



# Upton Meadows Primary Pupil Premium Strategy Statement 2021 - 2023

## School overview

Detail	Data
School name	Upton Meadows Primary School
Pupils in school	397
Proportion of disadvantaged pupils	30.2%
Academic year or years covered by statement	September 2021- 2024
Publish date	September 2021
Review date	Annually July 2022
Statement authorised by	Clare Searing Headteacher
Pupil premium lead	Vicky Palmer Deputy Headteacher/Pupil Premium Lead
Governor lead	Jenny Cullingford Pupil Premium Governor

## Pupil Premium Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£135, 630
Recovery premium funding allocation this academic year	£14, 935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,452
Catch-Up funding carry forward from previous year	£6, 112
<b>Total budget for this academic year</b>	<b>£192,129</b>

## PART A – Pupil Premium Strategy Plan

### Strategy aims for disadvantaged pupils

Our school vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We aim to do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal, where opportunities are for all and all achievements are celebrated.

We aim to ensure that every child has access to and engages in a high quality education that enables them to reach their potential and our ultimate goal for our children is for them to be confident and knowledgeable and to have the skills needed to be successful in their lives beyond primary school. Our 'Upton Meadows Way' curriculum lays out our expectations and hopes for how our children enact the school's values and ethos both in school and as outstanding members of the wider community.

Our key priority is to ensure that the children access excellent teaching and therefore training, developing expertise, working with specialists, mentoring and coaching are key strands of the school's Pupil Premium strategy, focussing on developing all of our staff in order to positively impact on all our children. We aim to address the needs of all learners, including those as identified as vulnerable or disadvantaged, but who do not receive Pupil Premium funding. All strategies outlined in our Pupil Premium strategy are evidence based and informed by our understanding of what our children specifically need to be able to achieve the best possible outcomes.

Targeted academic support for children identified as not making the expected progress also forms a key part of our strategy with the aim that gaps in children's learning can be accurately identified and targeted for support. This support is offered both within the school day and using small group tutoring outside core hours, which enables accelerated progress. We have also identified a key challenge as being the under development of language and communication skills in the Early Years and targeted support allows the implementation of evidence based strategies to address this need and ensure that the youngest children in our school have the best possible start to their education.

The final key priority within our strategy is to address the wider issues that impact on children's readiness for learning and capacity to achieve their potential – our provision and support for children's SEMH is a crucial part of our school offer and being able to offer nurture and emotional literacy support is essential. We aim to support all families and strengthen parental engagement so that children's education and wellbeing are prioritised and they can thrive. We have identified through our 'Ambitions and Expectations' document essential cultural capital experiences that we wish our children to have during their time with us and recognise the importance of the curriculum outside of the classroom in developing well rounded individuals and 'narrowing the gap'.

## Ambitions and Expectations

This details our ambitions and expectations for all of our disadvantaged pupils during their time with us and explains the actions that we will take to ensure these are achieved.

