



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



## 3 Year Pupil Premium Strategy Plan 2022-2023

[St John Fisher CVA]

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION [2022-23]

Pupil Premium Lead	Saul Ratcliffe	Governor Lead	Patricia Hurd	Trust Lead	Kate Mann
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#### CURRENT PUPIL INFORMATION [2022-23]

Total number of pupils in school:	203	Total pupil premium allocation:	£59,552 £15,795 SLTG	Date of most recent PP Review:	No formal accredited review has taken place – internally reviewed October 2022 by the head, who is a PP reviewer
		Carried over funding from 2021/22:	£0		
Number of pupils eligible for pupil premium:	39	Recovery Premium Funding (RPF):	£6,235	Publish Date:	October 2022

## SUMMARY INFORMATION

		RPF Carried over funding from 2021/22:	£0		
Proportion of disadvantaged pupils %:	19.2	Total PP and RPF budget: Included is the SLTG funding	£81,852	Statement authorised by:	

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	21	53.8%
Girls	18	46.2%
SEN support	7	18.4%
EHC plan	1	2.7%
EAL	8	20.5%

## BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	Language and communication skills are low upon entry across all phases	
B	Mental health and well-being of pupils (Linked to PASS Survey results 2022)	
C	Writing across the school is a key priority due to low entry points	
D	Maths retention of key skills and knowledge including reasoning skills	
External Barriers (such as poor attendance)		
E	Pupils' limited life experiences and their lack of ability to make their learning real and contextualised results in decreased gains in 'Capital Culture'.	
F	Attendance for the pupil premium children including leave in term time	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	For our disadvantaged children coming to our school, regardless of stage of their education, have improved communication skills so that they are able to communicate effectively with both staff and peers in addition to completing their work to a level inline with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>- Children are able to communicate how they are feeling, using the language of zones</li> <li>- Children to use the language and vocabulary learnt in lessons to support their communication with peers and staff</li> </ul>
B	Improved mental health and the well-being of disadvantaged pupils is evidenced in the repeating of the PASS Survey results. Children are better equipped with usable strategies in place to support and develop their self-regulation.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Faith in Families supporting an increased % of PP children</li> <li>- Children and families to receive targeted support in school or to be signposted to external services if applicable</li> <li>- An improvement in the PASS Survey results amongst PP children.</li> <li>- ELSA support for children who have been identified</li> <li>- ZONES toolkits are implemented to further allow children to choose the correct tools to support their zone.</li> </ul>

C	<p>Increased writing outcomes for PP children across the whole school to be in-line with their non-PP peers.</p> <p>Children to receive additional enrichment activities experiences to support learning</p>	<ul style="list-style-type: none"> <li>- To further develop TfW across the school including Early Years.</li> <li>- Children to be confident story tellers within EYFS</li> <li>- Increased phonics screening check results</li> <li>- Increased % of children achieving EXS and above</li> <li>- Increased % of good or better teaching in literacy / reading</li> <li>- Access to extra resources for PP children to facilitate learning from home</li> <li>- Early intervention based on pupil progress meetings</li> </ul> <p>Exposure to high quality texts to support reading and writing, decodable where applicable</p>
D	<p>For confidence in reasoning and problem solving and recall of prior knowledge to be improved in maths for our disadvantaged pupils, so that expected, or greater than expected, progress can be made and the progress and attainment gaps reduced across school between disadvantaged and their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>- Children are able to recall accurately in daily practise</li> <li>- Children to know subject specific vocabulary to assist their understanding of worded problems</li> </ul> <p>Regular data analysis to highlight improvements</p>
E	<p>Pupils have improved experiences adding to their enrichment and cultural capital experience.</p>	<ul style="list-style-type: none"> <li>- Audit of current enrichment</li> <li>- Pupil questionnaire of what enrichment children would like to see / take part of</li> <li>- Increase the % of PP children taking up enrichment opportunities</li> </ul> <p>Detailed recording of start and exit points of enrichment to see the progress and the benefits of the experience</p>
F	<p>Pupils' attendance improves within all disadvantaged groups with a particular emphasis on boys.</p>	<ul style="list-style-type: none"> <li>- Increased attendance % of PP children compared to the previous year, including termly reviews.</li> </ul>

