

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

PUPIL PREMIUM STRATEGY STATEMENT 2021 - 2022

1a. SUMMARY INFORMATION					
School	St. Bede's Catholic Junior School			Pupil Premium Champion(s)	Mrs. Geoghegan and Mrs. Tiernan
Academic Year	2021 - 2022	Total Pupil Premium Grant: Proposed: Actual:	£104,238	Date of most recent PP Review	JULY 2021
Number on roll	310	Number of eligible pupils Proposed: Actual:	77.5	Date for next internal review of this strategy	DEC, 2021, MAR, 2022 and JUL, 2022
1b. NARROWING THE GAP IN SCHOOL					
<p>Attainment across the school is high compared to national and LA average, and pupils from disadvantaged backgrounds do well compared to their disadvantaged peers nationally and locally. The challenge is to reduce the gap in attainment (as disadvantaged pupils make excellent progress) between disadvantaged pupils and non-disadvantaged as higher attaining pupils are disproportionately non- disadvantaged on entry in to the school.</p> <p>When pupils join St. Bede's Catholic Junior School, they are assessed to baseline knowledge, understanding and skills. In Y3, the KS1 National Curriculum non-statutory test is used alongside teacher assessment using statements for the National Curriculum. This establishes a starting point in learning. Reading Ages and Comprehension Ages are assessed bi-annually.</p> <p>There were no National Curriculum tests in 2020 or 2021, and the DfE has not yet published how they will measure progress. When pupils join St. Bede's Catholic Junior School, they are assessed to baseline knowledge, understanding and skills. In Y3, the KS1 National Curriculum non-statutory test is used alongside teacher assessment using statements for the National Curriculum.</p> <p>To measure progress over time, the staff use teacher assessment against Key Performance Indicators termly. Staff are able to measure if pupils are on target (or not) and has therefore made expected progress. Attendance is analysed half-termly and reported to parents/carers termly.</p> <p>Annually pupils complete a Pupil Voice questionnaire which establishes attitude to self and school. There are opportunities throughout the academic year for pupils to discuss learning, targets and school, plus any other relevant more personal issues.</p> <p>Qualitative data is taken from discussion and feedback. Pupils' SEMH can be measured through reportable incidents, engagement in school and pupil voice. Learner characteristics are recognised in school and staff strive to help pupils develop positive attitudes to self and school.</p> <p>* Y3: Y4: 22; Y5: 19; Y6: 17 pupils</p>					

2. 2019 END OF KS2 ATTAINMENT				In School Gap
END OF KEY STAGE 2019*	All St. Bede's Pupils (75)	Pupils eligible for PPG (25)	National (All)	
% attaining at least the expected standard in reading, writing and maths	78.7%	64%	64.9	-14.7%
Progress in reading	1.34	0.65		-0.69
Progress in writing	0.66	-0.55		-1.21
Progress in maths	0.03	0.29		+0.26

*No test data for 2020 so 2019 included

There is a detailed report on the expenditure for 2020-2021 of the Pupil Premium Grant and the impact available in school.

3. ATTAINMENT (TEACHER ASSESSMENT) 2020 - 2021		Pupil Premium	Non- Pupil Premium
READING	% attaining Expected Standard	78%	90%
	% attaining Higher Standard	43%	48%
WRITING	% attaining Expected Standard	78%	85%
	% attaining Higher Standard	22%	27%
MATHEMATICS	% attaining Expected Standard	74%	88%
	% attaining Higher Standard	17%	38%

The assessment data at the end of the key stages for the National Curriculum tests is unavailable therefore this strategy is based on Teacher Assessment and 'mock' tests from 2018 & 2019.

4. DEVELOPMENT OF 2021 – 2022 STRATEGY

Before devising the Pupil Premium Strategy, the school considered some key questions:

- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Have the previous year's strategies been evaluated and could better/different strategies have been used?
- Which strategies work well (whether in school or based on research)?
- Which strategies did not have the desired impact, but if delivered differently or with further staff support, could be better this year?

