

3-YEAR PUPIL PREMIUM STRATEGY

The Pupil Premium Strategy has been shared with Governors and ratified in Autumn Term 2019. This will be reviewed termly and shared with Governors annually.

Link Governor Reviews will take place at least twice a year with the Chair of the Finance Committee. Link Governor Reports will be shared with Governors at Full Governors Meetings or Finance Committee meetings.



**Written and agreed
by Governors:
OCTOBER 2019**

**Update: NOVEMBER
2020**

**Update and
Review:
FEBRUARY 2021**

**Impact Review:
JULY 2021**

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	St Philip's CE Primary School		
CURRENT PUPIL INFORMATION - 2020 - 21			
Total number of pupils:	199 (Rec-Y6) 212 (incl. Nursery)	Total pupil premium budget:	£108,565 + £763 (EYSPP) £109,328
Number of pupils eligible for pupil premium:	77	Amount of pupil premium received per child:	£1345

COHORT INFORMATION: 2020/21		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	113	53%
Girls	99	47%
SEN support	28	13%
EHC plan	19	9%
EAL	95	45%

Assessment data

EYFS 2019-2020/ 2020-2021 – No national data sets available due to COVID 19						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Good level of development (GLD)				68%	59%	65%
Reading					69%	80%
Writing					62%	80%
Number					72%	70%
Shape					62%	80%

YEAR 1 PHONICS SCREENING CHECK 2019-2020/ 2020-2021 – No national data sets available due to COVID 19						
All pupils	Pupils eligible for PP	National average	Data from previous 3 years			
			2016-17	2017-18	2018-19	
			69%	79%	56%	

END OF KS1						
2019-2020/ 2020-2021 – No national data sets available due to COVID 19						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths				29%	53%	52%
% making expected progress in reading				50%	60%	52%
% making expected progress in writing				29%	57%	52%
% making expected progress in maths				50%	67%	57%

END OF KS2						
2019-2020/ 2020-2021 – No national data sets available due to COVID 19						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths				50%	44%	41%
% making expected progress in reading				56%	61%	50%

END OF KS2						
2019-2020/ 2020-2021 – No national data sets available due to COVID 19						
% making expected progress in writing				69%	50%	68%
% making expected progress in maths				63%	61%	50%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<p>Attendance has shown a 3-year improvement trend and is now broadly in line with national (96.3% 2018-19)</p> <p>Current attendance is 95.6% (JAN 2021)</p>	<p>Persistent absence is still an area for further work, although below national (8.3% 2018-19)</p> <p>Persistent absence remains an area of focus, particularly due to the impact of COVID.</p>
Behaviour data	<p>There have been 7 FEX and 0 PEX in the last 3 years.</p> <p>Senior leaders utilise Alternative Provision to ensure that children were able to remain in school. School leaders have also worked with groups to provide mentoring and specific art and play therapies to provide nurture support.</p> <p>Remote learning engagement has increased and improved over the second lockdown with children having clear guidance on appropriate behaviour when online (35% -60% daily engagement since the second lockdown began).</p>	<p>Children's attitudes to learning is a focus, particularly in their resilience and independence for learning</p> <p>Review the impact of remote learning on pupil behaviour and attitudes – particularly in engagement with learning.</p>

