

## Pupil premium strategy

| 1. Summary information (as of Baseline 2020)   |                                  |   |         |   |   |  |
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| <b>School</b>  | ALEXANDRA INFANTS' SCHOOL        |   |         |   |   |  |
| <b>PP Lead</b>   | Adele Lupton and Danielle Lindop |   |         |   |   |  |
| <b>PP link governor</b>  | Julie Gilson                     |   |         |   |   |  |
| <b>Academic Year</b>   | 2020/21                          | <b>Total PP budget</b>                  | £67,250 | <b>Date of most recent PP Review</b>                  | 4.4.17<br>Scheduled review April 2020 – postponed due to Covid school closure |  |
| <b>Total number of pupils</b>  | 172                              | <b>Number of pupils eligible for PP</b> | 47      | <b>Date for next internal review of this strategy</b> | Jan 2021  |  |
| <b>Current base line attainment October 2020 following Covid19 school closure EYFS</b>   |                                  |   |         | <i>Pupils eligible for PP</i>                         | <i>Pupils not eligible for PP</i>   |  |
| % achieving EXS in Reading   |                                  |   |         | 8   | 9   |  |
| % achieving EXS in Writing   |                                  |   |         | 8   | 9   |  |
| % achieving EXS in Mathematics   |                                  |   |         | 23  | 26  |  |
| <b>Current base line attainment October 2020 following Covid19 school closure Year 1</b> |                                  |   |         | <i>Pupils eligible for PP</i>                         | <i>Pupils not eligible for PP</i>   |  |
| % achieving EXS in Reading   |                                  |   |         | 13  | 22  |  |
| % achieving EXS in Writing   |                                  |   |         | 0   | 5   |  |
| % achieving EXS in Mathematics   |                                  |   |         | 0   | 8   |  |
| <b>Current base line attainment October 2020 following Covid19 school closure Year 2</b> |                                  |   |         | <i>Pupils eligible for PP</i>                         | <i>Pupils not eligible for PP</i>   |  |
| % achieving EXS in Reading   |                                  |   |         | 20  | 27  |  |
| % achieving EXS in Writing   |                                  |   |         | 15  | 29  |  |
| % achieving EXS in Mathematics   |                                  |   |         | 10  | 25  |  |

| <b>2. Barriers to future attainment (for pupils eligible for PP)</b>  |  |
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| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |
| <b>A.</b>   | Some disadvantaged pupils arrive in school with poor skills in phonics and work below the expected level, due to mobility  |
| <b>B.</b>   | Some pupils language skills are below age related expectations because they are New to English or have a marked vocabulary deficit.  |
| <b>C.</b>   | Disadvantaged pupils do not achieve GDS in line with national counterparts in reading and maths.   |
| <b>D.</b>   | Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to the close gaps that have occurred as a result of the closure.  |
| <b>E.</b>   | Some children need to catch up in reading and maths in order to access the full curriculum including disadvantaged pupils who also have SEND needs.  |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |
| <b>F.</b>   | Low attendance by some vulnerable groups within the pupil premium group (esp WOTH)   |
| <b>G.</b>   | The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and as a consequence poor home learning environment and limited life experiences beyond the home.   |
| <b>H.</b>   | High number of families or pupils require social, emotional or mental health support. Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to be ready for learning. |

| <b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i> |   | <b>Success criteria</b>  |
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| <b>A.</b>   | Disadvantaged mobile pupils entering the school make accelerated progress and achieve in line with national counterparts.   | Children joining school achieve pass mark in phonics check or recheck.<br><br>Internal data demonstrates that these pupils make accelerated progress.  |
| <b>B.</b>   | Improved language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in reading and writing.   | Pupils New to English and mobile pupils to make accelerated progress in speaking and listening, reading and writing as evidenced internally.   |
| <b>C.</b>   | Disadvantaged pupils make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.   | The percentage of disadvantaged higher attaining pupils achieving the higher standard is increased compared to the 2018 figures in reading and maths.  |
| <b>D.</b>   | A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.<br><br>Internal data demonstrates that disadvantaged pupils achieve in line with non-disadvantaged pupils in writing. | PP pupils with no SEN perform in line with non PP pupils closing the gap with national at the end of EYFS, Phonics and KS1.<br><br>Internal data demonstrates that these pupils make accelerated progress.                                     |
| <b>E.</b>   | Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths   | To maintain and improve attainment and internal progress measures in reading and maths.<br><br>PP pupils on the SEND register make at least expected progress and individuals make accelerated progress from their individual starting points. |