As part of the review and development of the strategy, the following priorities/aims were highlighted:

- **Ensure the quality of teaching and learning is consistently good and outstanding across the school: there is a relentless focus on improving teaching and learning throughout the school.**
- **Enable all pupils including disadvantaged and those with SEND, to show an effect size of at least 0.4 in reading and mathematics and exhibit the characteristics of an assessment-capable visible learner.**
- **To instil a culture where every member of staff collaborates and co-ordinates in the provision and desired outcomes of disadvantaged pupils.**

These will be achieved through a variety of activities such as:

Half termly pupil progress meetings; robust and routine tracking; assessments focussed on disadvantaged children; reports and evidence trails carried out by all leaders in school; individual and personalised support and interventions.

The unquestionable expectation is that all of our Pupil Premium children will be highly successful in school and their achievements and academic success will be excellent.

When writing the Pupil Premium Strategy, we tried to ensure that our considered milestones were measurable, in an attempt to be able to successfully monitor and evaluate our actions and intended positive impact. Our systems, when monitoring, are found to be robust and consistent. Our evaluations have been supported by clearly identified success criteria and measurable outcomes.

Whole school strategy: Improving the quality and consistency of teaching & learning, across the school, supported by a strong CPD culture. E.g. Visible Learning. Developing and changing teaching practices, through extensive professional development, has been the most powerful classroom strategy for closing our gaps. In particular, developing John Hattie's 'Visible Learning' is built on an evidence base which demonstrates significantly raised outcomes.

Visible Learning involves all the children actively in the learning process. As a result, children's progress should accelerate (be above an effect size of 0.40) and the gap in attainment between Pupil Premium and non-Pupil Premium children should begin to diminish.

Re-engaging parent/carers in the life of the school is key to the success of some strategies; Pupil Premium students must be targeted for 'more' and 'different to' regarding enrichment, intervention and resources.

External barriers (related to ACE) are measured identified using **factual** knowledge reported to the school only.

1. Barriers to future attainment (for pupils eligible for PP)	2. Evidence of barriers
<u>In-school barriers (issues to be addressed in school): the school also uses ACE (Adverse Childhood Experiences) to identify barriers</u>	
<p>A</p> <p>Impact of Covid-19 pandemic:</p> <ul style="list-style-type: none"> • Relationships, including SEMH • Curriculum <ul style="list-style-type: none"> ○ progress data gaps ○ a widening of disadvantage ○ metacognition • Limited opportunities during and post-pandemic 	<p><u>RESEARCH BASED on:</u></p> <p>https://www.evidenceforlearning.net/recoverycurriculum/</p> <p>Parent/Carer and pupil survey update to share any information they feel is relevant to the child’s mental health and well-being, educational achievements and/or relationships.</p> <p>One to One discussion in first week with all pupils.</p> <p>Year 2-Year 3 transition pupils incomplete KS1 curriculum. Assessment of pupils in Y3 who did not get the opportunity to re-sit phonics screening.</p> <p>EEF Catch Up research.</p>
<p>B</p> <p>Limited access to language and poor literacy levels alongside lower starting points.</p> <p>Limited development of vocabulary and understanding of words in context.</p> <p>% of FSM pupils in Y3 who did not attain EXS in KS1 and/or at Baseline.</p> <p>% of pupils who achieved in the KS1 phonics test in Y1, Y2 and Never</p> <p>% of pupils who have a reading age one year or more less than their chronological age</p>	<p>Lower starting points at KS1, Reading Ages/Spelling Ages; Speech and Language involvement; speech and language role models (lack of).</p> <p><u>RESEARCH BASED on:</u></p> <p>http://www.literacytrust.org.uk/assets/0002/9554/Teaching_Effective_Vocabulary.pdf</p> <p>Intensive, systematic teaching of phonics and early reading for pupils WTS and/or have never passed Phonics Screening.</p> <p>To establish checks against KS1 data, the school assesses pupils in Y3 using a Reading Age and Comprehension Age assessment and all pupils complete the KS1 non-statutory National Curriculum Tests in October.</p> <p>Teachers also teacher assess using the National Curriculum objectives for Y2.</p>