<p>Safeguarding referrals</p>	<p>Safeguarding is recognised as robust by Governors and external reviews.</p> <p>The introduction of CPOMs and a number of key staff trained as DSLs has ensured that safeguarding is dealt with in a timely and effective way.</p> <p>Additional reporting can be found in Governors documentation</p> <p>Pastoral Team are engaging with a number of external agencies throughout the COVID-19 pandemic</p>	<p>Ensuring all new staff are fully trained and supported to carry out their role</p> <p>Fully embed Early Help assessments – particularly in relation to the impact of COVID-19 on families.</p>
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<p>Impact of COVID-19</p>	<p>Attendance on return in September 2020 was above national and LA averages (the highest weeks being 96% and the lowest week's attendance being 92%)</p> <p>Pastoral Team working closely with families to provide additional support, advice and guidance</p> <p>Use of consistent resources to identify lost learning and provide targeted teaching</p> <p>Development of the use of technology to promote remote learning and home learning (where required)</p> <p>Staffing structure includes the release of the DHT to provide additional interventions and targeted teaching to meet identified needs (initially in UKS2)</p> <p>January lockdown led to remote learning for all pupils. Chromebooks, laptops and other devices have been issued to identified pupils to access their learning. Engagement levels have risen (see behaviour data above)</p> <p>Additional resources are available in school for remote learning by encouraging the use of technology in school and teaching and learning activities put on the platforms prior to lockdown to encourage its use.</p>	<p>Disadvantaged pupils' attendance was lower than the whole school cohort – this may have been due to one or two larger families being absent or the persistent absence of key children (identified prior to lockdown)</p> <p>Impact of Lost Learning on pupils accessing the curriculum at their age-related expectation</p> <p>Remote Learning and Blended Curriculum approaches, including accessibility to technology</p> <p>Establish targeted intervention programmes/provision mapping and additional teaching strategies to support outcomes for pupils</p> <p>Review the foundation subject provision in online learning and identify gaps in coverage to prepare for next steps in learning.</p>
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LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) ENSURE HIGH QUALITY LEARNING FOR ALL THROUGH HIGHLY EFFECTIVE TEACHING; INCLUDING THE USE OF TECHNOLOGY TO PROMOTE REMOTE LEARNING
(SEE SCHOOL IMPROVEMENT PRIORITY 1 – 4 – 2019/20)
- 2) PROMOTE EFFECTIVE READING HABITS ACROSS THE SCHOOL COMMUNITY
(SEE SCHOOL IMPROVEMENT PRIORITY 3 – 2019/20)
- 3) EXTEND PUPIL VOCABULARY THROUGH THE PROMOTION OF WIDER EXPERIENCES AND OPPORTUNITIES (CULTURAL CAPITAL)
(SEE SCHOOL IMPROVEMENT PRIORITY 1 – 2019/20)
- 4) PROVIDE EFFECTIVE SUPPORT FOR PUPILS' MENTAL HEALTH AND WELLBEING

PRIORITY 1 - ENSURE HIGH QUALITY LEARNING FOR ALL THROUGH HIGHLY EFFECTIVE TEACHING; INCLUDING THE USE OF TECHNOLOGY TO PROMOTE REMOTE LEARNING

Member of staff responsible: Julia Kinch, Sarah Davis, Kate Morris, Beverley Jackson, Michelle Rudge