Expectation	How we ensure this
<b>1. Pupils can read fluently</b>	<ul style="list-style-type: none"> <li>• High quality RWInc daily phonics sessions from EYFS – training for ALL staff</li> <li>• Fluid transition into close reading sessions. Year group expectations in EYFS/KS1 set to ensure progress</li> <li>• RWInc assessment focusses on fluency. Children spotlighted who aren't making developing their fluency</li> <li>• RWInc weekly structure for 3 day and 5-day plans promote echo/choral reading</li> <li>• Close Reading model focuses on developing fluency through echo/choral reading</li> <li>• Close Reading model focuses on comprehension and developing longer written responses to reading</li> <li>• DEAR sessions/reading for pleasure</li> <li>• Reading load across curriculum</li> <li>• Targeted interventions for children at risk of falling behind (particularly bottom 20%)</li> </ul>
<b>2. Pupils are confident in their ability - they are aware of what they know, how this can help them to learn new things, and what those new things are</b>	<ul style="list-style-type: none"> <li>• Training for ALL staff on metacognition and cognitive science</li> <li>• Make knowledge explicit in lessons and through use of knowledge organisers</li> <li>• Retrieval practice built into the teaching sequence</li> <li>• Well planned curriculum – vertical, horizontal and diagonal links – links made explicit to children in lessons</li> <li>• Feedback and Assessment used effectively to support learning and inform teaching</li> <li>• Scaffolding and modelling to illustrate how we can use what we already know to help us solve problems</li> <li>• PSHE curriculum including Zones of Regulation and 'The Upton Meadows Way'</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal Development opportunities across the curriculum. Access for all children to Sport and the Arts.</li> <li>• Homework</li> </ul>
3. <b>Pupils are confident communicating with peers, adults and large groups</b>	<ul style="list-style-type: none"> <li>• Training for ALL staff on Oracy techniques and their explicit use in learning</li> <li>• Continued work with Trust 'Voice 21' schools and staff CPD to reflect latest strategies/research – possibility of becoming a Voice21 school September 2022</li> <li>• 'Accountable' paired talk strategies embedded throughout curriculum</li> <li>• STEM sentences used to scaffold classroom talk</li> <li>• Opportunities to orally rehearse ideas before writing provided in every lesson</li> <li>• Explicit teaching of listening and tracking the speaker (Upton Meadows Way)</li> <li>• Environments for presentational talk developed, class assemblies etc</li> </ul>
4. <b>Pupils will leave the school culturally enriched and having had a wide variety of carefully planned curriculum experiences</b>	<ul style="list-style-type: none"> <li>• Pupils will experience a wide range of curriculum enhancing and cultural experiences outside the classroom – these will be carefully planned and mapped</li> <li>• Experiences may include: Theatre, Castle, Zoo, Beach, Swimming lessons (beyond basic national curriculum requirements), Galleries/Museums, learning a musical instrument (First Access project), local library trips, visits to places of worship.</li> <li>• Pupils will have regular weekly access to the school library</li> <li>• A whole school Reading Spine will be developed to ensure access to a wide variety of texts</li> <li>• Pupils will have the opportunity to attend clubs/have music instrumental lessons</li> </ul>
5. <b>'Word consciousness'. Pupils show curiosity and interest in words (their meaning and origin)</b>	<ul style="list-style-type: none"> <li>• Classrooms are 'word-rich' environments with vocabulary and words clearly on display – classrooms provide a safe environment to try out words</li> <li>• Explicit vocabulary teaching across the curriculum - expectations for staff are clear and tier 2 and 3 vocabulary identified on planning</li> </ul>

	<ul style="list-style-type: none"> <li>• Curated reading lists for: DEAR, class libraries, close reading</li> <li>• SBW lessons allow for vocabulary to be explored and played with – effect on reader</li> <li>• Explicit opportunities built into the curriculum to explore words including etymology and morphology</li> <li>• High quality texts promote exposure to variety of vocabulary</li> </ul>
<b>6. Pupils have a deep understanding of number and number relationships, and fluency in the four operations</b>	<ul style="list-style-type: none"> <li>• High quality teaching from the very beginning of EYFS</li> <li>• The teaching of 'Number Sense' and multiplication using quality resources</li> <li>• Children to have access to online resources to practise at home (Numbots and TTRS)</li> <li>• Make links explicit to children in lessons.</li> <li>• Retrieval practise built into the teaching sequence</li> <li>• Scaffolds in place to support understanding in class</li> <li>• Access to a variety of concrete resources</li> </ul>
<b>7. Pupils have positive attitudes to school and their learning and aspire to reach their full potential</b>	<ul style="list-style-type: none"> <li>• Pupils arrive at school on time and ready for lessons</li> <li>• Pupils want to come to school and families are supported to have good attendance</li> <li>• Family support offered to families to promote a positive attitude towards school life and learning</li> <li>• Parental Workshops</li> <li>• Assembly times used to promote positive role models and attitudes to learning including developing aspiration/careers</li> </ul>

## Key Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail
1	'Cross-pollination' - higher % of PP children also identified as having SEND and/or EAL compared to Non-PP.

2	A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support to access learning – through nurture provision, ELSA interventions or PLM support.
3	A high number of PP children entering Reception year have EYFS baseline scores which are well below national baseline scores and the attainment gap is already evident even at this very early stage. This can be seen across all areas and particularly in Speaking and Listening, Attention & Understanding. There are a large number of children across KS1 for whom Communication and Language is still a significant barrier to learning.
4	PP children within the school have lower attendance rates and higher rates of lateness than non-PP children. Persistent absence is a significant challenge for PP children.
5	External factors such as housing, finance, deprivation and poverty, English as an additional language, migration, safeguarding or attendance.
6	Many children have limited experiences of the wider world, language, books and technology. Cultural capital is poor. Teacher assessment shows gaps in knowledge and the associated language related to the wider curriculum - children lack life experiences to link new knowledge to.