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| <b>F.</b> | Improve attendance for pp pupils  | Attendance gap between disadvantaged pupils in the school to disadvantaged children nationally is closing with a particular focus on PA PP children   |
| <b>G.</b> | To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts. | Children will have access to a broad range of extra opportunities which enrich their life experiences. Parental engagement in parent workshops is increased therefore raising aspirations for both          |
| <b>H.</b> | To improve social and emotional health and wellbeing of pupils and parents  | High quality pastoral support provided to pupils and parents results in keeping mentally healthy. Measure pupil's emotional well-being using boxall profile, pupil observations and internal tracking data. |

| Planned expenditure   |  |  |   |                                |   |
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| Academic year   | 2020/21  |  |   |                                |   |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |  |  |   |                                |   |
| i Quality of teaching for all   |  |  |   |                                |   |
| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead                     | When will you review implementation?                    |
| <p><b>A.</b> Disadvantaged mobile pupils entering the school make accelerated progress and achieve in line with national counterparts.</p>  | <p>On entry baseline across core subject areas:<br/> Nassea steps framework<br/> Talk Boost assessment<br/> Speech and language screening tool (EYFS)<br/> BPVS<br/> Phonics check<br/> NTS standardised Tests (Reading/ maths)<br/> Spelling screen<br/> Star reading – Year 2<br/> GAPS standardised test.</p> <p><b>Reading</b><br/> Pupils access whole class phonics – Story Time<br/> Phonics. teaching alongside interventions appropriate to their level of knowledge.</p> | <p>Some pupils joining the school are new to English and require intensive support and specialised provision to integrate into their new language community to be able to access curriculum. These pupils need additional support for a further 3 years to overcome barriers associated with learning English as a second language (EEF)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress (EEF)</p> | <p>Assessment lead ensures that baselines are completed within the first two weeks.</p> <p><b>Reading</b><br/> Reading squad approach, staff have received CPD in this pedagogical approach to ensure effective delivery of guided reading sessions for early readers</p> <p>CPD – all staff – Inference training by external LA advisor.</p> <p>CPD – Tony Whatmuff training for all staff – in the moment of reading.</p> | <p>SLT<br/> Subject leader</p> | <p>December 2020</p> <p>April 2021</p> <p>July 2021</p> |

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|  | <p>Whole class guided reading sessions with emphasis on vocabulary development.</p> <p>Weekly cold comprehension.</p> <p>Reading squad approach</p> <p><b><u>Writing</u></b><br/>Whole school pedagogical approach linked to differentiated texts to ensure all pupils can access the class text and structure of writing.</p> <p>Extended pieces of writing linked to units studied to increase stamina.</p> <p>Spelling, punctuation and grammar sessions 4 x weekly.</p> | <p>Research suggests that pupils need to know 95% of the vocabulary of a text to comprehend, research into cohort' s demographic shows that deprivation is high and language poverty is severe. (Alex Quigley)</p> <p>Senior leader's visits to English hub schools resulted in a bespoke approach to reading within the school. Impact of approach demonstrated in English hub schools as best practice.</p> <p>Chosen pedagogy proven in our school. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing (in particular non-mobile pupils) has been accelerated for underachieving year groups as a result of introducing this pedagogy.</p> | <p>Good practice visits have taken place to West Midlands English Hub.</p> <p>Cross MAT moderation.</p> <p>Internal moderation.</p> <p>Learning walks.</p> <p><b><u>Writing</u></b><br/>External LA advisor completes termly 'marking surgeries' with subject leader and class teachers.</p> <p>Cross MAT moderation.</p> <p>Internal moderation.</p> <p>Learning walks.</p> |  |  |
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|   | <p><b><u>Maths</u></b><br/>Daily maths sessions linked to mastery of concepts and strategies.</p> <p>Daily mental maths sessions for fluency and recall of number facts.</p> | <p>EEF maths mastery research shows that mastery learning approach have the greatest impact on lower attaining pupils of one or two months progress.</p>              | <p><b><u>Maths</u></b><br/>CPD – all staff – CPA approach, representation training – tens frames, part whole model, number lines, calculation policy – consistent approach, MAT maths group learning walks, metacognition approaches in classrooms, guided practice, STEM sentences for maths ‘out loud’. Power Maths approach.</p> <p>Cross MAT moderation.</p> <p>Internal moderation.</p> <p>Learning walks.</p> <p>External teaching and learning review across all subject areas (Deep Dive approach).</p> |                               |   |
| <p><b>B.</b> Improved language skills, especially for those New to English and those with a marked vocabulary deficit</p> | <p>Tier 1,2,3 vocabulary identification and pre cuing sessions across the curriculum.</p> <p>Subject specific vocabulary is identified and included on</p>                   | <p>Some pupils joining the school are new to English and require intensive support and specialised provision to integrate into their new language community to be</p> | <p>Pupil conversations</p> <p>Floor book monitoring.</p> <p>CPD – English speaking board.</p>   | <p>SLT<br/>Subject leader</p> | <p>December 2020</p> <p>April 2021</p> <p>July 2021</p> |