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
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<p>1. To ensure all staff have a secure understanding of the teaching of phonics and how to support children who are new to phonics.</p> <p>See also: Governor Fact Find overview</p>	<p>- Undertake training on phonics delivery</p> <p>- Monitor the impact of the training on the teaching of phonics and reading skills across EYS and KS1</p> <p>- Identify children who did not pass the phonic screening check and monitor the additional support provided for these children in KS2</p> <p>- Complete a reading audit through the English Hub to identify any next steps and resources that could be deployed more effectively to improve outcomes, focusing on children entering Key Stage 2.</p>	<p>RWI training For all staff</p> <p>SD and BJ</p> <p>SD and MR</p> <p>SD, BJ and JK</p>	<p>October 28th 2019</p> <p>December 2019 March 2020 June 2020</p> <p>December 2019 March 2020 June 2020</p> <p>1st December 2020</p>	<p>RWI training package (£1,100 +VAT)</p> <p>Management Time Cover as needed</p> <p>Support staff Intervention packages/provision mapping</p> <p>Time Remote Access Data sets</p>	<p>- Staff are clear about the structure to teach phonics</p> <p>- QLA analysis undertaken termly - Pupils improve on outcomes termly</p> <p>- QLA analysis undertaken termly - Interventions observed show high quality teaching and learning in</p> <p>- Report and feedback on actions - Update and review meeting with the Lacey Green Hub</p> <p>- Additional support from RWI – Developments days - New resources purchased and rolled out</p>	<p>Phonics teaching is consistent for all pupils</p> <p>Increased % of pupils meeting the standard for phonics</p> <p>Autumn Phonic screening check data – Year 2 pupils 70% pass. Targeting 4 more pupils – 86% Year 3 pupils made progress – outcomes were 70%. (Improved from 56%)</p> <p>Pupils are using a range of strategies for decoding text</p> <p>Pupils improve on phonics assessments</p> <p>Outcomes for children who have not passed the phonic screening in Year 2, entering Year 3, improve and regular assessments indicate this. Summer 2021 Children in Year 1 achieve in line with their peers across the cluster: - Year 1 pass - 60% (all pupils) - Year 1 pass – 60% (Disadv.) - Year 2 pass – 65% (all pupils) - Year 2 pass – 80% (disadv.) - Year 3 pass – 84% (all pupils)</p>
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<p>2.1 To ensure all staff are equipped to teach the calculation strategies outlined in the visual calculation policy</p>	<p>- Undertake training on the strategies outlined in the Calculation Policy</p>	<p>Dave Godfrey For all staff</p>	<p>13th November, 2019</p>	<p>Sense of Number Phased Day training (£750 +VAT and travel expenses)</p>	<p>- Staff have secure knowledge of age-appropriate strategies - Links are made between mental and written calculation</p>	<p>The teaching of calculation is progressive and consistent for all pupils Mental and written calculations are effectively linked</p>
<p>See also: Governor Fact Find overview</p>	<p>- Monitor the impact of the training on pupils' learning through work scrutiny and pupil interviews</p>	<p>KM and JK</p>	<p>December 2019 February 2020 May 2020 July 2020</p>	<p>Management Time Pupil Work Pupil interview feedback</p>	<p>- Pupils are able to articulate their choices and explain their methods - Strategies taught are in line with stage of learning</p>	<p>Pupils make effective and efficient choices when problem solving Reasoning about number is effective with children able to articulate their reasoning</p>
	<p>- QLA analysis of Maths outcomes in PiXL assessments</p>	<p>KM, BJ and JK</p>	<p>In line with PiXL assessment timetable</p>	<p>PiXL QLA analysis PiXL PLCs</p>		<p>Increased % of pupils achieving in line or better with the PiXL national cohort</p>
<p>2.2. To develop a mastery curriculum to ensure teaching approaches are consistent and challenging.</p>	<p>- Maths subject lead to participate in the TRG on Maths Mastery and share practice following observation in other settings and year groups</p>	<p>KM, VT, DD and TRG lead school</p>	<p>Ongoing throughout the year</p>	<p>Time and Cover Observation in other settings</p>	<p>-Feedback reports from the TRG meetings identify strengths, next steps and further actions - Feedback to governors</p>	<p>The progress gap to national is closed in Maths at the end of Key Stage 2 Maths mastery structure is developed in Y1, 2, 3 and 4</p>
	<p>- Purchase resources for Power Maths (match funding) - Complete the Power Maths Training - Provide additional training sessions for staff (Maths Lead) - Monitor the teaching of maths across the school</p>	<p>KM, JK, Power Maths Training Lead</p>	<p>June 2020 2nd November 2020 January 2021 – March 2021 May 2021</p>	<p>Power Maths books and resources - £3500 Training included in purchase Online/digital resources - £1150</p>	<p>- Monitoring the impact of the training in lesson delivery - Online lessons include the use of the Power maths lesson structure</p>	<p>Teaching and learning is consistent across the school Mathematical vocabulary is used consistently and accurately Children are in line or better than the national expectations in the PiXL assessments throughout the year</p>

IMPACT STATEMENT FOR 2019-2020

Progress was made across all aspects of this priority but has been impacted more widely by the COVID pandemic which led to some aspects of this plan being paused as it required face-to-face contact. Staff continued to focus on these areas, however, adaptations had to be made or aspects postponed.

The curriculum development was a key focus and will continue to be with more emphasis on embedding a blended learning approach throughout the pandemic. School will continue to identify ways that technology can be further developed as we move beyond the pandemic. School leaders are monitoring the impact of the pandemic on the foundation subjects to identify where there are gaps and how this can be addressed for the rest of the coming academic year.

Additions in red are a redirection of focus for the curriculum as these aspects of learning were identified as requiring more work to ensure the broad and balanced curriculum.

Maths arithmetic outcomes for December 2020 highlight the impact of the March lockdown, particularly reviewing school performance against a national data set:

Autumn 2020 outcomes from PIXL assessments and difference to national PIXL cohort:

Year 2: 36% (-6%)

Year 3: 25% (-16%)

Year 4: 48% (-5%)

Year 5: 33% (-12%)

Year 6: 41% (-9.7%)

The gap to national identifies that the lockdown in March has affected children's retention of mental arithmetic strategies.