## Intended Outcomes

This explains the outcomes we are aiming for by **the end** of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Children who enter the school in Reception year with Speaking and Listening and Attention skills which are well below national expectations will reach age related expectations by the end of the year.	The majority of children, including PP children, will make accelerated progress and reach age related expectations by the end of Reception year.
Gaps between PP/Non-PP pupils, as evidenced through standardised assessments in Reading, Phonics and Maths, close over the course of the year through quality first teaching and appropriate interventions.	<p>Evidence of raised attainment.</p> <p>Evidence that all children have access to quality teaching which is supported, through training, by external specialists.</p> <p>Evidence that children who have joined the school have had baseline assessments carried out in all areas and appropriate support put in place in a timely manner.</p>
All PP pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.	<p>Identification of PP pupils who cross-pollinate into other groups.</p> <p>Evidence of support from external agencies where appropriate.</p> <p>Evidence of effective EAL provision in place.</p>

	<p>Evidence of discussion in PAMs.</p> <p>Evidence of good progress against non-negotiables/EAL assessments.</p> <p>Appropriate evidence-based interventions put in place.</p>
<p>Pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through Nurture and ELSA interventions, Early Help and Social Care interventions.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources as required.</p>	<p>Evidence of identification of vulnerable pupils – staff training to support early identification. Specialist staff trained to use assessments effectively to identify need and suitability for interventions.</p> <p>Evidence of the use of 1:1 and group support improving opportunities for readiness for learning and increased attainment.</p> <p>Evidence of the impact of interventions. (SDQs, Boxall)</p>
<p>PP children to improve levels of attendance and punctuality.</p>	<p>Improved attendance for pupils eligible for PP and reduction in number of recorded 'lates' – target for 21/22 to be in-line with peers.</p> <p>Evidence of persistent absentees being supported in-line with the Pupil Attendance Policy – parenting contracts, informal monitoring, formal monitoring.</p> <p>Evidence of PP children with poor attendance being offered/attending breakfast club.</p>
<p>Targeted academic support for individuals and small groups of underachieving disadvantaged children.</p> <ul style="list-style-type: none"> <li>• Identification of children falling behind through formative and summative assessment</li> <li>• Plan and carry out structured, individual or small group (2-3) interventions focused on linking classroom teaching and the curriculum</li> </ul>	<p>Evidence of raised attainment for targeted individuals.</p> <p>Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support.</p> <p>Evidence from 'teacher voice' of pupils being able to link intervention work to classroom teaching/wider curriculum.</p> <p>Evidence of pupil being able to articulate through 'pupil voice' the benefits of the tuition to their learning.</p>

## Activities in this academic year (2021-2022)

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### Strand 1: Teaching and Whole School Strategies

**Budgeted cost: £40,725**

Activity	Supporting Evidence	Challenges addressed  A&E achieved
<p>Ensure high-quality teaching of reading and phonics. Staff training and development.</p> <ul style="list-style-type: none"> <li>• RWI</li> <li>• Herts for Learning Fluency – KS2</li> </ul>	<p>The school implemented a new approach to the delivery of a rigorous phonics programme in February 2020, just before the first lockdown commenced. The impact of lockdowns and partial closures has been evidenced in internal phonics and reading assessments, however the evidence base from the EEF clearly sets out the importance of continuing to target phonics and reading in order to enable children to have the best possible outcomes. This can be found through the Phonics Toolkit, along with the 'Improving Literacy' reports for KS1 and KS2. The importance of having a consistent approach to the teaching of phonics, along with delivering with fidelity is paramount. The KS2 report also recommends that schools should support pupils to develop fluent reading capabilities and teach reading comprehension strategies through modelling and supported practice. The Herts for Learning approach supports these recommendations.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>Ch 1,3,5,6</p> <p>A&amp;E 1,2,5</p>
<p>Ensure that staff training continues to develop high-quality teaching in maths, with a particular focus on developing fluency.</p>	<p>Internal assessment shows gaps in attainment in maths.</p> <p>The impact of school involvement with the Enigma Hub and staff development in maths is already seen at the school and the approaches advocated are supported by both the DfE guidance below and the EEF guidance for improving mathematics at KS1 and KS2/3.</p> <p><a href="https://www.ncetm.org.uk/maths-hubs">https://www.ncetm.org.uk/maths-hubs</a></p>	<p>Ch 1,3,6</p> <p>A&amp;E 2,6</p>