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| <p>and this impacts on progress in reading and writing.</p>   | <p>planning and children are assessed against the knowledge of words.</p> <p>Classrooms are language rich vocabulary across all curriculum areas is displayed on working walls, scaffold prompts, word mats.</p> <p>English Speaking Board approaches used in school.</p> <p>Differentiated text approach.</p> <p>Text mapping across school to ensure skills are acquired at a developmentally appropriate age.</p> <p>Extra-curricular clubs (internal/ external) are language focused.</p> <p>Talk Boost training for staff delivered alongside speech and language therapist in class support.</p> | <p>able to access curriculum. These pupils need additional support for a further 3 years to overcome barriers associated with learning English as a second language (EEF)</p> <p>Research suggests that pupils need to know 95% of the vocabulary of a text to comprehend, research into cohort' s demographic shows that deprivation is high and language poverty is severe. (Alex Quigley)</p> <p>Senior leader's visits to English hub schools resulted in a bespoke approach to reading within the school. Impact of approach demonstrated in English hub schools as best practice.</p> <p>Research conducted by inclusion lead into closing the vocabulary gap<br/>Use of the EEF toolkit</p> |  |                               |  |
| <p><b>C.</b> Disadvantaged pupils make progress at least in line with national and close the attainment</p> | <p><b><u>Reading</u></b><br/>Pupils access whole class phonics – Story Time Phonics. teaching alongside</p>  | <p>Senior leader's visits to English hub schools resulted in a bespoke approach to reading within the school.</p>  |  | <p>SLT<br/>Subject leader</p> | <p>December 2020<br/><br/>April 2021</p> |

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| <p>gap at the higher standard in reading and maths.</p> | <p>interventions appropriate to their level of knowledge.</p> <p>Whole class guided reading sessions. Reading squad sequence amended for More able pupils with a greater emphasis on inference, extended answers, independent application of skills and a more challenging text. (Rapid reading texts)</p> <p>Weekly cold comprehension.</p> <p>Accelerated reading scheme in place for higher attaining readers to ensure challenge in home reading provision. Offers increased independence and offers opportunities to select a text for pleasure.</p> <p>Reading for learning – opportunities for cross curricular reading and comprehension planned beyond guided reading sessions.</p> | <p>Impact of approach demonstrated in English hub schools as best practice.</p> | <p>Learning walks and book scrutinise to ensure pitch and progression.</p> <p>Maths lead monitors on line tools to ensure that GDS pupils are accessing.</p> |  | <p>July 2021</p> |
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|  | <p>reading boxes provided to each year group to support reading for pleasure and knowledge of children's authors.</p> <p>Texts in guided reading are delivered at an appropriately challenging pitch.</p> <p>Reading skills such as inference and vocabulary are focused on with increasing independence.</p> <p><b><u>Maths</u></b><br/>Daily maths sessions linked to mastery of concepts and strategies.</p> <p>Differentiated starts for GDS pupils linked to problem solving and reasoning.</p> <p>Access to TT Rockstars and Numbots.</p> <p>Daily mental maths sessions for fluency and recall of number facts.</p> | <p>EEF maths mastery research shows that mastery learning approach have the greatest impact on lower attaining pupils of one or two months progress.</p> |   |            |                           |
| <p><b>D.</b> A recovery programme is</p> | <p>Use the EEF guidance:-</p>  | <p>Research conducted by the EEF and others around the</p>   | <p>Ensure that the timetables are organised, ensuring</p> | <p>SLT</p> | <p>Autumn term 2020 –</p> |

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| <p>developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.</p> | <p>COVID-19 SUPPORT GUIDE FOR SCHOOLS to support the implementation of a recovery programme in school</p> <p>Use the guidance to support and inform decisions about how to use catch-up funding especially in relation to enabling disadvantaged pupils to catch-up</p> | <p>world strongly suggests that compensating for the negative impact of school closures on the gap requires a sustained response. As a school we will plan what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children.</p> <p>Chosen pedagogy proven in our school. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing (in particular non-mobile pupils) has been accelerated for underachieving year groups as a result of introducing this pedagogy.</p> | <p>staff delivering provision have sufficient preparation and delivery time.</p> <p>Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p> <p>Monitor the use of strategies using modelling and structured support, and how they are strategically reduced as a child progresses until they are capable of completing the activity independently</p> | <p>Subject leader</p> | <p>constant review of provision</p> |
| <p>Total budgeted cost</p>   |   |  |  |                       | <p>£44805.68</p>                    |

| <b>i. Targeted support</b> |                                 |  |  |                   |   |
|----------------------------|---------------------------------|--|--|-------------------|---|
| <b>Desired outcome</b>     | <b>Chosen action / approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
|                            |                                 |  |  |                   |   |

