

Pupil premium strategy statement (primary)

1. Summary information					
School	Stoke Heath				
Academic Year	2020-21	Total PP budget	£158,710	Date of most recent PP Review	October 2020
Total number of pupils	488	Number of pupils eligible for PP	115 (118 BUDGET)	Date for next internal review of this strategy	March 2021

2. Current attainment										
	Pupils eligible for PP (your school) %					Pupils not eligible for PP (national average) %				
% achieving in reading, writing and maths (Year 6 attainment 2018-19 cohort)	R 70	W 80	M 80	G 85	RWM 68	R 73	W 78	M 79	G 78	RWM 65

Internal attainment prior to lockdown. Spring 2020 Expected+

Subject	Year 1	Y1 P	Year 2	Y2 P	Year 3	Y3 P	Year 4	Y4 P	Year 5	Y5 P	Year 6	Y6 P
Reading	61%	63%	43%	67%	60%	75%	67%	88%	63%	80%	71%	81%
Writing	47%	61%	36%	58%	60%	68%	64%	86%	57%	80%	84%	81%
Maths	47%	60%	46%	69%	61%	77%	66%	85%	63%	80%	78%	83%
GPaS	44%	53%	41%	57%	62%	73%	67%	95%	73%	86%	83%	85%
Combined	39%	45%	30%	53%	52%	60%	59%	67%	48%	70%	71%	75%

2020/21 Targets

Subject	Year 1	Y1 P	Year 2	Y2 P	Year 3	Y3 P	Year 4	Y4 P	Year 5	Y5 P	Year 6	Y6 P	
Reading	5%	5%	9%	29%	9%	27%	11%	19%	7%	15%	19%	36%	
Writing	3%	5%	5%	12%	2%	21%	5%	26%	7%	21%	10%	25%	
Maths	2%	5%	5%	23%	5%	23%	15%	41%	13%	43%	17%	56%	
GPaS	5%	5%	13%	7%	13%	30%	15%	41%	22%	42%	24%	58%	
Combined	2%		4%		2%		3%		5%		9%		

PP attainment predictions based on EYFS and KS1 data



Predictions	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP (9)	Other	PP (17)	Other	PP (19)	Other	PP (12)	Other	PP (25)	Other	PP (21)	Other
Reading	22%	60%	52%	59%	56%	62%	82%	86%	76%	91%	81%	74%
Writing	22%	53%	53%	64%	61%	71%	82%	89%	80%	94%	81%	82%
Maths	22%	53%	53%	72%	67%	69%	91%	91%	84%	97%	81%	82%
GPaS	22%	51%	35%	62%	56%	59%	83%	86%	80%	94%	81%	79%
Combined	20%	50%	48%	57%	54%	60%	80%	84%	74%	89%	79%	72%

Greater Depth

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	Other	PP	Other	PP	Other	PP	Other	PP	Other	PP	Other
Reading	0%	4%	0%	5%	17%	21%	0%	36%	16%	15%	0%	18%
Writing	0%	4%	0%	5%	6%	12%	45%	55%	24%	45%	24%	47%
Maths	0%	4%	0%	5%	6%	17%	36%	41%	12%	15%	5%	16%
GPaS	0%	4%	0%	5%	17%	15%	50%	49%	24%	42%	23%	39%
Combined	0%	4%	0%	5%	4%	10%	0%	34%	10%	13%	0%	18%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
	Poor Communication and Language skills and lack of 'school readiness'. Only 30% of our children begin school on track to achieve GLD. This slows progress in subsequent years.	
	English as an Additional Language. More than 50% of our pupils have English as an additional language. Many children converse in their home language outside school and as a result, their access to English at home, including books, is limited.	
	Access to role models who provide aspirational goals and support of education. Low aspirations and limited knowledge or resources to support with learning at home.	
	Social Deprivation. Local area Guidance ■ The school location deprivation indicator was in quintile 5 (most deprived) of all schools. ■ The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.	
	Transience. 41 new children joined our school last year and 37 left. This level of transience is a possible barrier to future attainment.	
	Attendance. Our overall attendance for the last academic year was below 95%, with PP children	
	Vulnerability i.e. Parental separation, alcohol and drug misuse.	
	Social, emotional and mental health needs including low confidence and self esteem	
	Poor resilience and fixed growth mind set	
	Almost one quarter of our PP children have additional SEND needs. Accessing a curriculum matched to their needs when they are working significantly below age related expectations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For data in RWM at the end of KS2 to be improved and sustained over time.	<ul style="list-style-type: none"> All PP children in KS2 to make expected, or better, progress. Pupil Premium data remains at or above National, and in-line with non-PP data, for children achieving the Expected standard at the end of Key Stage 2. The gap between the percentage of PP and non-PP achieving Greater Depth in Writing closes. The gap between the percentage of PP and non-PP achieving Greater Depth in RWM combined closes.
B.	For data in RWM at the end of KS1 to be improved and sustained over time.	<ul style="list-style-type: none"> All PP children in KS1 to make expected, or better, progress. The percentage of PP children achieving the Expected standard in RWM increases and is in-line with National (over a three year trend). The gap between the percentage of PP and non-PP achieving the Expected standard in Writing closes. The gap between the percentage of PP and non-PP achieving the Expected in RWM standard closes.
C.	For the number of children achieving GLD at the end of the Reception year to improve and be sustained over time.	<ul style="list-style-type: none"> The percentage of children achieving GLD is in-line with National data (over a three year trend).

