



**St Ralph
Sherwin**
Catholic Multi Academy Trust

3 Year Pupil Premium Strategy Plan [St John Fisher]



SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [2021-2022]

Pupil Premium Lead	Saul Ratcliffe	Governor Lead	Jo Ludlow
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CURRENT PUPIL INFORMATION [2021 - 2022]

Total number of pupils:	204	Total pupil premium budget:	£72,630 £7830 - RPF	Date of most recent PP Review:	September 2021
Number of pupils eligible for pupil premium:	40	Amount of pupil premium received per child:	£1,345	Publish Date:	October 2021
Proportion of disadvantaged pupils:	19.61%	Date for next internal review of this strategy:	February 2022	Statement authorised by:	

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	21	52.5%
Girls	19	47.5%
SEN support	5	12.5%
EHC plan	2	5%
EAL	2	5%

*Adapt or add to these groups based on your school's context

Assessment data for previous 3 years *

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	50%	79%	76%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	83%	77%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	83%	77%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	67%	92%	87%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	67%	73%	72%	57%	74%	72%
% meeting EXP or exceeded in Reading	67%	73%	72%	62%	79%	77%
% meeting EXP or exceeded in Writing	67%	73%	72%	59%	76%	74%

% meeting EXP or exceeded in Maths (Number)	100%	85%	86%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)				56%	73%	71%
% meeting EXP or exceeded in Reading				63%	79%	77%
% meeting EXP or exceeded in Writing				58%	76%	73%
% meeting EXP or exceeded in Number				66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	80%	88%	86%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	83%	87%	86%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check				68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths			70%	50%	69%	65%
% meeting expected standard or above in reading	57%	78%	73%	62%	78%	75%
% meeting expected standard or above in writing	57%	74%	70%	55%	73%	69%

% meeting expected standard or above in maths	57%	74%	70%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths			73%	51%	69%	65%
% meeting expected standard or above in reading	40%	84%	77%	60%	78%	75%
% meeting expected standard or above in writing	40%	84%	77%	53%	73%	70%
% meeting expected standard or above in maths	60%	84%	80%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths				50%	68%	64%
% meeting expected standard or above in reading				61%	78%	76%
% meeting expected standard or above in writing				52%	71%	68%
% meeting expected standard or above in maths				60%	78%	75%

KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	50%	61%	57%	51%	71%	65%

KS2 Data 2018-19						
Progress score in reading	0.3	0.2	0.2	-0.62	0.32	0.03
Progress score in writing	-3	-2.2	-2.5	-0.50	0.27	0.03
Progress score in maths	-0.2	-1.4	-1	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	50%	68%	63%	51%	70%	64%
Progress score in reading	1	0.6	0.7	-0.60	0.30	0.03
Progress score in writing	-3	-0.8	-1.4	-0.40	0.20	0.03
Progress score in maths	-0.2	-0.6	-0.5	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined				48%	67%	61%
Progress score in reading				-0.70	0.30	0.00
Progress score in writing				-0.40	0.20	0.00
Progress score in maths				-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2019-20	88.12%	90.2%	na
2018-19	94.81%	95.9%	96%
2017-18	93.59%	96.6%	95.8%

* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Low starting points in the Early Years Foundation Stage	
B	Mental health and well-being of pupils post COVID-19 (Linked to PASS Survey results 2021)	
C	Writing across the school is a key priority due to low entry points	
External Barriers (such as poor attendance)		
D	Pupils' limited life experiences and their lack of ability to make their learning real and contextualised results in decreased gains in 'Capital Culture'.	
E	Difficulty in engaging within the school and local community.	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Increased writing outcomes for PP children across the whole school to be in-line with their non-PP peers.	<ul style="list-style-type: none"> - Embed TfW across the school. - Increased % of children achieving EXS and above - Increased % of good or better teaching in literacy / reading