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| <p><b>E</b><br/>Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths</p> | <p>Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths</p> <p>Phase 5 phonics intervention<br/>Probes for reading<br/>Reading squad approach<br/>Rapid phonics<br/>Reciprocal reading<br/>Early talk boost<br/>Number bond intervention<br/>Short term intervention based of AfL following QFT.<br/>Autumn term – place value emphasis to improve basic skills</p> <p>All teachers should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> | <p>Lower ability pupils need to make accelerated progress in reading in order to access the full curriculum entitlement. The toolkit suggests that small group interventions do provide a proven platform for generating accelerated progress and supports pupils who are falling behind</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND.</p> <p>Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>— flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and —scaffolding.</p> | <p>Regular monitoring of quality and impact of interventions.</p> <p>Staff CPD Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p> | <p>Targeted small group interventions</p> | <p>December 2020<br/>April 2021<br/>July 2021</p> |
| Total budgeted cost   |   |  |   |   | £8961.35  |

| <b>Other approaches</b> |                                 |  |  |                   |                             |
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| <b>Desired outcome</b>  | <b>Chosen action / approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review</b> |

|  |   |   |  |                | <b>implement<br/>ation?</b>                      |
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| <b>F</b><br>Improve attendance for pp pupils                                     | Target PA children and hard to reach families, who are PP. FSW to implement the revised attendance policy. Early Help initiated on attendance grounds<br>Translation support to enable clear communication during meetings<br><br>Breakfast club targets specific pupils with attendance or punctuality needs | Research shows that the difference in the attendance between disadvantaged pupils and non disadvantaged is often mirrored in the attainment gap.<br><br>Early communication with parents about the effects of poor attendance on learning and about the legal framework around low attendance reduces risk of persistent absenteeism<br><br>See EEF guidance report Working with parents to support children's learning | Regular meetings by BPDW lead (Assistant Headteacher) with FSW<br><br>Joint monitoring and responsibility to target the same families. | SLT<br><br>FSW | December 2020<br><br>April 2021<br><br>July 2021 |
| <b>G</b><br>To counterbalance effects of social deprivation, enrich pupils' life | Subsidize and enrich curriculum including after school clubs, educational visits, cultural events.  | The two wards that mainly provide our pupil population are both areas of high deprivation as local data shows. Children   | Monitor ratio of disadvantaged pupils taking part in clubs; encourage pp pupils to join clubs; communicate                             | SLT            | December 2020<br><br>April 2021<br><br>July 2021 |

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| <p>experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p> | <p>Collect enrichment data and monitor the access of pupil premium pupil in in school clubs.</p> <p>Alexandra Promise</p> <p>Access to school uniform available for some pupils</p>  | <p>typically have very limited experiences and opportunities to explore or develop new skills. Many children attest that they have never been to a museum, church or attempted something risky.</p> <p>Learning outside the classroom adds value to each pupil's academic and personal learning. Learning experiences outside the classroom will impact on self-confidence, self-esteem increasing motivation and engagement in learning.</p> | <p>with parents so that they are aware of extra support towards educational visits</p> <p>Extra-curricular activities strengthen the schools offer. There is a strong uptake of this from the schools population and disadvantaged pupil's benefit from this work.</p> |  |   |
| <p><b>H</b><br/>To improve social and emotional health and wellbeing of pupils</p>                      | <p>CPD to ensure staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship</p> | <p>Evidence suggests that non-cognitive skills are as important as cognitive skills in determining academic results and that children from poorer back grounds tend to have weaker non-cognitive skills than their better off peers. Programmes aimed at promoting pupils' resilience</p>   | <p>Receive weekly updates and impact reports from counsellor.</p> <p>Measure pupil's emotional well-being using boxall profile, pupil observations and internal tracking data.</p>   | <p>SLT</p> <p>SENCO</p> <p>Assistant SENCO</p> | <p>December 2020</p> <p>April 2021</p> <p>July 2021</p> |