IMPACT STATEMENT FOR 2020-2021

The lockdown this year has impacted on the progress towards certain aspects of this Pupil Premium plan. However, there has been significant development in the use of remote teaching and learning, with a significant number of pupils accessing online when bubbles have closed or when, in the Spring Term, the whole school was only open to key worker and vulnerable pupils.

All children eligible under the definitions of vulnerable, key worker or SEND were able to access school. This was highly effective in maintaining the education for as many children as possible. This equated to 20% of the school population accessing face-to-face education. Of those children accessing remote education – this was between 65%-70% levels of engagement in each class. Those who did not attend online or complete work were tracked and targeted.

Phonics outcomes in Summer 2021 were as follows:

Summer 2021

Children in Year 1 achieve in line with their peers across the cluster:

- Year 1 pass - 60% (all pupils)

- Year 1 pass – 60% (Disadv.)

- Year 2 pass – 65% (all pupils)

- Year 2 pass – 80% (disadv.)

- Year 3 pass – 84% (all pupils)

This data remained around the same level and whilst still lower than a national standard, highlights that there was not as much "lost learning" as anticipated due to a relentless focus. Disadvantaged pupils achieved in line, if not better than their peers.

PiXL continues to impact on outcomes for pupils. The use of the Question Level Analysis for each subject as well as the targeted interventions has ensured that the gaps in learning have been addressed.

Working with the English and Maths Hubs has supported staff development through audits, external reviews, training sessions and collaborative working. This has impacted on outcomes in reading and maths where staff have utilized key resources, shared practice and provided additional in-house CPD to meet the any needs that have been highlighted. The quality of teaching and learning in maths and phonics has continued to improve and is beginning to impact on outcomes.

PRIORITY 2 - PROMOTE EFFECTIVE READING HABITS ACROSS THE SCHOOL COMMUNITY

Member of staff responsible: Sarah Davis, Beverley Jackson

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1.1 To promote a love of reading across the school community	<ul style="list-style-type: none"> - Book Roadshows and opportunities to buy books at a cheaper cost; e.g., Wood Street Mission Book Roadshow, The Book People Book Bus - Access to books at playtimes, lunchtimes and before school - Termly book challenges for pupils and their families - Class readers embedded to promote an enjoyment of reading - Themed days delivered effectively with a clear focus; e.g., World Book Day activities, Secret Readers - regular love of reading sessions with senior leaders through video and virtual sessions – promoting specific authors, themed books and chapter books 	<p>SD</p> <p>JK</p> <p>SD and BJ</p> <p>SD and all staff</p> <p>SD and BJ</p> <p>JK and BJ</p>	<p>October 17th 2019</p> <p>March 2020</p> <p>Ongoing</p> <p>Termly</p> <p>December 2020</p> <p>March 2020</p> <p>September 2020 onwards</p>	<p>Wood Street Mission Hall Timetable Playground space Text messaging</p> <p>Finances Books</p> <p>Time Prizes</p> <p>Class book list Class sets of books Time for monitoring Pupil interviews</p> <p>Website promotion Timetable of activities Parental Workshop with a clear focus</p> <p>YouTube videos Teams for live sessions to classrooms Quality texts</p>	<p>- Children and families attend and receive 5 books per pupil and a bag of books for the family</p> <p>- Parents attend the events and buy more books</p> <p>- Increased % of participation rates each term</p> <p>- Monitoring indicates that pupils enjoy reading the class texts</p> <p>- Pupils talk positively about reading</p> <p>- Children engage with the stories</p> <p>- Videos are regularly viewed on YouTube</p> <p>- Children respond and answer questions about the texts</p>	<p>Parents/Carers engage with activities and share books more regularly with their children</p> <p>Parents/Carers seek advice on appropriate books for their children</p> <p>Parents/Carers take books home to read with their families</p> <p>Class book list is published with key indicators for reading to support reading at home</p> <p>Website promotes a love of reading through regular updates</p> <p>Increased % of parental engagement</p> <p>Children read more regularly for pleasure</p> <p>Children have the opportunity to hear stories being read to them</p> <p>Children are exposed to a range of authors and stories outside of curriculum time</p>