	<p><a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Both the EEF guidance reports recommend using manipulatives and representations to develop understanding for children – it is therefore important that we have appropriate resources, in appropriate quantities available in school.</p> <p>Developing mathematical fluency is also a core priority and the purchase of Number Sense, to be used across the school, including EYFS, will promote this.</p>	
<p>Ensure the high-quality teaching of writing through the implementation of the Talk for Writing approach.</p> <ul style="list-style-type: none"> <li>• Staff training and development including implementation leadership group</li> <li>• Further develop explicit teaching of spelling</li> </ul>	<p>The EEF 'Improving Literacy' reports state that 'pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. These include:</p> <ul style="list-style-type: none"> <li>• pre-writing activities;</li> <li>• structuring text;</li> <li>• sentence combination;</li> <li>• summarising;</li> <li>• drafting, editing and revising; and sharing.</li> </ul> <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently'.</p> <p>After considering different options, we believe that the Talk for Writing approach support this process fully and also provides high quality expert CPD for our teaching staff. We are also able to work collaboratively with other schools within our Trust using this approach by sending a small group of teachers to leadership development days, therefore disseminating understanding and good practice even more fully.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>Ch 1,3,6</p> <p>A&amp;E 2,3,5</p>

	Explicit teaching of spelling is also reference in this guidance and the purchase of 'Spelling Shed' will support our teaching of spelling further, as well as giving children the opportunity to explore spelling/words further at home in a fun and interactive forum.	
<p>Ensure high-quality teaching of language and communication, including embedding of baseline assessments, diagnostic assessments and ensuring up-to-date training for staff.</p> <ul style="list-style-type: none"> <li>WellComm screening for every child entering Reception followed by targeted small group or 1:1 intervention as appropriate</li> <li>NELI interventions for all children in Reception and into Y1 as required</li> <li>SLA with SALT to support S&amp;L Tas to deliver quality group and 1:1 interventions</li> <li>Racing to English for identified EAL groups</li> <li>Improve the teaching of oracy through training and collaboration with other schools, culminating in a whole school cross-curriculum strategy for oracy and possible participation in Voice21 project</li> </ul>	<p>Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills – creation of explicitly oracy-rich classrooms and an oracy-rich curriculum will support the development of these skills.</p> <p><a href="https://voice21.org/school-stories/">https://voice21.org/school-stories/</a></p> <p>Assessment on entry into Reception shows lower than expected levels of language and communication.</p> <p>WellComm screening for every child ensures early identification of children whose speech and language skills are underdeveloped, which in turn allows for a targeted approach to improving outcomes for those children.</p> <p>Trained expert S&amp;L Teaching Assistants deliver WellComm, NELI and other interventions, working closely with SALT through our SLA.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://www.gl-assessment.co.uk/case-studies/wellcomm-helping-under-5s-talk-to-learn-at-south-staffordshire-children-s-centres/">https://www.gl-assessment.co.uk/case-studies/wellcomm-helping-under-5s-talk-to-learn-at-south-staffordshire-children-s-centres/</a></p> <p><a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a></p>	<p>Ch 3</p> <p>A&amp;E 3</p>
<p>Ensure high-quality CPD for all teaching and class-based support staff.</p> <ul style="list-style-type: none"> <li>Two lead teachers to complete training through the Teacher Educator NPQLTD, who will work with HT to develop a clear CPD strategy and coordinate</li> </ul>	<p>Ensuring that CPD effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice is a recommendation of EEF research into Effective Professional Development</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>It is essential that staff with responsibility for designing CPD have the knowledge and expertise to do so, therefore</p>	<p>Ch 1-6</p> <p>A&amp;E 1-7</p>

