of attendance and punctuality of disadvantaged pupils by LM and EWO</p> <p>Active ingredient 2: Whole school communication of initiatives and rewards for all including weekly overview on the school newsletter.</p> <p>Active ingredient 3: Communicate weekly attendance widely and celebrate great attendance termly through Attendance Stars display and 100% attendance rewards (termly).</p> <p>Active ingredient 4: Robust meetings and formal improvement plans for parents</p>	<p>Weekly attendance monitoring for disadvantaged/vulnerable groups.</p> <p>Collaboration with MAT EWO to review attendance weekly and identify key actions</p> <p>LM to attend TRUST attendance network meetings to share best practice between schools</p> <p>LM to attend LA EWS termly network meetings</p> <p>Monthly attendance reporting through CEO/HT</p>	<p>Short term: All staff actively engage in promoting good attendance with all children Learning mentor continues to provide active support and challenge to maintain upward attendance trend</p> <p>Long term: PP children will move through school with good attendance, not at risk of PA, which will impact positively on outcomes</p>	<p>Short term: Pupils are in school regularly, on time, to engage in learning</p> <p>Medium: Good attendance impacts positively on pupil outcomes as less learning is lost</p> <p>Long: Pupils have good attendance (national or above) throughout their school life in order to access and make the most of educational opportunities and outcomes</p>

	<p>where pupils' attendance falls into a category. Regular progress meetings with EWO.</p> <p>Active ingredient 5: In accordance with the school attendance policy, contact with parents via first call system and home visits to address non-attendance. Daily contact established for disadvantaged and vulnerable pupils.</p> <p>Active ingredient 6: Issue penalty notices for unauthorised absences in accordance with the attendance policy.</p>	<p>meetings of disadvantaged group/% PA pupils</p> <p>LM produce half termly attendance reports for SLT and ASC detailing attendance of disadvantaged and non-disadvantaged</p>		
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		

H. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>High quality pastoral support is required for families of vulnerable and disadvantaged pupils in order to remove barriers to educational progress such as:</p> <ul style="list-style-type: none"> -develop parenting skills and capacity -providing robust safeguarding and Early Help offer -promoting home/school working 	<p>Active ingredient 1: Pastoral Support Manager to proactively manage the offer of support to parents and carers and monitor the impact</p> <p>Active ingredient 2: Robust procedures to identify and support key families</p> <p>Active ingredient 3: Engage with outside agencies in order to signpost support and make referrals to other agencies.</p>	<p>Weekly supervision meetings to determine support and monitor impact</p> <p><i>*Current focus on supporting parents and families during Covid-19 via distanced methods</i></p> <p><i>Parents evening events and engagement events to foster a close working relationship</i></p> <p><i>Offer free regular workshops to raise awareness of issues</i></p>	<p>Parents engage with school to meet the needs of children</p> <p>Parents engage in offered support and services and feel well supported by school</p> <p>Robust procedures for safeguarding and family support</p>	<p>Improved home/school working impacts positively on pupil engagement and positive attitudes to school and learning</p>

<p>-developing good relationships with parents and signposting to support -liaising with outside agencies to provide timely support</p> <p>(Parental engagement – EEF +3)</p>		<p>and support children in the classroom.</p> <p>Target parents and carers of disadvantaged children to attend 'learning journey' sessions, class assemblies and INSPIRE mornings. Drop-ins termly to discuss issues and worries</p> <p>Parental questionnaires to determine needs and issues to address</p> <p>Development of school based Early Help offer</p>		
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

I. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Some children require additional support to develop appropriate learning behaviours, social skills and independence to enable them to effectively access learning and make good or accelerated progress.</p> <p>(Social and emotional learning – EEF +4)</p>	<p>Active ingredient 1: Learning mentor interventions to focus on developing social skills, self-regulation, feelings and emotions, emotional literacy as identified at pupil progress meetings and supervision</p> <p>Active ingredient 2: weekly whole class Mindfulness sessions to give children the tools they need to recognise and deal with emotions and</p>	<p>Staff training on mindfulness September 2019</p> <p>Weekly mindfulness sessions with T and LM</p> <p>Effectiveness of intervention monitored and reviewed with SENCO</p> <p>Engage with outside agencies to provide timely support</p>	<p>Mindful approaches implemented across school to develop a shared language and understanding between staff and children</p> <p>Targeted intervention is reviewed termly to identify progress and next steps</p>	<p>Children are able to recognise their emotions and respond to these appropriately</p> <p>Children are able to self-regulate their emotions and responses</p> <p>Children are able to engage in positive play with peers</p>

(Behaviour interventions – EEF +3) (Self-regulation strategies – EEF +7)	worries feeding into whole school approaches Active ingredient 3: Learning mentor delivers structured activity for identified children at unstructured times of the day to positively manage behaviour and teach appropriate play skills			Children are able to engage in positive learning behaviours
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term
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