2. To provide opportunities for all children to read	- Access to books through the Wood Street Mission Book Roadshow	SD	October 17th 2019	Timetable Day identified	- Pupils targeted to select books that are age and stage appropriate	Children have access to quality texts throughout the school day Reading is well promoted from the beginning of the school day
	- Breakfast Bagels book time to promote the love of reading - Bagel Bookworms initiative weekly allowing parents to come into school and share a book with their child	All staff	Weekly	Book Bench and Shedlet Noticeboard with recommended reads New books purchased	- Staff encouragement to read books - Noticeboard recommended reads are regularly updated	
	- Purchase new books regularly to update the school library and replace the breakfast and playtime books with featured books or authors	SD and JK	December 2019 March 2020	Time Library records Parent Survey Pupil Survey	- Library records are monitored to identify pupil trends and choices - Books purchased driven by the choices made by children across the school	The library is well used and updated with high quality texts Pupils make effective choices when reading for pleasure
	- Book donations made to targeted pupils supported by Wood Street Mission (referral system) – delivered to households in lockdown	JS Classteachers	March 2020 January 2021	Referrals Time Pastoral Lead	- Pupils receive books to read at home - Increased number of pupils have access to books	Increased % of pupils have access to books to meet their age/needs Parents are able to share books with their children at home

<p>3. To provide targeted support for identified pupils who are:</p> <ul style="list-style-type: none"> • Not reading regularly at home • Are underperforming from their starting points • More able and require challenge 	<p>- Identify pupils who do not read regularly and target for Daily Readers</p> <ul style="list-style-type: none"> • Teaching Assistant caseload • Reading Volunteers (KS1 pupils) • UKS2 children 	SD and MR	Ongoing	<p>Provision mapping Teaching Assistant Caseload Class Reading Records IEP targets and outcomes Reading volunteers</p>	<p>-Pupils identified read everyday with a member of staff</p> <p>- Outcomes for pupils on the daily reading programme improve in each assessment</p>	<p>The majority of pupils in school read everyday</p> <p>There is an increase in the number of pupils who read everyday</p>	
	<p>- Identify pupils for targeted intervention following a review of outcomes which can be delivered within the lessons and as part of an intervention programme</p>	SD and MR	Termly	<p>Target Tracker PiXL combined Tracker Teaching and Learning Review Feedback PiXL resources Reading intervention programmes IEP targets and outcomes</p>	<p>- Interventions are set up to meet need</p> <p>- Utilise pre and post-teaching assessment to target gaps in learning</p> <p>- Challenging texts are identified and used in reading lessons</p>	<p>B2 pupils are targeted and the majority of these pupils achieve target</p> <p>A2 pupils are targeted and the majority of these pupils achieve the more able target</p>	
	<p>- Develop pre and post-teaching strategies through CPD of teachers and teaching assistants to ensure gaps in knowledge are addressed</p>	BJ and MR		<p>December 2019 March 2020 July 2020 September 2020 December 2020 March 2021 June 2021</p>	<p>TA appraisal targets TA observations</p> <p>Review of outcomes and data including, QLA analysis from Autumn Term Assessments</p>	<p>- Identification of "lost learning" with the impact of COVID and lockdown</p>	<p>Support staff deliver targeted interventions, including pre and post teaching strategy that lead to improved outcomes for identified children</p> <p>Whole school "Book Talk" strategy implemented.</p>
	<p>- Make use of challenging texts and activities from a range of sources to extend learning in lessons</p>	BJ					

IMPACT STATEMENT FOR 2019-2020

A number of initiatives have been rolled out throughout the year that were beginning to impact on reading engagement.

There have been some positive results in reading when reviewing December 2020 outcomes in reading and comparing to a national data set (PiXL cohort). Gaps between school and the national data set are beginning to diminish and the impact of the March lockdown has been reviewed. The gap in reading assessments is as follows – as of December 2020:

Year 6 – 39% (-10%)

Year 5 – 58% (+3%)

Year 4 – 47% (-3%)

Year 3 – 47% (-3%)

Year 2 – 51% (+7%)

The impact of the January 2021 lockdown will be reviewed in relation to the gaps to the national picture. More detailed reviews of pupil premium children will be undertaken to identify relevant interventions or additional learning times to challenge gaps.

IMPACT STATEMENT FOR 2020-2021

Due to the lockdown, it has been more challenging to track reading, however, the following has been introduced in school to impact on key reading habits:

Home reading:

The introduction of phonically-aligned reading books in EYFS and KS1 was beginning to have an impact on progress in phonics but this has been slower than it would have been due to the pandemic.