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|  | <p>between mental illness and/or a poor sense of wellbeing is recognised by staff.</p> <p>Emotional coaching training delivered by EPS for all staff.</p> <p>Trauma friendly schools training for all staff.</p> <p>SOC training for all staff</p> <p>Attachment and trauma training for all staff</p> <p>Revisit behaviour policy to make it trauma sensitive</p> <p>GROWTH mindset</p> <p>PSHE scheme (Jigsaw) implemented consistently whole school to meet the needs of the SRE curriculum</p> <p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p> | <p>and wellbeing could have significant impact on academic achievements.</p> <p>Research shows that socially disadvantaged children are more likely to suffer from additional adverse childhood experiences that in the long run limit their life chances.</p> <p>Staffs understanding is key to enable learners to overcome those barriers and succeed in learning. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Research in the UK has shown that good social and emotional skills— including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes such as life satisfaction and</p> | <p>Embed consistent no-blame behaviour strategies</p> |  |  |
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|                     | <p>Family support worker to be trained through the SPARKLES initiative to be able to engage with vulnerable families. Led by trained social worker – proven to improve early assessment and engagement</p> <p>FSW specifically employed to support vulnerable families and to provide them with social, emotional support e.g. Early help.</p> | <p>wellbeing, labour market success, and good overall health.</p> |  |  |           |
| Total budgeted cost |  |   |  |  | £13482.97 |

| 6. Review of expenditure   |  |  |  |      |
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| Previous Academic Year   |  | 2020/21  |  |      |
| i. Quality of teaching for all   |  |  |  |      |
| Desired outcome  | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will)   | Cost |
| <p><b>A.</b><br/>Disadvantaged mobile pupils entering the school make accelerated progress and achieve in line with national counterparts.</p> | <p>On entry baseline across core subject areas:<br/>Nassea steps framework<br/>Talk Boost assessment<br/>Speech and language screening tool (EYFS)<br/>BPVS<br/>Phonics check<br/>NTS standardised Tests (Reading/ maths)<br/>Spelling screen<br/>Star reading – Year 2<br/>GAPS standardised test.</p> <p><b>Reading</b><br/>Pupils access whole class phonics – Story Time Phonics. teaching alongside interventions appropriate to their level of knowledge.</p> <p>Whole class guided reading sessions with emphasis on vocabulary development.</p> <p>Weekly cold comprehension.</p> <p>Reading squad approach</p> <p><b>Writing</b><br/>Whole school pedagogical approach linked to differentiated texts to ensure all pupils can access the class text and structure of writing.</p> <p>Extended pieces of writing linked to units studied to increase stamina.</p> <p>Spelling, punctuation and grammar sessions 4 x weekly.</p> | <p>On entry baseline successfully identified pupils requiring intervention and this support was implemented immediately. As a result good and better progress was made in Autumn 1 before covid related school closures.</p> <p>Reading</p> <p>Consistent whole school approach embedded in Story time phonics. Regular assessment identified gaps and enabled teachers to plan to gaps.</p> <p>Consistent whole school approach which ensures pupils acquire new vocabulary enabling them to access texts read.</p> <p>Reading squad is embedded practice and is now used as a good practice model across the city for developing early skills.</p> <p>Writing</p> <p>Reading &amp; Writing is taught through a differentiated text approach in KS1. This enables the pupils to access text and read at appropriate level.</p> <p>Spelling LTP in place for year groups to follow.</p> <p>Power maths has been successfully implemented ensuring clear long term plans. Staff CPD videos for unit highlighting common misconceptions to be highlighted. Daily 'snappy maths' sessions focused on recall of number facts in each year group in KS1. In Autumn term</p> | <p>Continue with sharing of best practice and wider school networking.</p> <p>Following Alex Quigley closing the word gap CPD, we will now adopt an explicit vocabulary teacher model (STAR) whole school.</p> <p>Clear phonics long term plans in place from STPhonics. Yearly staff CPD and refresher training given by SLE.</p> <p>Based on the July 21 reading framework we have now formalised story time sessions and selected high quality texts from Pie Corbett's reading Spine and Stokes 100 reads and implemented text trackers to monitor the vocabulary that children are exposed to.</p> <p>Continue with the reading squad but with additional focus on fluency scale and language of fluency eg smoothness/ pace.</p> <p>English subject lead has looked at whole class texts and mapped the vocabulary ensuring knowledge of progression across the school.</p> <p>Additional steps in the process of differentiated text to be implemented to further scaffold independent writing in year 1. Spelling lists and LTP adjusted</p> |      |