<p>teacher development across the school.</p> <ul style="list-style-type: none"> <li>• New to role English lead to complete NPQLT to further strengthen the quality of CPD delivered to all staff.</li> <li>• Inclusion Lead to coordinate training across the school for SEND.</li> <li>• Inclusion Lead to coordinate training across the school for EAL.</li> </ul>	<p>establishing lead teacher educators who will complete the NPQLTD and work with SLT will support this aim.</p> <p><a href="https://www.ambition.org.uk/programmes/npqlt/">https://www.ambition.org.uk/programmes/npqlt/</a></p>	
--	---	--

## Strand 2: Targeted Academic Support (e.g. tutoring, 1:1 support, structured interventions)

**Budgeted cost: £93, 845.75**

Activity	Supporting Evidence	Challenges addressed  A&E achieved
<p>One to One/Small group tuition</p> <ul style="list-style-type: none"> <li>• 1:1 and small group interventions specifically to improve attainment and progress for children who are eligible for PP (including 25% contribution to school led tutoring fund) – within school day and outside core hours.</li> <li>• Educational Psychologist and Occupational Therapist commissioned work</li> <li>• Speech &amp; Language</li> <li>• Racing to English after school for PP/EAL pupils</li> </ul>	<p>On average, one to one tuition is proven to be very effective at improving pupil outcomes, particularly for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention (RWI training/number sense resource).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs and is specifically identified as an effective component of a pupil premium strategy. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>Ch 1,3,6</p> <p>A&amp;E 1,2,6</p>

	<p>Racing to English recommended as an element of EAL strategy by Bell Foundation.</p> <p><a href="https://www.bell-foundation.org.uk/eal-programme/research/">https://www.bell-foundation.org.uk/eal-programme/research/</a></p>	
<p>Ensure pastoral support for children and families is strong, addresses 'root cause' proactively, supports wellbeing and enables 'Readiness for Learning'</p> <ul style="list-style-type: none"> <li>• Nurture Provision – nurture and attachment training</li> <li>• Family Support Workers – relevant training including EHA</li> <li>• ELSAs – including training and supervision – and Pastoral Learning Mentor 1:1/small group support for pupils around attachment, protective behaviours, anger management, friendships and behaviour</li> </ul>	<p>The EEF guidance report 'Improving Social and Emotional Learning in Primary Schools' stresses that supporting good SEL for all children is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>External factors that have the potential to impact on children being 'ready to learn' need to be addressed - Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EEF guidance on improving behaviour in schools recommends that tailored targeted approaches should be put in place to meet the needs of individuals in school - interventions with the Pastoral Learning Mentor and Family Support Workers may be required for children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>Ch 2</p> <p>A&amp;E 2,7</p>

### Strand 3: Wider School Strategies

**Budgeted cost: £30,028.25**

Activity	Supporting Evidence	Challenges addressed  A&E achieved
Ensure the principles of good practice set out in the DfE's 'Improving School Attendance' advice continue to be effectively implemented	It is without doubt that children who attend school are significantly more likely to achieve higher levels of attainment, therefore in order for every child to reach their potential the school will continue to target and support good attendance for all children using the processes outlined in the DfE 'Improving School Attendance' guidance.	Ch 4, 5  A&E 7

<p>to support children and families.</p> <ul style="list-style-type: none"> <li>• Breakfast Club by invitation for PP pupils</li> <li>• Using the Pupil Attendance Policy - regular monitoring of families causing concern and rigorous systems implemented to follow up attendance. 'Attendance Champions' – DHT and FSW</li> <li>• Children identified as 'attendance concerns' to have a parent contract set up</li> </ul>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p>Support all families and strengthen parental engagement so that children's education and wellbeing are prioritised and they can thrive</p>	<p>The EEF report on 'Parental Engagement' states that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>Ch 4,5,6 A&amp;E 7</p>
<p>Extra curricular enriching experiences and support of personal development.</p>	<p>Whilst smaller impact is demonstrated than with other strategies, Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The EEF research states that 'there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>When considering hosting sports activities or undertaking cultural trips that may require contributions from parents,</p>	<p>Ch 4,5,6 A&amp;E 4,7</p>

	<p>schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.</p> <p>Wider benefits from both, such as more positive attitudes to learning, increased well-being and improved attendance have also consistently been reported.</p>	
--	---	--

(School lunch contributions: £27,530)