		<ul style="list-style-type: none"> The percentage of PP children achieving GLD is in-line with non-PP children.
D.	To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end of each key stage.	<ul style="list-style-type: none"> The percentage of PP children achieving ARE increases in all year groups, across subjects.
E.	Ensure higher rates of progress across the school for high-attaining pupils eligible for PP.	<ul style="list-style-type: none"> Pupils eligible for PP identified as high ability make at least as much progress as non-PP pupils identified as high ability. The percentage of PP children achieving Greater Depth increases across the school.
F.	Children and families feel empowered to achieve their future aspirations, for themselves and their families.	<ul style="list-style-type: none"> Survey data shows an increased confidence from pupils and families. Levels of engagement with school increase through parents' events, use of the family centre etc. Children can articulate their future aspirations and speak about how they will achieve their goals. Learning behaviours are evident throughout the school. Meetings and support provided contribute to parental ability to support their children to progress in their learning. Parents have access to support and information when they face personal challenge. School staff and families work together effectively to support children and help them make the best progress possible.
G.	Pupils' cultural capital is improved by exposure to a wide range of social/cultural and learning experiences, and Pupil Premium children are fully included in school life.	<ul style="list-style-type: none"> Pupils attend events/visit places/take part in activities they would not ordinarily experience, thereby increasing their educational engagement, improving their language, and increasing levels of aspiration. A wide variety of enrichment experiences and well-developed curriculum will thus improve cultural capital and knowledge. All children access an extra-curricular club each academic year.
H.	Children's attendance is 96% or above. Their punctuality is good.	<ul style="list-style-type: none"> Overall, Pupil Premium children are in school for at least 96% of the academic year. The attendance of Pupil Premium children is in-line with non-Pupil Premium children. Attendance is monitored closely by the SLT and Families Team. Families feel supported by the school with regard to attendance. Actions taken have a positive impact over time.
I.	Children are emotionally literate and display high standards of self-regulation.	<ul style="list-style-type: none"> Children have clear pathways when they need to speak to someone, and they follow these pathways. Pupils are ready to learn in class and are able to manage school and home-life effectively, thereby reducing the need for additional support.

Review 2019-20	
Academic year	2019-2020 Red- Mid Term Review/Pre-Lockdown Blue- additional information for the end of the year.

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>For data in RWM at the end of KS2 to be improved and sustained over time. Projections for end of KS2</p>	<p>Year 6 children to receive targeted support to improve progress and ensure parity in attainment between PP and non-PP children (interventions, teaching groups, booster groups).</p> <p>Projections for End of KS2 due to school closure and cancellation of KS2 SATs</p> <p>W - PP = 74% Non-PP = 90% GD PP = 11% Non-PP = 26%</p> <p>M - PP = 79% Non-PP = 92% GD PP = 26% Non-PP = 35%</p> <p>R - PP = 74% Non-PP = 90% GD PP = 16% Non-PP = 46%</p> <p>G - PP = 74% Non-PP = 95% GD PP = 32% Non-PP = 54%</p> <p>Combined - PP = 68% Non-PP = 87%</p> <p>Combined GD - PP = 0% Non-PP = 26%</p> <p>Although PP percentages achieving EXS and GDS are lower than last year, this is a significant improvement on mock results, and on their Year 5 data. There is also an improvement in overall attainment compared to the Year 6 2018-2019 (W = 87% vs 80%; M = 88% vs 83%; R = 84% vs 68%; G = 88% vs 85%)</p> <p>Use of SLT to provide additional support – DHT to support with GD writing Projection for GD writing is 21%, with PP GD at 11% (2/19 children) Due to school closure, no end of year data available. Projections as above.</p> <p>Deployment of additional qualified teacher time to ensure targeted children in Year 6 have high-quality teaching in small groups. Successful – see above</p> <p>Reactive interventions to address misconceptions at the point of learning, with a focus on the PP children in year groups where difference is greatest. This is ongoing. All class teachers have been issued with a list of their PP children and have identified their individual barriers to</p>	<p>To provide extra support to sustain the closing of the attainment gap between school and National at the end of Key Stage 2. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional academic support with utilising our local community and former students to raise aspirations for the children - they can see the success of people in our local community.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&L consultant is designed to further promote that mindset with staff.</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice. Feedback from T&L consultant.</p>	<p>AHT & SLT</p>	