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| <p>Improved language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in reading and writing.</p> | <p>Tier 1,2,3 vocabulary identification and pre cuing sessions across the curriculum.</p> <p>Subject specific vocabulary is identified and included on planning and children are assessed against the knowledge of words.</p> <p>Classrooms are language rich vocabulary across all curriculum areas is displayed on working walls, scaffold prompts, word mats.</p> <p>English Speaking Board approaches used in school.</p> <p>Differentiated text approach.</p> <p>Text mapping across school to ensure skills are acquired at a developmentally appropriate age.</p> <p>Extra-curricular clubs (internal/ external) are language focused.</p> <p>Talk Boost training for staff delivered alongside speech and language therapist in class support.</p> | <p>Vocabulary clearly identified on MTPlanners for each topic taught. Vocabulary shared in floor books as prompts for children.</p> <p>Classrooms have wow words display which is added to from books read in class, these are shared in assembly.</p> <p>Reading &amp; Writing is taught through a differentiated text approach in KS1. This enables the pupils to access text and read at appropriate level.</p> <p>Text mapping across school for whole class texts successfully implemented.</p> <p>Due to covid19 restrictions extra-curricular activities did not take place.</p> <p>Due to covid19 restrictions speech and language therapist did not attend setting.</p> <p>Talk boost was delivered by school staff. Pupils accessing this language programme made good progress and showed significant improvements in scores.</p> | <p>Continued and strengthened by CPD from Subject and inclusion lead and the introduction of whole school catchphrases. Alex Quigley closing the gap training. STAR words implemented for each subject, next steps to look at subject specific language that is threaded across the curriculum. MTP has increased focus on language and every topic has a vocab session to introduce the topic/ text. The differentiated text model has been adapted to include a pre teach lesson before children are exposed to book.</p> <p>In EYFS due to changes in Early adopter framework ensure that all adults are facilitating language with the children.</p> <p>All children to be exposed to higher level text during whole class reading to ensure access of vocabulary.</p> <p>Based on the July 21 reading framework we have now formalised story time sessions and selected high quality texts from Pie Corbett's reading Spine and Stokes 100 reads and</p> |  |
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| <p><b>C.</b><br/>Disadvantaged pupils make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.</p> | <p><b>Reading</b><br/>Pupils access whole class phonics – Story Time Phonics. teaching alongside interventions appropriate to their level of knowledge.</p> <p>Whole class guided reading sessions. Reading squad sequence amended for Moreable pupils with a greater emphasis on inference, extended answers, independent application of skills and a more challenging text.</p> <p>Weekly cold comprehension.</p> <p>Accelerated reading scheme in place for higher attaining readers to ensure challenge in home reading provision. Offers increased independence and offers opportunities to select a text for pleasure.</p> <p>Reading for learning – opportunities for cross curricular reading and comprehension planned beyond guided reading sessions.</p> <p>reading boxes provided to each year group to support reading for pleasure and knowledge of children’s authors.</p> <p>Texts in guided reading are delivered at an appropriately challenging pitch.</p> <p>Reading skills such as inference and vocabulary are focused on with increasing independence.</p> | <p>Teacher Assessment data shows better than expected progress in all year groups and accelerated progress in some, from baselines in Sep 20 and March 21, despite school closures and covid related absence.</p> <p>Year 2 implemented whole class guided reading sessions due to Covid 19 restrictions.</p> <p>Intervention did not take place for this group due to covid measures meaning staff could not mix bubbles. These pupils were targeted by the staff within their bubble through QFT.</p> <p>Accelerated reading scheme used in Year 2 for pupils secure in phonics. Data shows pupils have made good progress in reading.</p> <p>Author boxes implemented to support reading for pleasure.</p> <p>Reading skills made explicit through reading squad approach using emoji characters. Pupils voice indicates that they were able to discuss retrieval and inference.</p> | <p>Return to reading squad approach from Sep 21 for all year groups (EYFS from Oct half term).</p> <p>Whole class phonics to be taught to ensure that pupils see the ARE sounds and catch up alongside new learning.</p> <p>Reading wise to be used as a self-paced intervention.</p> <p>Continue with accelerated reader in Year 2 for those pupils who are ready.</p> <p>Continue with author boxes and add additional texts as children have enjoyed these. The English lead is also setting up a reading council to support reading for pleasure and devising activities for children to trial in class.</p> <p>From moderation of reading continue with skills but also focus on retelling and sequencing of the text. Reading squad approach amended accordingly.</p> <p>Non-fiction texts to be</p> |  |