**Total budgeted cost: £192,129**

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Strand 1: Teaching and Whole School Strategies</b>	<p>Limited time with whole staff for CPD Prioritisation Ensuring effective implementation</p>	<p>Ensure that SLT have a clear vision and goals for the CPD across the academic year.</p> <p>Quality first teaching and learning at the heart of the CPD based on informed research.</p> <p>Two teacher educators to complete NPQLTD – CPD strategy</p>
<b>Strand 2: Targeted Academic Support</b>	<p>Ensure that interventions are well targeted and sufficient time is allocated to ensure that regularly take place.</p> <p>Ensure that monitoring is consistent and reflective.</p>	<p>Regular and reflective monitoring of interventions to ensure they optimise impact.</p> <p>Inclusion leader to have a clear overview and provision map reviewed regularly and action taken as soon as possible to maximise impact.</p> <p>PAMS to review effectiveness of interventions</p>
<b>Strand 3: Wider School Strategies</b>	<p>Since COVID attendance across the school has been a challenge. Ensure that this doesn't continue to have a lasting impact.</p>	<p>Implementing the Attendance policy rigorously and following the UMPS flow chart to ensure that all children are identified as early as possible.</p>

## PART B – Review: last year's aims and outcomes

Aim	Outcome (Due to COVID lockdowns this is limited data)
<p><b>A.</b> Access to high quality teaching and learning opportunities, including quality interventions led by well trained staff.</p>	<p>Monitoring and assessment showed that high quality teaching and learning was evident across the school. Evidence based CPD provided to all staff showed impact, interventions had clear strategies and identified focus children to support progress. The Ruth Miskin Phonics training ensured that staff all had the knowledge and skills to deliver focused sessions effectively.</p>
<p><b>B.</b> Behaviour across the school improves and children are ready for learning and have better attitudes and ownership of their learning.</p>	<p>Learning walks have shown that children have a good understanding of the three school rules. The majority of children are always ready for their learning and display positive attitudes towards their work. SLT and phase leaders regularly monitor the behaviours across the school and engage with parents to ensure that children respond to interventions and display acceptable behaviours and learning attitudes. Next year we will continue to build on metacognition.</p>
<p><b>C.</b> High expectations for disadvantaged pupils and additional support, guidance and intervention for pupils with multiple barriers. Higher rates of progress and attainment for PP children, measured through assessment in NTS tests.</p> <p>FSW / SEND support for children who have multiple barriers and improved attainment and progress for children who are PP without other barriers to learning.</p>	<p>NTS assessment data used alongside teacher writing assessment to track progress. The cycle happened again in the Summer term and phase leaders and teachers continually reviewed progress and identified intervention plans in preparation for the Autumn term 2021, these were shared in transition meetings so they could be started at the start of the Autumn term.</p> <p>Nurture practitioners were redeployed to support the bubbles during the pandemic. They were based in the classes with the children who they would have been working with in order to maximise the support for these pupils.</p> <p>Nurture and pastoral interventions were reintroduced as soon as possible as children needed this provision to make improvement on their Boxall scores.</p>
<p><b>D.</b> Increased attendance rates for PP children and less lateness</p>	<p>Work was undertaken to reduce the number of persistent absentees. Regular meetings were held with parents and both parental contracts with school and external agencies implemented where necessary. Attendance is an area due to COVID which will remain an area of focus.</p>
<p><b>E.</b> Increased involvement in learning from parents of PP children. FSW to work closely with families to ensure positive learning environments at home.</p>	<p>FSW made a massive impact in multiple ways to support families across the school during the pandemic. Including delivering IT resources to families, providing support and guidance and delivering food parcels.</p> <p>Breakfast club continues to make a positive impact on both attendance and the wellbeing for the selected pupils enabling them to be focused for their learning. Next year we will relaunch the parental workshops as this was paused due to COVID.</p>
<p><b>F.</b> Enable PP children to benefit from wider aspects of school life/enrichment opportunities</p>	<p>Wider opportunities and enrichment opportunities were provided as much as possible last year. Pupil voice and engagement with additional experiences showed that these opportunities</p>

	provided valuable cultural experiences. This is something UMPs will continue to support for disadvantaged families.
--	---

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc Phonics	Ruth Miskin
Kinetic Letters	Kinetic Letters
Spelling Shed	EdShed
Number Sense Maths	Number Sense Maths
Numbots/Times Tables Rockstars	Maths Circle Ltd