	<p>learning. Can assess more when data for Spring term is available. Still ongoing. PP list to be reviewed Autumn 2020.</p> <p>Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&L consultant with a focus on quality-first teaching (planning and questioning). Has taken place with further sessions planned. The questioning model (knowledge, comprehension, application) has been reiterated, and teachers have been using this more regularly (as seen during drop-ins etc). Further support is underway with English planning. This continued during partial school closure with a focus on the planning of the English curriculum, with a focus on catering for all children in class. Will continue Autumn 2020.</p> <p>Tightening of assessment practices to ensure groups of children are identified and staff are aware of gaps to be filled to accelerate progress. Assessment practices have been reviewed and staff from Y2 – Y6 are informing teacher assessment using standardised tests. Analysis grids have been completed for these tests, ensuring teachers can clearly identify groups of children to target, as well as the specific gaps in their understanding. This will allow teachers to tailor their teaching to fill those gaps, and it also means they have a specific benchmark to measure attainment and progress against.</p>				
<p>For data in RWM at the end of KS1 to be improved and sustained over time.</p>	<p>Reactive interventions to address misconceptions at the point of learning, with a focus on the PP children in year groups where difference is greatest. This is ongoing. All class teachers have been issued with a list of their PP children and have identified their individual barriers to learning. Can assess more when data for Spring term is available. Still ongoing. PP list to be reviewed Autumn 2020.</p> <p>School-to-school support to ensure highest expectations for our learners and to share best practice. KS1 leader has met with KS1 specialist from another setting. Early Years leader has done the same. Coaching with T&L consultant will support this model</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&L consultant is designed to further promote that mindset with staff.</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice. Feedback from T&L consultant.</p>	<p>AHT and SLT</p>	<p>Jan 2020</p>

	<p>Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&L consultant with a focus on quality-first teaching (planning and questioning). Has taken place with further sessions planned. The questioning model (knowledge, comprehension, application) has been reiterated, and teachers have been using this more regularly (as seen during drop-ins etc). Further support is underway with English planning.</p> <p>Coaching – skilled teachers to work alongside others in school to raise standards in Maths and English lessons. Has begun with Maths and English leaders supporting during lessons. Needs to be widened and systematic.</p> <p>No further updates after March 2020.</p>				
<p>For the number of children achieving GLD at the end of the Reception year to improve and be sustained over time.</p>	<p>All children eligible for PP to be identified at the earliest opportunity so they can be tracked. Initial appeal to parents to submit details for assessment for PP was relatively successful, and now needs to be more targeted for those families who did not respond – ongoing.</p> <p>Identify barriers to children achieving GLD and respond to these. This is ongoing. All class teachers have been issued with a list of their PP children and have identified their individual barriers to learning. Can assess more when data for Spring term is available.</p> <p>Establish links with parents, and engage with them at every opportunity, to promote learning at home. An event where parents were invited to attend to see how their children learn was well-attended (exact number unavailable). These will take place termly. Early years leader exploring more ways to engage parents.</p> <p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. Work ongoing with T&L consultant.</p> <p>To provide CPD opportunities for all staff to develop further skills that will enable QFT and PP pupils to make the most possible progress. Work ongoing with T&L consultant.</p> <p>Continue professional conversations, dialogue at PPMs, and feedback from a range of monitoring, to ensure next</p>	<p>The EEF states that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p>Early education approaches typically include:</p> <p>communication and language activities, play-based learning, interactive story-book reading, physical and creative activities, and support for parents to encourage learning at home</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice.</p>	<p>SLT, DHT (Assessment), Foundation Stage Leader</p>	<p>Jan 2020</p>