	<p>% of pupils attaining GDS is disproportionately non-Pupil Premium, whilst Pupil Premium pupils attain a higher percentage below the Expected Standard.</p> <table border="1"> <thead> <tr> <th rowspan="2">% ATTAINMENT YEAR 6</th> <th>PKF/W TS</th> <th>PKF/W TS</th> <th>EXS+</th> <th>EXS+</th> <th>GDS</th> <th>GDS</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>14</td> <td>21</td> <td>86</td> <td>69</td> <td>46</td> <td>26</td> </tr> <tr> <td>WRITING</td> <td>16</td> <td>21</td> <td>84</td> <td>69</td> <td>30</td> <td>21</td> </tr> <tr> <td>MATHS</td> <td>9</td> <td>16</td> <td>91</td> <td>84</td> <td>41</td> <td>21</td> </tr> </tbody> </table>						% ATTAINMENT YEAR 6	PKF/W TS	PKF/W TS	EXS+	EXS+	GDS	GDS	Non-PP	PP	Non-PP	PP	Non-PP	PP	READING	14	21	86	69	46	26	WRITING	16	21	84	69	30	21	MATHS	9	16	91	84	41	21	<table border="1"> <thead> <tr> <th rowspan="2">% ATTAINMENT YEAR 3</th> <th>PKF/W TS</th> <th>PKF/W TS</th> <th>EXS+</th> <th>EXS+</th> <th>GDS</th> <th>GDS</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>13</td> <td>33</td> <td>88</td> <td>67</td> <td>48</td> <td>20</td> </tr> <tr> <td>WRITING</td> <td>13</td> <td>33</td> <td>88</td> <td>67</td> <td>34</td> <td>13</td> </tr> <tr> <td>MATHS</td> <td>13</td> <td>33</td> <td>88</td> <td>67</td> <td>39</td> <td>27</td> </tr> </tbody> </table> <p>Based on KS1 teacher Assessment from St. Bede's Infant School</p>						% ATTAINMENT YEAR 3	PKF/W TS	PKF/W TS	EXS+	EXS+	GDS	GDS	Non-PP	PP	Non-PP	PP	Non-PP	PP	READING	13	33	88	67	48	20	WRITING	13	33	88	67	34	13	MATHS	13	33	88	67	39	27
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C	Social, Emotional and Mental Health in pupil						<p>15% of pupils who are on SEND list for SE MH 38% of pupils who are PP, SEND and vulnerable</p>																																																																									
D	SEND: the complexity of SEND including multiple diagnosis						38% pupils who are Pupil Premium are also SEND in Years 3-6																																																																									

<u>External barriers (issues which require action outside of school e.g. attendance)</u>		
E	<p>Pupil and family either 'troubled' or 'in crisis'</p> <p>This included parents/carers who are taking children in and out of school due to real or perceived Covid-19 cases.</p>	<p>CP, CinN, iCART, CAF, CinC/Prev CinC, Bereavement/loss of key family members, parental health challenges (often Young Carer) and deprivation. (Any significant issues in the family during Lockdown/Covid 19 pandemic are considered under A)</p>
F	Limited cultural capital	<p>Pupils who do not engage in enrichment activities, limited experiences of place, knowledge and understanding of the world; linked to attendance and access to outside provider clubs/activities</p>

3. Outcomes		
Barrier	Desired outcome	Success criteria (including how we will evidence impact) BOLD Success Criteria to be reported to Governors termly
A B D	<p>All pupils will achieve their full potential and make expected progress.</p> <p>Impact of Covid-19 pandemic on pupils as learners is minimised. Potential gaps in curriculum are closed. Any students not on target are quickly identified and addressed.</p> <p>Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils.</p> <p>Pupil Premium pupils enhance basic skills in reading (decoding, vocabulary and comprehension) and arithmetic from Year 3 onwards</p> <p><i>N.B. *However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile.</i></p>	<p>Baseline self-assessment of pupils: achievements and well-being and subsequent assessments at the end of each term.</p> <p>Progress in end of KS2 tests and in Teacher Assessment in all year groups.</p> <p>School ethos and values promotes respect and value for the contribution of all pupils irrespective of attainment group.</p> <p>Teachers matched work more closely to pupils' needs, highly focused and appropriately paced.</p> <p>Visible Learning is evident in lessons (see action plan for Visible Learning)</p> <p>More sustained engagement in the smaller groups.</p> <p>Lower attaining pupils in smallest group (10 - 15 pupils) received more intensive feedback, (especially on misconceptions) and support to reduce the attainment gap and accelerate progress.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>One to one tuition and small group tuition are both effective interventions.</p> <p>Quality and quantity of feedback, particularly verbal, enhanced during lessons</p> <p>Lower achieving pupils more willing to talk and articulate their thinking.</p> <p>Materials drawn from multiple sources and customised to meet pupils' needs.</p> <p>Attainment and progress: desired outcome achieved.</p>
A B C D	<p>Pastoral team to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain National Expected Standard for their respective ages in reading,</p>	<p>Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.</p>