		<ul style="list-style-type: none"> - Access to extra resources for PP children to facilitate learning from home - Early intervention based on pupil progress meetings - Exposure to high quality texts to support reading and writing
B	PP Children to make at least good progress in all areas across the curriculum and for support to be offered if this is in any way dubious.	<ul style="list-style-type: none"> - Increased % of good or better teaching - CPD courses to support PP children and their engagement - In house coaching and mentoring to support pedagogical practises. - Assessment points focus on PP children and their progress not attainment (initially) - Increased % of attendance of PP children
C	Children to receive additional enrichment activities experiences to support learning	<ul style="list-style-type: none"> - Audit of current enrichment - Pupil questionnaire of what enrichment children would like to see / take part of - Increase the % of PP children taking up enrichment opportunities - Detailed recording of start and exit points of enrichment to see the progress and the benefits of the experience
D	Supporting PP children with social, emotional or health needs which have been identified or are suspected.	<ul style="list-style-type: none"> - Increased and improved recording on Edukey of meetings and agreed actions as well as provisions to target children early with intervention and support as required. - Faith in Families supporting an increased % of PP children - Children and families to receive targeted support in school or to be signposted to external services if applicable
E	Supporting children with their attendance and engagement within school and enrichment activities	<ul style="list-style-type: none"> - FSM children to have improved scores on the PASS survey.

		<ul style="list-style-type: none"> - Increase of FSM children engaging in extra-curricular activities -
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3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)					
Member of staff responsible:					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure

1. All children to receive targeted support	A	EYFS to receive targeted support based on their baseline results in October.	From the second half of the Advent term.	15.5 hours per week, for 33 weeks.	Children low on baseline to receive targeted support and seeing positive progress each assessment cycle with the aim to achieve GLD and the ELG
	A, C	Y2 children to receive extra support with the continuation of the Phonics check for 2021 Advent term	October half term Check w/c 7/9, 21/9, 5/10, 19/10	90 minutes per day, for 6 weeks	
	A, B, C	KS1 to receive extra support in the lead up to SATs	Start of Lenten term until June 2022. Fortnightly checks to be carried out.	2 hours per day, for 16 weeks	Children highlighted to be 'at risk', all pass the Phonics screen check in October 2020.
	A, B, C	Year 1 to receive a phonics 'champion' to target those most behind.	Lent 2 until Phonics check week in June. Fortnightly assessments	5 hours per week, for 12 weeks	Children in Y2 who are at risk of not making EXS are targeted intensively from the Lenten term.
	A, B, C	Year 1 to receive early intervention for those who didn't make the reading ELG	September 2021 Weekly checks	5 hours per week for 6 weeks	Children to receive phonic intervention from the second half of the Lenten term. intervention to bring in line with peers.

	B, C	Year 6 to receive interventions which target the needs of the individual pupils from SLT	From Lenten Term Fortnightly checks on progress and attainment	6 hours per week, for 11 weeks	Children who didn't make the reading ELG will receive intensive intervention to bring inline with peers. Increased attainment and progress made during the programme.
2. Increased reading attainment	A, C	Interventions to be focussed in and around reading. Classes to develop reading areas to promote the love of books and reading for pleasure. Rolling programme plan for a phase per year to update their whole class sets of reading books, to link around themes or topics within their year groups. PP children to receive books to take home and keep promoting reading.	September 2021 Monthly checks on progress of reading and the uptake of reading for pleasure in each year group	£1260 over 3 years. £5 per book, 36 per class, 7 year groups	More children reading for pleasure. Greater number of children able to talk about authors and books which they have read.

<p>3. Improved tracking towards age related expectations for PP children. Monitoring individual PP children to aid intervention if required.</p>	<p>ALL</p>	<p>Training for staff on 'Insight' to track progress of PP pupils. Copies of the year group expectations for each staff member so that staff are aware of exactly what needs to be taught in the year group – linked to the progression documents.</p>	<p>Data drop 1 (Autumn term) Autumn term 1 Planning checks to see that this is being utilised effectively.</p>	<p>Insight cost £828 Cost of Edukey 968 Cost of phonics tracker 160 Total £1956</p>	<p>Pupil premium children are being effectively tracked, challenged and stretched. Lessons are in-line with the National Curriculum expectations. Lessons stretch and engage pupil premium children.</p>
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
<p>1 To rapidly improve maths attainment and progress for all children.</p>	<p>A, B, D</p>	<p>Pupil Progress meetings to look at data to help formulate maths interventions</p>	<p>Pupil progress meetings after each data drop. 3 x per year</p>	<p>SLT Time for PP meetings</p>	<p>Children who are at risk of falling behind as identified in the progress meetings are no longer at risk. A greater number of children are on track to EXS.</p>