	<p>Pupils enjoyment of school improves due to improved attendance and knowledge retention improves.</p>	<ul style="list-style-type: none"><li>- Children's enjoyment of school improves over the next year.</li><li>- Pupils know and remember more due to increased time in school.</li><li>- Pupils are rewarded for their improved attendance.</li><li>- FSM children to have improved scores on the PASS survey.</li><li>- Increase of FSM children engaging in extra-curricular activities</li></ul>
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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)	Approx. Costings (for the 3 years)	Success measure
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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. at £20 p/h <b>£10,230</b>	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 in preparation of the phonics re-check in June 2023	Regular half termly checks	30 minutes per day, for 20 weeks at £20 p/h = <b>£1000 (2.5hrs wk, x20wks, x £20)</b>	Children highlighted to be 'at risk' are intervened to keep up, not catch up.
	A, B, C	KS1 to receive extra support in the lead up to SATs	Start of Lenten term until June 2023. Fortnightly checks to be carried out.	1 hour per day, for 16 weeks at £20 p/h = <b>£1600</b>	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 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 at £20 p/h = <b>£1200</b>	Children to receive phonic intervention from the second half of the Lenten term. intervention to bring in line with peers.
	A, B, C	Year 1 to receive early intervention for those who didn't make the reading ELG	September 2022 Weekly checks	5 hours per week for 6 weeks at £20 p/h = <b>£600</b>	

2. Increased reading attainment	A, C	<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><del>PP children to receive books to take home and keep promoting reading.</del></p>	<p>September 2022</p> <p>Monthly checks on progress of reading and the uptake of reading for pleasure in each year group</p>	<p><b>£1,260</b> over 3 years. £5 per book, 36 per class, 7 year groups</p>	<p>More children reading for pleasure.</p> <p>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.	ALL	<p>Training for staff on 'Insight' to track progress of PP pupils.</p> <p>Pupil Progress meetings highlight children who are in need of interventions across all subjects.</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>Data drop 1 (Autumn term) And ongoing for SLs</p> <p>After each data cycle</p> <p>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</p> <p>Total <b>£1956</b></p>	<p>Pupil premium children are being effectively tracked, challenged and stretched.</p> <p>Lessons are in-line with the National Curriculum expectations. Lessons stretch and engage pupil premium children.</p>
				<b>£24,842</b>	

## TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:



Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
1 To rapidly improve maths attainment and progress for all children.	A, B, D	<p>Pupil Progress meetings to look at data to help formulate maths interventions</p> <p>1<sup>st</sup> Class number intervention – EEF – maths intervention for children in Yr 2 &amp; 3</p> <p>Maths intervention for Yr5</p> <p>Maths intervention for Yr1</p>	<p>Pupil progress meetings after each data drop.</p> <p>3 x per year</p> <p>6 weekly blocks for the academic year.</p>	<p><b>SLT Time for PP meetings</b>  <b>£53 p/h, 20 hours per year</b>  <b>= £1060</b></p> <p><b>Running cost of maths interventions £20 hr, 6 hours per week, 36 weeks of the year = £4,320</b></p>	<p>Children who are at risk of falling behind as identified in the progress meetings are no longer at risk.</p> <p>A greater number of children are on track to EXS.</p>
2 To rapidly improve writing attainment and progress for all children.	C	<p>Targeted writing interventions -following baseline</p> <p>Talk For Writing live lessons for 'Teach Live Grammar'.</p> <p>Handwriting interventions across KS2</p>	<p>Lent Term – 10 weeks</p> <p>6 week blocks each half term</p> <p>1 hr per week</p>	<p><b>Live sessions £360</b></p> <p><b>£20hr, 1 hr per week, 6 weeks</b>  <b>£120 per half term</b>  <b>£720 per year</b></p>	<p>Children who are at risk of falling behind as identified in the progress meetings are no longer at risk.</p> <p>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>1:1 readers across the Key Stages</p> <p>L'explore Analytics – training for TA and Inclusion Lead – screening of identified children - interventions in place from – Lent 2023</p>	<p>End of Pentecost – 4x weekly readers from Advent 1</p>	<p><b>Staff cost £20hr, 1hr per day, 4 days a week, per class £3,120</b></p> <p><b>£600 training</b></p> <p><b>Baseline:</b> 20 minutes per child – 39 children @ £20hr =<b>£260</b></p> <p><b>Interventions:</b> 15 minutes per child, 39 children. 1 x week, 23 weeks = <b>£4485</b></p>	<p>Reading improvements from baseline assessment.</p> <p>Children improve their reading for pleasure results.</p>
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<p>4 Data interpretation, ensuring teaching is focussed on gaps and specific groupings.</p>	<p>ALL</p>	<p>Pupil progress meetings 4 per year. Data interpretation</p>	<p>3 data drops per year. 1 baseline and 2 formal ones</p>	<p>DHT time for data interpretation £53 p/hr 3 hours per cycle. <b>£477</b> HT &amp; DHT time for pupil progress meetings (£120 p/hr) and cover for the meetings for teachers (£25 p/hr) 7hrs per cycle. <b>£4060</b></p>	<p>Data identifies gaps in progress and attainment</p> <p>Children's gaps are taught and the attainment gap between PP and Non PP closes.</p>
<p>5 Support for Year 6 in preparation of SATs</p>	<p>B, C, D</p>	<p>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</p>	<p>Lent 2 – after Easter until SATs</p>	<p>DHT time for supporting individuals/groups who require support. £53 p/hr, 3 hours per day, 4 days per week for 6 weeks. <b>£1260</b></p>	

6. Support for specific children based on the PASS results.	B	Children to receive targeted intervention to help support the PASS information.	Lent 1 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.
NTP Contribution for tuition	A, B, C, D	Children to receive targeted tuition from internal staff (See DJF NTP Plan) 40% contribution as per DfE guidance and guidelines.	Lent onwards Reviewed every 4 hours.	£2056	
				£22,173	

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

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
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<p>1. To support children to manage their emotions and behaviours</p>	<p>B, E</p>	<p>Zones of Emotional Regulation</p> <p>RSHE Curriculum to support mental health in addition to curriculum coverage.</p> <p>Enhance and develop the reflection room provision to help children emotionally regulate when required.</p> <p>Eco Champions, Anti-bullying ambassadors, Pupil Parliament clubs to enhance emotional behaviours provision.</p>	<p>All year</p> <p>Review monthly by reviewing behavioural incidents</p>	<p><b>£750</b></p> <p><b>£350</b></p>	<p>Children are aware of their feelings and know how to deal with their emotions.</p> <p>Less disruptive behaviours</p> <p>Fewer sanctions handed out</p>
<p>2. To support PP children who require additional needs to manage behaviours at lunch at break times</p>	<p>B, D, E</p>	<p>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.</p> <p>ELSA Groups to support those who struggle with emotion and supporting those.</p> <p>1:1 sessions with children who require additional support.</p> <p>Monitoring of the attendance to identify absence patterns, meet with parents, work and liaise with the EWS regarding persistent absence – including work with the children inside school.</p>	<p>All year</p> <p>Review monthly with the learning mentor and class teachers.</p> <p>Performance management of the Learning Mentor.</p>	<p>Learning Mentor cost</p> <p><b>£25,000</b></p>	<p>Reduced number of behavioural incidents.</p> <p>Children are able to manage emotions before physical interventions.</p>