E	<p>writing and mathematics and/or make expected progress from their starting points.</p> <p>Family Support Worker trained as a counsellor and can provide counselling for the most vulnerable pupils (troubled or crisis).</p>	<p>Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning. Soft data</p> <p>Effective links with parents/carers. Strong links with community agencies, for example, School Health, CAHMS, Educational Psychology, Social Care facilitates an integral approach.</p> <p>Enterprise initiative in school to enable pupils to develop their aspirations and future career paths/interests.</p> <p>There are 15 students who have barriers of: FSM, SEND and Social Care involvement.</p>
A B C D F	<p>SENDCo to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make the same or more progress than non-Pupil Premium and non-SEND pupils.</p>	<p>SENDCo deliver intervention lessons in English and maths and SEMH skills. Soft data and % of incidents on CPOMs</p> <p>SENDCo teaching in school nurture room: The Den delivering daily interventions to SEND and/or lower attaining</p> <p>Forest Schools skills to engage pupils lacking motivation and independent skills</p> <p>Teaching Assistants and SENDCo re-teach, practice and reinforce knowledge, understanding and skills.</p> <p>The gaps in knowledge, understanding and skills reduced.</p> <p>The pupil: adult ratio is reduced which increased attention for groups/individuals.</p> <p>Differentiation of work has improved through the use of the SENDCo, so need is targeted more effectively.</p> <p>Targeted pupils demonstrate a high level of engagement.</p> <p>Test scores (NC and Standardised tests) and Teacher Assessment indicate that children make significant progress.</p>
B C E	<p>One to one tuition: improve attainment by 10% or more in standardised scores.</p>	<p>49 (61.3%) TBC Pupil Premium pupils have been FSM since Reception. These pupils receive additional sessions in learning from Teachers, TAs and FSW and make good or better progress from KS1 and baseline.</p> <p>3 Pupil Premium pupils are Pupil Premium Plus and benefit from a PEP.</p>

		<p>Staff target specific aspects of the subject that pupils have found particularly difficult and/or misunderstandings.</p> <p>Additional tuition increased pupils' confidence and motivation.</p> <p>Pace of learning increased and progress accelerated. Improved study skills and learner characteristics. Pupils make accelerated progress from their starting points.</p>
<p>A B E F</p>	<p>Pupil Premium pupils have enriched experiences in school; attend extra-curricular clubs and other enriching activities.</p>	<p>The school has adopted a 'graduated approach' to Pupil Premium as the pupils who have ALWAYS been FSM pupils are perceived to have more disadvantage than those who have been FSM for a year or less (61.3% of PP pupils have always been FSM).</p> <p>Access to high quality out-of-school learning experiences, including the Summer Activity Programme</p> <p>Recognition of involvement in out-of-hours learning.</p> <p>Rewarded participation, encouraged engagement and raised aspirations. Children's participation has increased and they are more motivated and committed to attend.</p> <p>Nurtured confident, resilient learners who enjoyed pursuing own path and had a genuine love of learning.</p> <p>Celebrated learning and achievement. Value placed on children's interests, aspirations and health and fitness.</p> <p>Provided opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Assisted in making learning a reality beyond academic studies. Students are prepared for the next stage in their education/workplace etc.</p>