<p>2 To rapidly improve writing attainment and progress for all children.</p>	<p>C</p>	<p>Targeted writing interventions -following baseline Talk For Writing Training</p>	<p>TFW – INSET Date tbc.</p>	<p>TFW Training cost = £1,000 Training resources per class</p>	<p>Children who are at risk of falling behind as identified in the progress meetings are no longer at risk. A greater number of children are on track to EXS</p>
<p>3 To rapidly improve reading attainment and progress for all children.</p>	<p>D, E</p>	<p>Targeted reading intervention and support – following the baseline discussions.</p>		<p>Staff cost 20 minutes per day, 5 days a week, per class</p>	<p>Reading improvements from baseline assessment. Children improve their reading for pleasure results.</p>

4 Data interpretation, ensuring teaching is focussed on gaps and specific groupings.	ALL	Pupil progress meetings 4 per year. Data interpretation	3 data drops per year. 1 baseline and 2 formal ones	DHT time for data interpretation 3 hours per cycle. HT & DHT time for pupil progress meetings and cover for the meetings for teachers 7hrs per cycle.	
5 Support for Year 6 in preparation of SATs	B, C, D	Children to receive targeted support in the lead up to SATs to target children who are identified at risk of not achieving the expected standard	Pentecost 1 – after Easter until SATs	DHT time for supporting individuals/groups who require support.	
6. Support for specific children based on the PASS results.	B	Children to receive targeted intervention to help support the PASS information.	Advent 2 Until the end of the year	Learning Mentor time. Cost already factored into (see below)	A greater percentage of children have a more positive attitude to school.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: JGi					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1. To support children to manage their emotions and behaviours	B, E	Zones of Emotional Regulation	All year Review monthly by reviewing behavioural incidents	£750	Children are aware of their feelings and know how to deal with their emotions. Less disruptive behaviours Fewer sanctions handed out
2. To support PP children who require additional needs to manage behaviours at lunch at break times	B, D, E	To meet with the PP children regularly, discuss strategies, facilitate games at breaks and reduce the behavioural incidents with the children working directly with the learning mentor.	All year Review monthly with the learning mentor and class teachers. Performance management of the Learning Mentor.	Learning Mentor cost	Reduced number of behavioural incidents. Children are able to manage emotions before physical interventions.

<p>3. Faith in Families – to support children and their families. To improve the mental health of children and parents.</p>	<p>B, D, E</p>	<p>1:1 Counselling and family support for children and their parents</p>	<p>All year including half terms.</p>	<p>1 day per week for 39 weeks.</p>	<p>Pupil premium children have a better understanding of problems and how to deal with these. Families receive support where they need it most.</p>
<p>4. Emotion coaching</p>	<p>B</p>	<p>Children to receive emotional coaching. Staff to be trained in delivering emotion coaching</p>	<p>All year</p>	<p>£1,250</p>	<p>Children know how to manage their emotions. How to deal effectively with the daily issues the children face. Reduction in behavioural issues.</p>
<p>5. Reserve fund for uniform, trips, days out for children who may otherwise struggle to receive these additional enrichment opportunities.</p>	<p>N/A</p>	<p>All PP children to receive experiences offered to the whole school with finance not being of concern.</p>	<p>All year</p>		<p>Children engage in school and enrichment opportunities. Children's well-being and happiness improves.</p>

PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. All children to receive targeted support	A	EYFS to receive targeted support based on their baseline results in October.	EEF	Observation	AB SR JGi	January '22 AB LF
	A	Y2 children to receive extra support with the continuation of the Phonics check for 2021 Advent term	DfE EEF National Literacy	Data tracking Observations	TM	Post Phonics check TM AB
	A	KS1 to receive extra support in the lead up to SATs	EEF	Observations	TM	

	A / C	Year 1 to receive a phonics 'champion' to target those most behind.	EEF	Observations Book looks Data tracking	TM	Post Phonics check TM AB
	A/B/C	Year 1 to receive early intervention for those who didn't make the reading ELG	EEF			
	C/B	Year 6 to receive interventions which target the needs of the individual pupils from SLT	Data drops, the information from teachers and the preparation required to sit formal testing	Observations Books Data tracking	KG SR AB	Post SATs check SR/AB/KG
Increased reading attainment	A / C	Interventions to be focussed in and around reading. Classes to develop reading areas to promote the love of books and reading for pleasure. Rolling programme plan for a phase per year to update their	EEF National literacy trust	Observations CPD DATA	AB TM	Half termly