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| <p>D. A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.</p> | <p>Use the EEF guidance:- COVID-19 SUPPORT GUIDE FOR SCHOOLS to support the implementation of a recovery programme in school</p> <p>Use the guidance to support and inform decisions about how to use catch-up funding especially in relation to enabling disadvantaged pupils to catch-up</p> <p>QFT delivers intervention to ensure maximal progress – intervention designed at pupil progress meetings and bespoke to each year group.</p> <p>Features:<br/>Precision teaching<br/>SOS<br/>Daily reading<br/>Reading squad approach<br/>Short term intervention based of AfL following QFT.(same day interventions)</p> <p>Detailed catch up plan written by each subject leader for each year group. Regularly updated by each year group.</p> | <p>Throughout the year interventions have taken place with some success due to the challenged presented by covid 19. Success has been very individualised dependent upon attendance relating to isolation periods and bubble closures. During the school closure of Spring 21 – interventions were targeted toward PP pupils and these received weekly tasks relating to their individualised pupil passport. Again success was very individualised based upon the engagement of remote learning.</p> <p>All children base lined on return to school in March 21. The curriculum was streamlined to ensure that gaps in core subjects were a priority – focussing on reading, writing and maths, Additional teaching staff capacity to ensure QFT.</p> <p>Same day interventions were delivered in maths for pupils based in AfL from lessons.</p> <p>Catch up plans have been written for each receiving year group to ensure that gaps can be addressed in planning.</p> <p>Data from Spring baseline to Summer term / Data over whole year – Sep- Jul</p> <p>F1 PP Pupils –</p> <ul style="list-style-type: none"> <li>• Reading – 77% expected progress and 62% accelerated</li> <li>• Reading 77% expected progress</li> <li>• Writing -69% expected and 31% accelerated</li> <li>• Writing -100% expected</li> <li>• Maths – 85% expected and 31% accelerated</li> <li>• Maths – 85% expected</li> </ul> <p>F2 PP Pupils –</p> <ul style="list-style-type: none"> <li>• Reading – 94% expected progress and 64% accelerated</li> <li>• Reading 94% expected progress and 50% accelerated</li> <li>• Writing -94% expected and 62% accelerated</li> <li>• Writing -94% expected and 61% accelerated</li> <li>• Maths – 89% expected and 55% accelerated</li> <li>• Maths – 74% expected and 44% accelerated</li> </ul> <p>Y1 PP Pupils –</p> <ul style="list-style-type: none"> <li>• Reading – 90% expected progress and 50% accelerated</li> <li>• Reading 90% expected progress and 50+% accelerated</li> <li>• Writing -82% expected and 55% accelerated</li> <li>• Writing -88% expected and 50+% accelerated</li> <li>• Maths – 95% expected and 85% accelerated</li> <li>• Maths – 85% expected and 50+% accelerated</li> </ul> <p>Y2 PP Pupils –</p> <ul style="list-style-type: none"> <li>• Reading – 65% expected progress</li> <li>• Reading 85% expected progress</li> <li>• Writing -35% expected</li> <li>• Writing -77% expected</li> <li>• Maths – 49% expected</li> <li>• Maths – 73% expected</li> </ul> | <p>Priority for 21/22 is to accelerate progress for those pupils who have and are at risk of falling behind. Trend across school are pupils who are low attainers or middle low attainers.</p> <p>Following progress discussions interventions will be based firstly in reading. These interventions will be delivered by a consistent adult.</p> |  |
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| <p><b>E</b><br/>Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths</p> | <p>Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths</p> <p>Phase 5 phonics intervention<br/>Probes for reading<br/>Reading squad approach<br/>Rapid phonics<br/>Reciprocal reading<br/>Early talk boost<br/>Number bond intervention<br/>Short term intervention based of AfL following QFT.<br/>Autumn term – place value emphasis to improve basic skills</p> <p>All teachers should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> | <p>Throughout the year interventions have taken place with some success due to the challenged presented by covid 19. Success has been very individualised dependent upon attendance relating to isolation periods and bubble closures. During the school closure of Spring 21 – interventions were targeted toward SEN pupils and these received weekly tasks relating to their individualised pupil passport. Again success was very individualised based upon the engagement of remote learning.</p> <p>At times, intervention delivery was inconsistent due to covid related staff absences.</p> <p>Due to covid related restrictions SEND pupils did not receive specialised visits in the frequency that they would usually have in a normal year.</p> | <p>21/22 priority is to accelerate progress for those groups identified to have lost the most ground. They are mainly children attaining low or lower middle attainers and SEN pupils as well as those having taken extended holidays. Our interventions will focus on these children.</p> <p>Whole school approaches to ensure QFT implementing a keep up not catch up approach. Those pupils at risk of falling behind quickly identified for a range of intervention opportunities including:</p> <ul style="list-style-type: none"> <li>- Wave 2 same day intervention – phonics.</li> <li>-daily additional phonics</li> </ul> |  |