Phonics:

EYFS and KS1 maintained daily phonics sessions taught via Zoom during the lockdown and this has led to children making progress in their phonics scores. The pass data is aligned to last year and (as can be seen in the previous section) has indicated that learning and progress has been maintained. The raw score data has improved for the majority of children and the disadvantaged pupils achieve better than all pupils in Year 2. The disadvantaged children achieve as well as their peers in Year 1.

The link to the phonics hub has also provided additional support and funding to update the phonics scheme as well as develop the reading strategy further. This has been followed up with regular staff training by the phonics lead.

RWI development days have been booked for Autumn 2021. See next Pupil Premium Report for 2021-22.

Reading skills in the curriculum:

The reading curriculum has continued to evolve and address oracy skills using sentence stems for responding to shared texts. "Book talk" has been rolled out to all classes and is used throughout school to promote discussion and accuracy of comprehension. This has been monitored by the reading lead and gaps in provision addressed.

Assessments have been completed via PiXL and the analysis of these is being used to handover information to the next teacher.

PRIORITY 3 - EXTEND PUPIL VOCABULARY THROUGH THE PROMOTION OF WIDER EXPERIENCES AND OPPORTUNITIES (CULTURAL CAPITAL)

Member of staff responsible: Senior Leadership Team

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1. To develop and extend opportunities for children to access wider experiences	<ul style="list-style-type: none"> - Review the current provision in the curriculum - Create a "passport" of age-appropriate experiences - Workshops and shared learning activities 	<p>JK All Staff</p> <p>SLT</p> <p>Identified staff</p>	<p>March 2020 September 2020 September 2021</p> <p>December 2020 December 2021</p> <p>September 2020 March 2021 July 2021 September/October 2021</p>	<p>Audit/Questionnaire</p> <p>DFE Passport of activities for review</p> <p>Workshop planning External agencies</p>	<ul style="list-style-type: none"> - Identification of gaps in experiences - Identification of activities "on the doorstep" of school. - Identification of activities close to family homes - Links created to community groups and activities - Shared activities for parents/carers and pupils - List of providers and activities generated and shared via the website, text and school information 	<ul style="list-style-type: none"> Pupils access age-appropriate experiences as part of a wider curriculum plan Parents/carers receive a copy of the activity passport on entry Additional activities for pupils and parents/carers are planned into the school year and are well-attended There is an increased number of pupils participating in extra-curricular activities Links with community organisations and local groups enhances opportunities for all pupils
2. To ensure disadvantaged pupils are supported to develop vocabulary through wider experiences	<ul style="list-style-type: none"> - Identify pupils whose experiences have been limited - Set up after school clubs to offer a range of new experiences - 	<p>JK</p> <p>All staff RH, AC to support</p>	<p>March 2020 July 2020 March 2021 July 2021</p> <p>September 2020 March 2021 June 2021 September 2021</p>	<p>Time</p> <p>Time Staff Budget Resources to support the clubs Minibus</p>	<ul style="list-style-type: none"> - List of targeted pupils for additional work - Trips and Visits organised to local museums, galleries and activities - Staff deployed to support and develop key visits and activities in the local area - Extra-curricular clubs activities are targeted to support needs and interests identified by the pupils 	<ul style="list-style-type: none"> Disadvantaged pupils access a wide range of activities to extend vocabulary Trips and visits are well-established to promote vocabulary and provide extended experiences

<p>3. To participate in memberships of other associations to “unlock” opportunities to learn beyond the classroom</p>	<p>- Subscribe to key organisations:</p> <ul style="list-style-type: none"> • RHS (Bridgewater) • National Trust • Ranger Service (local area) <p>- Participate in activities that are available as part of these organisations</p>	<p>SLT to approve</p>	<p>December 2019 March 2020</p> <p>October 2020</p>	<p>Email updates Flyers Magazines</p> <p>Time Minibus Travel Costs</p>	<p>- Subscriptions purchased</p> <p>- Activities identified and chosen for age/stage</p> <p>- Activities are directly linked to experiences otherwise not previously encountered</p> <p>- Staff are well-supported to deliver alternative activities</p>	<p>Pupils have access to activities beyond the classroom around the local area</p> <p>Pupils learn with experts; e.g. RHS at Bridgewater, National Trust staff</p> <p>All pupils will have participated in at least 2 activities beyond the classroom</p>
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IMPACT STATEMENT FOR 2019-2020

The dates set for this priority have been affected by the COVID lockdown in March and consequently the January lockdown.