		<p>whole class sets of reading books, to link around themes or topics within their year groups.</p> <p>PP children to receive books to take home and keep promoting reading.</p>				
Improved tracking towards age related expectations for PP children. Monitoring individual PP children to aid intervention if required.	ALL	<p>Training for staff on 'Insight' to track progress of PP pupils.</p> <p>Copies of the year group expectations for each staff member so that staff are aware of exactly what needs to be taught in the year group – linked to the progression documents.</p>		CPD	AB SR	Prior to first data drop, Advent 2

TOTAL estimated budgeted cost? **£19,383**

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
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1 To rapidly improve maths attainment and progress for all children.	A, B, D	Pupil Progress meetings to look at data to help formulate maths interventions	EEF Maths hb The need to improve maths across the school	Observations Pupil discussion Data	KG SR AB	Pupil progress meetings after each data drop. 3 x per year
2 To rapidly improve writing attainment and progress for all children.	C	Targeted writing interventions - following baseline Talk For Writing Training	EEF The need to improve writing across the school	Observations Pupil discussion Data	AB TM	TFW - INSET Date tbc.
3 To rapidly improve reading attainment and progress for all children.	D, E	Targeted reading intervention and support - following the baseline discussions.	National Literacy	Data Observations Pupil discussions	AB TM	
4 Data interpretation, ensuring teaching is focussed on gaps and specific groupings.	ALL	Pupil progress meetings 4 per year. Data interpretation			SR/AB/JGi	3 data drops per year. 1 baseline and 2 formal ones
5 Support for Year 6 in preparation of SATs	B, C, D	Children to receive targeted support in the lead up to SATs to target children who are identified at			KG SR	Pentecost 1 - after Easter until SATs

		risk of not achieving the expected standard			AB	
6. Support for specific children based on the PASS results.	B	Children to receive targeted intervention to help support the PASS information.	PASS Survey Results	Observations PASS Survey Results	AB SR RW	
TOTAL estimated budgeted cost?						£13,173

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1. To support children to manage their emotions and behaviours	B, E	Zones of Emotional Regulation	The need for the children to regulate their emotions to facilitate learning	Daily ZRE sessions	JGi	Termly JGi
2. To support PP children who require additional needs to manage behaviours at lunch at break times	B, D, E	To meet with the PP children regularly, discuss strategies, facilitate games at breaks and reduce the behavioural incidents with the children working directly with the learning mentor.	To support children in their free time to manage and regulate.		RW	Review of behavioural incidents

3. Faith in Families – to support children and their families. To improve the mental health of children and parents.	B, D, E	1:1 Counselling and family support for children and their parents		Review of sessions	LA AB JGi	Reporting termly to SLT
4. Emotion coaching	B	Children to receive emotional coaching. Staff to be trained in delivering emotion coaching			JGi	
5. Reserve fund for uniform, trips, days out for children who may otherwise struggle to receive these additional enrichment opportunities.	N/A	All PP children to receive experiences offered to the whole school with finance not being of concern.			AB Admin	
TOTAL estimated budgeted cost?						£40,074

Total budgeted spend = £72,630

REVIEW OF 3 YEAR STRATEGY [2020-2021]

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	Negatively impacted on attendance. Remote learning was consistent.	Learning Mentor to liaise with pp children whose attendance is of concern. Help offered to families who may require support.
How do you know disadvantaged pupils' starting points following lockdown across subjects?	Baseline assessments in all subjects	Use the assessments to plan next steps in learning.
What work have you done to establish the impact on pupils and their families?		

Do families know the impact of the pandemic on themselves and their child/ren?		
How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?	Our PASS Survey highlighted some interesting points to us about our PP children. They have lower aspirations, lower attitudes to learning and lower self worth/belief	Focus groups with Learning mentor to support this using the interventions from PASS.
What learning/experiences positive and negative took place (influences) and what was the impact?	Safeguarding, Social, economic, incorrect teaching, misconceptions embedded.	Correct misconceptions as they arise, focus time on teaching methods and explanations.
Impact of your strategies to mitigate/lessen the impact of lockdown?		
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Cultural capital, Knowledge, routines, experiences, discussions	Build in opportunities to explore cultural capital. Embed routines from day one and include worthwhile discussions
Have you identified more vulnerable groups because of this?	Mental health	A focus on children's mental health.