<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 fortnight for 39 weeks.  <b>£5,000 (appx)</b></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  Not 2022-23</p>	<p><b>£1,250</b></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><b>£3567</b></p>	<p>Children engage in school and enrichment opportunities. Children's well-being and happiness improves.</p>

				£34,567	
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## PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome ( <a href="#">link to barrier</a> )	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	Post Phonics check
	A / C	Year 1 to receive a phonics 'champion' to	EEF	Observations	TM	Post Phonics check

	A/B/C	target those most behind.	EEF	Book looks Data tracking		TM AB
	C/B	Year 1 to receive early intervention for those who didn't make the reading ELG  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 whole class sets of reading books, to link	EEF National literacy trust	Observations CPD DATA	AB TM	Half termly



		around themes or topics within their year groups.  PP children to receive books to take home and keep promoting reading.				
Improved tracking towards age related expectations for PP children. Monitoring individual PP children to aid intervention if required.	ALL	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.		CPD	AB SR	Prior to first data drop, Advent 2
TOTAL estimated budgeted cost:						<b>£19,383</b>
Of which from RP funding:						

### TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome <a href="#" style="color: white;">(link to barrier)</a>	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 risk of not achieving			KG SR AB	Pentecost 1 – after Easter until SATs

		the expected standard				
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	<b>Observations</b> <b>PASS Survey Results</b>	AB SR RW	
TOTAL estimated budgeted cost:						£13,173
Of which from RP funding:						

## WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome <a href="#">(link to barrier)</a>	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:						<b>£40,074</b>
Of which from RP funding:						

REVIEW OF 3 YEAR STRATEGY [2020/21]

REVIEW OF 3 YEAR STRATEGY [2021/22]

REVIEW OF 3 YEAR STRATEGY [2022/23]

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  Med  Low, a below national number of GLD	<p>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.</p> <p>This year, there have been more targeted support available and provided for children in EYFS. This support included speech and language interventions, reading, phonics and early maths support to give children the support required.</p> <p>There has been more support available for pupils in EYFS this year, this was focussed around speaking and listening activities as well as 'storyland'. Pupils also received interventions to support early reading in the Early Years.</p> <p>Due to numbers of GLD, interventions in EYFS need to be rethought for the next academic year, to focus around reading, phonics and oracy. They will continue, but may be in a different form.</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>Med</p> <p>Med</p> <p>Low</p> <p>Low</p> <p>Not happened – removed from plan</p>	<p>This is starting well and will continue</p> <p>Books have continued to be purchased, this is to continue into the next year.</p> <p>Books have continued to be purchased. But now, this needs to be reviewed and check usage in order to continue.</p> <p>This hasn't happened but is budgeted for next year.</p> <p>This hasn't happened for children to take home, however, more books have been purchased for children within school to take them home as they wish.</p> <p>Removed from plan 22-23</p>
<p>3. Improved tracking towards age related expectations for PP children. Monitoring individual PP children to aid intervention if required.</p>	<p>Training for staff on 'Insight' to track progress of PP pupils.</p>	<p>High</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>This has been productive again, especially with the addition of new staff. Staff have understood how to spot trends and patterns with data to support planning for PP children earlier. This will continue next year with a large influx of new teaching staff.</p> <p>Staff have had refresher courses into Insight and this has promoted discussions and reflective conversations involving PP children. Some teachers haven't required this, but for those who have it has</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>High</p> <p>High</p> <p>Med</p>	<p>been highly effective, to help focus certain children in lessons.</p> <p>Staff are more ‘intune’ with what ‘expected’ looks like for each year group.</p> <p>Staff have had a better understanding of their year groups curriculum and what the children should be working at and towards.</p> <p>Staff have had these available again this year to support the expectations in the form of the progression documents.</p>
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### 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	<p>High</p> <p>High</p> <p>Med</p>	<p>This will continue, highlighting children early on helps to close gaps before they widen.</p> <p>This has been productive, SLT have a more rounded understanding of the PP children. Support has been offered to class teachers on which children have slipped according to their data in order to further facilitate learning.</p> <p>Pupil progress meetings have continued and the PP children were a focus during these meetings. The data was used to highlight to staff children who aren't making expected progress, however, this wasn't always able to be used to support interventions due to a reduced staff for part of the year. Teachers used the data to support lesson delivery and planning. 77.8% of PP children</p>