Subscriptions were purchased but have not been possible to explore these as experiences due to the lockdown closures of the venues or due to transport. This will continue into 2020-21 to enhance the foundation subjects and to support all children to experience a range of activities in their locality.

The focus will shift to ensuring that all pupils are given a range of experiences post-COVID.

IMPACT STATEMENT FOR 2020-2021

Following on from the Lockdown in January, a series of experiences and opportunities have been explored and developed.

Children have completed at least 2 alternative activities in the local area and with specialist staff:

Activity	Year Groups
Rangers and Meadow explore	Nursery, Reception, Year 1, Year 2
Watersports	Year 3, Year 4
Graystones Action Sports	Year 4, Year 5, Year 6, LR2
Dance	All year groups
Olympic Dance	All Year groups
Canoeing (September)	Year 6
Mental Health Champions	Year 5, Year 6
Wheel 4 All	LR1. LR2
Drumz Aloud	Whole School

The children have provided feedback on these activities and all want these to continue next year. The Pupil Premium, alongside the Sports Premium is being used to support these opportunities for all pupils.

The residential is planned for Year 6 in January 2022 and this will encourage greater opportunity for developing cultural capital. This is also supported by working with artists at Islington Mill and staff at Salford Art Gallery through English Heritage. This will be included in the next Pupil Premium Strategy Report.

PRIORITY 4 - PROVIDE EFFECTIVE SUPPORT FOR PUPILS' MENTAL HEALTH AND WELLBEING

Member of staff responsible: Julia Kinch, Mental Health First Aiders (Paul Steadman, Jayne Smedley, Dafydd Davies)

Objectives	Actions to be taken	By whom	By when review dates not in bold	Resources needed	Progress indicators	Success criteria
1. To identify key barriers to learning for all pupils and identify opportunities to support using universal services	<ul style="list-style-type: none"> - Complete questionnaires and surveys to identify barriers to learning - Pastoral Team to identify barriers to learning in each class - Target visits and visitors to support delivery of the RSE curriculum in key phases - Rollout the targeted resources to deliver the RSE curriculum - Themed weeks to support the delivery of a mental health and wellbeing curriculum - Rollout the RSE curriculum 	<p>JK</p> <p>JS/PS</p> <p>JK</p> <p>JK/DD</p> <p>DD</p>	<p>Ongoing throughout the year</p> <p>May 2020 February 2021 May 2021</p> <p>September 2020 May 2021</p>	<p>Captain Confidence Workshops (KS2)</p> <p>MoneySense Workshops (whole school)</p> <p>School Nurse Healthy Workshops (KS1)</p> <p>CPD training for subject lead Staff meeting Phase meeting</p>	<p>- Questionnaires and/or surveys analysed to identify trends</p> <p>- Pastoral Team feedback to SLT on key areas identified</p> <p>- Review of current provision and targeted approaches/resources purchased and shared with staff</p> <p>- Mental Health Week Timetable written and shared</p> <p>- Lessons are delivered with the core elements</p> <p>- Health and wellbeing is regularly discussed in class and wider school activities</p> <p>- Statutory guidelines are met</p>	<p>Pupils have opportunities to discuss their learning</p> <p>Workshops are targeted to an identified need and supports pupils in their life skills</p> <p>Pupils are able to tackle issues more independently</p> <p>Staff deliver an effective curriculum that addresses need and prepares pupils for the next stage in their development and education</p> <p>Mental Health Week raises awareness of Mental Health and supports pupils when identifying their own strategies</p> <p>The RESPECT programme is rolled out to Year 6 children to address wider issues within their community.</p> <p>The RSE curriculum, post-lockdown, reflects the needs of the children for recovery.</p>