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. All children to receive targeted support	Interventions in EYFS	Med	This hasn't happened as well as hoped due to bubbles. However, the interventions that took place and the support offered to children has shown impact.
2. Increased reading attainment	<p>Interventions to be focussed in and around reading.</p> <p>Classes to develop reading areas to promote the love of books and reading for pleasure.</p> <p>Rolling programme plan for a phase per year to update their whole class sets of reading books, to link around themes or topics within their year groups.</p> <p>PP children to receive books to take home and keep promoting reading.</p>	<p>Med</p> <p>High</p> <p>Med</p> <p>Low</p>	<p>Introduction of whole class reading is supporting all, particularly with fluency and enjoyment</p> <p>High quality reading areas are now evident stocked with a great range of age appropriate books.</p> <p>This is starting well and will continue</p> <p>This hasn't happened but is budgeted for next year.</p>
3. Improved tracking towards age related expectations for PP children. Monitoring individual PP children to aid intervention if required.	<p>Training for staff on 'Insight' to track progress of PP pupils.</p> <p>Copies of the year group expectations for each staff member so that staff are aware of exactly what needs to be taught in the year group – linked to the progression documents.</p>	<p>High</p> <p>High</p>	<p>This will continue, staff are now more able to track trends and can identify the children to keep an eye out for to ensure they make expected progress.</p> <p>Staff are more intune with what 'expected' looks like for each year group.</p>

TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1 To rapidly improve maths attainment and progress for all children.	Pupil Progress meetings to look at data to help formulate maths interventions	High	This will continue, highlighting children early on helps to close gaps before they widen.
2 To rapidly improve writing attainment and progress for all children.	Targeted writing interventions - following baseline Talk For Writing Training	Low	This will resume as initially intended – due to bubbles, focus support was delivered in class instead of externally.
3 To rapidly improve reading attainment and progress for all children.	Targeted reading intervention and support – following the baseline discussions.	Low	This will resume as initially intended – due to bubbles, focus support was delivered in class instead of externally.
4 To improve the outcomes for Year 6 based on the baseline data	Small group teaching for Year 6, 3 mornings per week.	Med	This won't continue initially. DHT, KG and TF took Y6 into 3 groups to deliver focus teaching until Christmas, then TF and KG took the children into 2 groups for the remainder of the year. Children made progress as expected. Some children made better than expected, especially the key worker children who were in during Jan lockdown.
5 Data interpretation, ensuring teaching is focussed on gaps and specific groupings.	Pupil progress meetings 4 per year. Data interpretation	High	This will continue, highlighting children early on helps to close gaps before they widen.
6 Support for Year 6 in	Children to receive targeted support in the lead up to SATs to target children	Low/Med	Support was given all year in Year 6, the SATs didn't run so this can't be truly evaluated, however, children were constantly supported and challenged if it was felt they wouldn't achieve

preparation of SATs	who are identified at risk of not achieving the expected standard		the expected standard. This will continue next year.
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WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. To support children to manage their emotions and behaviours	Zones of Emotional Regulation	Med	This will continue, children are now more able to explain their feelings and emotions relating to incidents and issues in the classroom.
2. To support PP children who require additional needs to manage behaviours at lunch at break times	To meet with the PP children regularly, discuss strategies, facilitate games at breaks and reduce the behavioural incidents with the children working directly with the learning mentor.	Med	Learning mentor was on the playground for nearly all break and lunchtimes and this will continue due to the reduction in incidents.
3. Faith in Families – to support children and their families. To improve the mental health of children and parents.	1:1 sessions with Beth and Leroy including lockdown phone calls and teams sessions	Med	Children still continued to receive support from FiF last year, including those children who were at home due to lockdown and bubble closures. Continuing.
4. Emotion coaching			
5. Reserve fund for uniform, trips, days out for children who may otherwise struggle to receive these	Trips / equipment After school	Med High	No trips have taken place this year, all equipment was provided for children so no hardship to parents. Funding was there for children to attend after school opportunities. These will continue next year.

additional enrichment opportunities.			
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ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	At LGB meetings. Staff meetings.
How do you know staff understand the strategy and apply correctly?	Checking understanding during staff meetings and data conversations.