			achieved EXS in Maths KS2 SATs, up 33% from the previous year.
2 To rapidly improve writing attainment and progress for all children.	Targeted writing interventions - following baseline  Talk For Writing Training	Low  Low  Not happened this year  Med  Med	This will resume as initially intended – due to bubbles, focus support was delivered in class instead of externally.  Support has been put in place for children who have found this difficult, children have been in receipt of targeted writing support  These haven't happened this year  All staff have received additional training in the delivery of the talk for writing approach, ensuring that all staff are confident in delivery to maximise the pupils' experience and understanding.  Staff have received further TfW training this academic year to further support pedagogy and practice. Staff have utilised this training to maximise pupil engagement and attainment
3 To rapidly improve reading attainment and progress for all children.	Targeted reading intervention and support – following the baseline discussions.	Low  Low  Low	This will resume as initially intended – due to bubbles, focus support was delivered in class instead of externally.  Whilst some reading interventions were delivered to children who required it, this again was completed in classes rather than withdrawal from lessons, which has made for slower progress than anticipated.  The reading interventions which took place supported the Y6 pupils well to sit their



			trust framework. The identification of pupils early who are at risk of not reaching related expectations are identified early
6 Support for Year 6 in preparation of SATs	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	Low/Med  Med  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 the expected standard. This will continue next year.  This happened for a longer period than anticipated due to the behavioural needs within year 6. Children were split into two groups for the majority of the year, and these groups were further split when possible to support all children achieve their full potential. All children were offered additional support sessions before, during and/or after school in groups of up to 6. Whilst the end of year data hasn't been an improvement, the mental health and well-being of children and staff had improved greatly.  Interventions were facilitated for all Year 6 pupils who wanted them and priority was given to the PP children's attendance at the groups. The groups were run in small numbers to ensure effective working.

## 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?
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<p>1. To support children to manage their emotions and behaviours</p>	<p>Zones of Emotional Regulation</p>	<p>Med</p> <p>Med</p> <p>Med/Low</p>	<p>This will continue, children are now more able to explain their feelings and emotions relating to incidents and issues in the classroom.</p> <p>All staff and children are now more able to discuss the zones with confidence, use these to regulate their emotions. This has supported behavioural incidents and encourage restorative conversations.</p> <p>Zones language has been used to support children’s mental health and well-being. Lessons have been utilised alongside RSHE lessons. Children have responded well are aware of the language of zones.</p>
<p>2. To support PP children who require additional needs to manage behaviours at lunch at break times</p>	<p>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.</p>	<p>Med</p> <p>Med</p> <p>Med</p>	<p>Learning mentor was on the playground for nearly all break and lunchtimes and this will continue due to the reduction in incidents.</p> <p>Learning mentor has been on break and lunch duty to support children, especially when they have challenges with their behaviour, or friendship issues.</p> <p>Learning Mentor was available at break and lunch times to support pupils who need direction, support and reflective opportunities. The children had a familiar adult on the playground to support their mental health and well-being.</p>
<p>3. Faith in Families – to support children and their families. To improve the mental health of</p>	<p>1:1 sessions with Beth and Leroy including lockdown phone calls and teams sessions</p>	<p>Med</p> <p>Low/Med</p>	<p>Children still continued to receive support from FiF last year, including those children who were at home due to lockdown and bubble closures. Continuing.</p> <p>Sessions have continued this year, however, the children who see FiF have not had a reduction in</p>



		Low	The uptake in after school provision was greatly reduced and the need for the after school provision hasn't been required. A re-think of this strategy is needed for 23-24
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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.