<p>2. To identify key barriers to learning for specific pupils and identify opportunities to provide tailored support</p>	<ul style="list-style-type: none"> - Observations of key pupils - Discussions with staff - Meetings with parents/carers - TAF/CIN/CP or PEP reviews identify a specific need 	<p>SENCOs SLT</p> <p>All Staff</p> <p>Pastoral Team</p> <p>Pastoral Team</p>	<p>Ongoing each year</p>	<p>Links to Alternative Provision:</p> <ul style="list-style-type: none"> • Art Therapy (The Artful Place) • Play Therapist (in school) • SALT Buy-In Service (in school) • Salford Alternative Provision (as needed and specific to a high-level need) 	<ul style="list-style-type: none"> - Observations identify specific needs for key children - Meetings with parents/carers identify needs and opportunities identified for support - Additional support identified in formal meetings as needed 	<p>Targeted pupils receive specific support to address needs</p> <p>Pupils make progress and are more settled in their learning</p> <p>Staff are clear about how pupils can be supported in a range of ways</p> <p>0 FEX and 0 PEX is maintained as alternative support is procured for vulnerable pupils</p> <p>There has been 1 FEX in Autumn 2021</p>
<p>3. To support all pupils during and following the COVID-19 pandemic with health and wellbeing</p>	<ul style="list-style-type: none"> - Discussions with pupils and parents - Engage with external agencies where appropriate - Set up systems to track and monitor pupils - Complete work on community and togetherness with all pupils – transition activities back to school 	<p>All Staff</p> <p>Pastoral Team</p> <p>Early Help Bereavement agencies Ed Psych</p> <p>SENCOS</p> <p>SLT</p>	<p>September 2020</p> <p>December 2020</p> <p>January 2021</p> <p>March 2021</p> <p>June/July 2021</p>	<p>See above and:</p> <p>Pastoral Team provide support sessions and targeted interventions</p> <p>Liaise with external provision</p> <p>Collective Worship Whole School Activities</p> <p>Workshops by external providers; e.g., music activities, art workshops etc</p>	<ul style="list-style-type: none"> - Whole School activities encourage discussion in class - Workshop activities identified to provide additional opportunity to come together - Online worship and celebration shared with stakeholders 	<p>Pupils receive tailored and targeted support during and post-lockdown</p> <p>Support from external agencies is brokered to support specific needs of children and their families</p> <p>Children are able to discuss their feelings and emotions in a range of contexts</p> <p>Peer-to-peer support is in place for targeted pupils</p>

IMPACT STATEMENT FOR 2019-2020

Health and Wellbeing will continue to be a focus due to the impact of COVID-19 on wellbeing across the school community. The lockdowns and reorganization of school has continued to impact on pupils' health and wellbeing during this time.

Engagement with a number of external agencies has been a feature of the support being provided for all pupils to ensure that needs are met through tailored and specialist approaches alongside the universal offer during this time.

IMPACT STATEMENT FOR 2020 - 2021

A range of resources and support packages have been utilized throughout this year to support pupil health and wellbeing.

The following packages have been brokered to meet identified needs:

- Play Therapy for targeted pupils - £40 per hour (5 pupils x12 wk programmes)
- Art Therapy - £40 per hour (2 pupils x once a week)
- TLC mentoring brokered through the LA (4 pupils x4 wk programmes)
- RESPECT Programme – Youth Offending Team - £600 (30 pupils x 6wk programme)
- Mental Health Champions Day - £420 (60 pupils x ½ day each)
- SALT Buy-In; PIT support; Springwood Outreach – to support specific needs
- Bereavement support; Young Carers and Family Support Workers have been identified to support children through Early Help

Children complete worship and reflection activities weekly through the shared resources from Church and through the whole school worship., School staff also utilize PiXL resources on character development (£2,600 per year), Picture News with key reflection questions (£200 per year) and online safety resources through Project Evolve. These resources have been targeted following the pandemic to address trends in mental health and attitudes to learning to create a consistent approach and language around mental health and wellbeing.

Children returned to school after lockdowns and settled. With targeted support as whole class, small groups or individuals through the Pastoral Team, children are able to articulate their feelings more confidently. This has supported them to be able to adapt to the changing routines and systems when there are bubble closures.

Other activities as a whole school have included working on two shared books – Here We Are (Oliver Jeffers) in the Autumn term and The Boy, The Mole, The Fox and The Horse (Charles Mackesy) in the Spring Term. Every class was given their own copy of these books to use for reflection and whole school focus. Children were able to discuss ways to support each other following their work on this.