4. Planned Expenditure Academic Year: 2021 - 2022																																																																																																			
i. Quality of teaching for all (pedagogy)																																																																																																			
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<p>Pupil Premium pupils make accelerated progress from their starting points which is equal to or above ALL pupils.</p> <p>Pupil Premium pupils enhance basic skills in reading (decoding, vocabulary and comprehension) and arithmetic from Year 3 onwards</p> <p>COST: STAFF: £59,000 CPD: £8,000 1-2-1 (CiC): £2,700 2-2-1 (5x2): £4,500 NTP (15 pupils for 15 weeks x 2): £3,690*</p> <p>COST: £77,890</p> <p>BARRIER: A, B, C and D</p> <ul style="list-style-type: none"> Approximate cost 	<p>English and mathematics ability group in Years 3- 6</p> <p>Targeted support in lessons for PP pupils.</p> <p>Focus on writing and maths of PP boys and PP HA.</p> <p>TAs to work with PP pupils only (SB and AB)</p> <p>Visible Learning CPD programme</p> <p>Phonics Training for Y3 staff and TAs</p> <p>NTP for small group intervention</p>	<p>Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment.</p> <p>Intensive tuition in small groups is highly effective.</p> <p>Pupils are grouped according to current levels of attainment or specific needs.</p> <p>Additional support targeted at specific pupils who are making slower progress in learning, particularly in writing.</p> <p>Visible Learning: Meta cognition, questioning and thinking skills. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p>	<p>Learning Walks</p> <p>Lesson Study</p> <p>Monthly Data analysis of PP pupils</p> <p>Book Study</p> <p>Pupil Voice</p> <p>Visible Learning Action Plan & evaluation</p>	<p><u>FT/GG/AH</u></p>	<p>DEC 2021: <u>% PUPILS MAKING EXPECTED PROGRESS</u></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th><u>R</u></th> <th><u>W</u></th> <th><u>M</u></th> </tr> </thead> <tbody> <tr> <td rowspan="2"><u>Y6</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y5</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y4</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y3</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Mar 2022:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th><u>R</u></th> <th><u>W</u></th> <th><u>M</u></th> </tr> </thead> <tbody> <tr> <td rowspan="2"><u>Y6</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y5</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y4</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2"><u>Y3</u></td> <td><u>ALL</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>DIS</u></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>July 2022: END OF KS2 results:</p> <table border="1"> <thead> <tr> <th></th> <th><u>R</u></th> <th><u>W</u></th> <th><u>M</u></th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<u>R</u>	<u>W</u>	<u>M</u>	<u>Y6</u>	<u>ALL</u>				<u>DIS</u>				<u>Y5</u>	<u>ALL</u>				<u>DIS</u>				<u>Y4</u>	<u>ALL</u>				<u>DIS</u>				<u>Y3</u>	<u>ALL</u>				<u>DIS</u>						<u>R</u>	<u>W</u>	<u>M</u>	<u>Y6</u>	<u>ALL</u>				<u>DIS</u>				<u>Y5</u>	<u>ALL</u>				<u>DIS</u>				<u>Y4</u>	<u>ALL</u>				<u>DIS</u>				<u>Y3</u>	<u>ALL</u>				<u>DIS</u>					<u>R</u>	<u>W</u>	<u>M</u>	ALL				PP			
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		One to one support for pupils under-achieving/under-attaining/ significant gaps.			
<p>Pupil Premium pupils make expected or accelerated progress from starting points.</p> <p>Increase in the number of PP pupils attaining the GDS in writing and maths:</p> <p>COST:£3000</p> <p>CPD:</p> <ul style="list-style-type: none"> • Writing • MNP for the more able <p>BARRIER: A, B, D</p>	<p>CPD for teachers</p> <p>CPD for English Subject Adviser</p> <p>Emphasis on curriculum</p>	<p>CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress.</p> <p>Use of engaging texts.</p> <p>Revision of units of work to enable mastery of writing.</p> <p>Targeted exposure to vocabulary via the reading spine and texts taught.</p>	<p>Moderation of writing: termly</p> <p>Scrutiny of writing across the curriculum</p> <p>Pupil Voice</p>	<p>All staff</p> <p>David Woodhouse (SIP)</p>	<p><u>Dec 2021</u> <u>Writing:</u> <u>Maths</u></p> <p><u>Mar 2022:</u> <u>Writing:</u> <u>Maths</u></p> <p><u>July 2022:</u> <u>Writing:</u> <u>Maths:</u></p>
Total budgeted					£80,890