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| <p><b>F</b><br/>Improve attendance for pp pupils</p> | <p>Target PA children and hard to reach families, who are PP.<br/>FSW to implement the revised attendance policy.<br/>Early Help initiated on attendance grounds<br/>Translation support to enable clear communication during meetings</p> <p>Breakfast club targets specific pupils with attendance or punctuality needs</p> | <p>At all times we have followed national and local guidance related to attendance this year. It has been a difficult year to track due to covid 19 and the way in which restrictions and ways in which families have responded to the pandemic.</p> <p>We continued with all of our usual attendance tracking, to encourage families to send children to school. We have supported families fears in relation to contracting covid 19 and those families shielding clinically vulnerable members. We have also contended with families who have chosen to travel abroad during this year, especially after lockdown 2. These families were then stranded aboard due to travel restrictions. Individual cases have shown that some pupils have missed 2/3 of their school year if they also did not engage in remote learning.</p> <p>During spring term lockdown – remote attendance procedures were quickly put into place:</p> <ul style="list-style-type: none"> <li>• Daily phone calls.</li> <li>• Monitoring of work submission</li> <li>• Letters home to insist on contact</li> <li>• Home visits to ensure pupils were safe.</li> <li>• Identified vulnerable families also had weekly phone calls from HSLW to ensure any support required was actioned quickly.</li> </ul> <p>All attendance was logged onto cpmos including covid related absence so that school were fully aware of any pupil absence (this included lockdown 2).</p> <p>Once attendance became mandatory school procedures continued with high expectations.</p> <ul style="list-style-type: none"> <li>• Daily phone calls / home visits</li> <li>• Attendance tracking</li> <li>• Attendance clinics</li> <li>• Targeted support to identified families</li> <li>• PNWL and EWO support.</li> </ul> <p>To support the message of attendance in school activities such as</p> <ul style="list-style-type: none"> <li>• Assembly</li> <li>• Extra play</li> <li>• Breakfast club</li> <li>• Attendance Treat</li> </ul> | <p>We continue to apply the MAT attendance policy and track attendance on a weekly basis. This is broken down into groups, so that the HSLW can quickly identify trends and/or individuals requiring support.</p> <p>We continue to target PA pupils with a specific focus on PP PA pupils.</p> <p>We continue to use national guidance and research related to attendance to evaluate and revise procedures as and when necessary.</p> |  |
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| <p><b>G</b><br/>To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p> | <p>Subsidize and enrich curriculum including:</p> <ul style="list-style-type: none"> <li>• After school clubs,</li> <li>• Educational visits,</li> <li>• Cultural events.</li> </ul> <p>Collect enrichment data and monitor the access of pupil premium pupil in in school clubs.</p> <p>Alexandra Promise</p> <p>Access to school uniform available for some pupils</p> | <p>The enrichment activities planned for the year were unable to take place due to covid 19 and restrictions and therefore enrichment opportunities were narrowed.</p> <p>In Autumn term we were able to provide the children with a virtual pantomime. Which was attended by children in school. Those not in school were sent the pass code to ensure the opportunity was not lost.</p> <p>In the spring term during lockdown each year group ensured that PE was on the timetable and led by a member of staff so that children could take part to ensure physical and mental wellbeing.</p> <p>Once reopening from March 8<sup>th</sup> enrichment opportunities took place, relating to physical exercise, to counterbalance the effects of being indoors and sedentary for such a long time-</p> <p>Sports week – all pupils had planned sports activities delivered by external sports coaches.</p> <p>Dance teaching – weekly dance teaching delivered by a trained dance professional</p> <p>Daily Mile – all pupils completed at least 15 minutes of walking to support physical and mental well-being.</p> <p>Playground equipment – Throughout the lockdown and summer term we invested in a MUGA for football and games/ a climbing frame / playground markings to support pupils being physically active.</p> <p>School uniform was allocated to families requiring support. Ensuring that they felt part of our community.</p> | <p>The investments in equipment for the playground has proven to be very successful and a sustainable change to the schools offer of supporting physical and mental wellbeing. Each year group has time on the equipment to ensure purposeful personal and social experiences.</p> <p>Uniform support to continue for families requiring help.</p> <p>Assembly themes linked health and wellbeing planned.</p> <p>PP allocation of funds to ensure that trips can be reintroduced to the curriculum and accessed by all.</p> |  |
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| <p><b>H</b><br/>To improve social and emotional health and wellbeing of pupils</p> | <p>CPD to ensure staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship between mental illness and/or a poor sense of wellbeing is recognised by staff.</p> <p>Emotional coaching training delivered by EPS for all staff.</p> <p>Trauma friendly schools training for all staff.</p> <p>SOC training for all staff</p> <p>Attachment and trauma training for all staff</p> <p>Revisit behaviour policy to make it trauma sensitive<br/>GROWTH mindset<br/>PSHE scheme (Jigsaw) implemented consistently whole school to meet the needs of the SRE curriculum</p> <p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p> <p>Family support worker to be trained through the SPARKLES initiative to be able to engage with vulnerable families. Led by trained social worker – proven to improve early assessment and engagement</p> | <p>Due to covid 19 restrictions training has been moved to Autumn 21.</p> <p>PSHE curriculum included covid recovery sessions for all children when returning.</p> <p>Reflection day – allowing the children time to reflect on what they had lost e.g. school time, family impact</p> <p>Daily Mile</p> |  |  |
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