ii. Targeted support (interventions)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Monitor and evaluate	Staff lead	Review date
<p>LAC and Post LAC pupil tuition</p> <p>COST: £4,500</p> <p>BARRIER: A, B, C, D and E</p>	<p>Small group tuition in English and mathematics for 39 weeks.</p> <p>One-to- one tuition for 3 LAC pupils</p>	<p>This enables the teacher to focus exclusively on a small number of learners.</p> <p>Intensive tuition in small groups will provided support to under-attaining pupils and/or those who are under-achieving, but it can also be used as a more general</p>	<p>Pupil Voice</p> <p>Learner Dispositions</p> <p>Data</p>	<p>GG/FT</p> <p>KF/JJ/</p> <p>AMc/CJ</p>	<p><u>Dec 2021</u></p> <p><u>Mar 2022</u></p> <p><u>July 2022</u></p>

	Two-to- one tuition for 10 vulnerable pupils	<p>strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Despite, EEF research demonstrating little impact from one to one, we have found that the additional support enables increased confidence and gains in learning which support classroom lessons whilst nurturing positive SEMH.</p>			
<p>Family Support Worker and other MH 1st Aiders to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain the Expected Standard in reading, writing and mathematics and/or make expected progress from their starting points.</p> <p>COST: £15,874</p> <p>BARRIER:A, C, D, E</p>	<p>Family Support Worker to provide one-to-one pastoral and learning needs of vulnerable pupils.</p> <p>FSW to provide additional Teaching Support for Pupil Premium pupils during English and maths lessons.</p> <p>FSW to support pupils and families with challenge and school attendance.</p>	<p>Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements.</p> <p>Three broad categories of the interventions:</p> <ol style="list-style-type: none"> 1. Universal programmes which generally take place in the classroom, such as PSHE programme; 2. More specialised programmes delivered by the FSW which are targeted at students with SEMH, 3. School-level approaches to developing a positive school 	<p>Case Studies</p> <p>Learner Dispositions</p> <p>Pupil Voice</p> <p>Attendance</p> <p>FSW Evaluation</p> <p>HT Monitoring</p>	LH/FT	<p>Dec 2021:</p> <p>Mar 2022:</p> <p>July 2022:</p>

		<p>ethos: greater engagement in learning, such as Forest Schools.</p> <p>Increased attendance helps to narrow attainment gaps with peers.</p> <p>Behaviour interventions: Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential.</p> <p>Nurture small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have the most impact.</p>			
Total budgeted cost					£20,374

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Monitor and evaluate	Staff lead	Review date
Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs and are given opportunities beyond the formal curriculum	<p>PP pupils targeted for extra- curricular clubs.</p> <p>Provide extra-curricular and/or</p>	<p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school.</p> <p>A wide range of adventure activities are linked with</p>	<p>% of PP pupil attending extra-curricular clubs.</p> <p>Learner Dispositions</p> <p>Pupil Voice</p>	AH, GG, SLG, LH	<p><u>Dec 2021:</u></p> <p><u>Mar 2022:</u></p> <p><u>July 2022</u></p>

<p>Additional adults provide extracurricular opportunities.</p> <p>Pupil Premium pupils are individually targeted for extra-curricular clubs.</p> <p>COST: 3,000</p> <p>Enrichment: £3,000</p> <p>BARRIER: A, C,E and F</p>	<p>enrichment opportunities.</p> <p>Pupils from disadvantaged backgrounds targeted for some bespoke clubs/activities.</p>	<p>increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</p> <p>Approaches to learning can have impact on confidence and relationships in school. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests.</p>	<p>% attending extra-curricular clubs</p>		
				Total budgeted cost	£3,000
104,238				TOTAL i-iii	£104,264
IN SUMMARY:					- £26

VERSION 1: September, 2021 F. Tiernan and G. Geoghegan