	<p>steps for PPP are more clearly identified. Work ongoing. Once identification is complete, this can begin in more earnest.</p> <p>Projected level of GLD was 60%, which was an improvement on 2018-19. A significant amount of work was completed identifying children eligible for PP.</p>				
<p>To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end of each key stage.</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. Work ongoing with T&L consultant.</p> <p>To provide CPD opportunities for all staff to develop further skills that will enable QFT and PP pupils to make the most possible progress. Work ongoing with T&L consultant.</p> <p>Continue professional conversations, dialogue at PPMs, and feedback from a range of monitoring, to ensure next steps for PPP are more clearly identified. Work ongoing. Once identification is complete, this can begin in more earnest.</p> <p>Purchase appropriate additional ICT equipment to equip children for life in the twenty-first century and enhance learning. Purchased Chromebooks – these are based in Year 5. Now need to monitor and evaluate use, reason for use and how outcomes are improved through use, then roll this provision out to other year groups.</p> <p>No further updates since March 2020.</p>	<p>We recognise that by making use of school knowledge alongside robust research evidence (the importance of investing in staff CPD (including for early career teachers) there will be a positive impact of the PP Strategy on non-eligible as well as those in receipt of funding. Therefore, we want to invest some of the PP funding in longer term change which will help all pupils, such as the coaching and training with an external consultant. This will involve teachers and teaching assistants.</p>	<p>Pupil Progress Meetings. Learning walks. TA and Teacher voice. Feedback from T&L consultant.</p>	<p>AHT and SLT</p>	<p>Jan 2020</p>
<p>Ensure higher rates of progress across the school for high-attaining pupils eligible for PP.</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. . Work ongoing with T&L consultant.</p> <p>Targeted SMART interventions to accelerate progress towards GDS (assembly groups, Use of SLT to provide additional support This has begun in Year 6 with DHT targeting writing GD (see above), but this has not (so far) been the focus. Senior leaders currently discussing the use of interventions and role of staff – this will continue during the remainder of this academic year.</p>	<p>NFER 2015: 'whole-school ethos of attainment, which meant the avoidance of stereotyping disadvantaged pupils as having less potential to succeed or as having similar barriers in the way of learning.'</p> <p>High ability pupils eligible for PP are achieving less well than other higher attaining pupils across Key Stage 2.</p>	<p>Pupil progress meetings identifying individual children making insufficient progress as well as celebrating success.</p> <p>Whole school teaching and learning review.</p> <p>Internal CPD to deliver training. Course content</p>	<p>AHT, SLT, external T&L consultant, Maths and English Leads</p>	<p>Jan 2020</p>

	<p>Coaching – skilled teachers to work alongside others in school to raise standards in Maths and English lessons. Has begun with Maths and English leaders supporting during lessons. Needs to be widened and systematic.</p> <p>CPD on providing mastery for high attaining pupils Not actioned yet.</p> <p>No further updates since March 2020.</p>	<p>This was most noticeable in the KS2 writing attainment data last academic year. We want to ensure that PP pupils with the greatest potential are enabled to achieve beyond the expected standard.</p> <p>We want to train teachers in practices to provide challenge and encouragement for these pupils particularly, but all pupils generally.</p>	<p>selected using evidence of effectiveness.</p> <p>Feedback from coaching sessions/learning walks shows evidence of appropriate challenge.</p> <p>Pupil voice for identified PP pupils indicates a culture of challenge.</p>		
<p>Total budgeted cost was spent due to ongoing staffing costs. Everything we had planned to do happened prior to lockdown. The impact of the DHT and AHT on the Year 6 results can be</p>				£55,323	
<p>ii. Targeted support</p>					
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>For data in RWM at the end of KS2 to be improved and sustained over time.</p> <p>For data in RWM at the end of KS1 to be improved and sustained over time.</p> <p>To raise attainment of PP children in each year group so they can reach national ARE in</p>	<p>Year 6 Pupil Premium children targeted to accelerate progress and ensure parity in attainment between PP and non-PP children (interventions, teaching groups, booster groups) – no PP child will miss out on any of these interventions. See data at beginning of report. Booster sessions were not particularly well-attended compared to previous years – this is despite face-to-face conversations, telephone calls, reminders etc. We will need to review this approach for next academic year</p> <p>Identification and targeting of PP children with GD potential in RWM and tracking and ensuring their progress. Has not happened yet – priority for remainder of year.</p> <p>Reactive interventions to address misconceptions at the point of learning, with a policy of ‘PP-First’. Statistics shared with regard to future outcomes for PP children – that is the ‘why’. Again, interventions – the who, what, how, when etc currently under review. Then the PP first strategy can be established.</p>	<p>Some PP pupils need targeted support to catch up or have better access to the curriculum.</p> <p>Through quality first teaching, small group quality intervention and one to one support, we aim to improve wellbeing, progress and attainment.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>PPMs, Learning walks, QA, Pupil, Parent and Teacher voice.</p> <p>Data will show the gaps beginning to close in all year groups.</p> <p>Robust monitoring between the SENCo and PP Lead to provide a more consistent approach to improving outcomes over time for this group.</p> <p>Emerging data of the SEN/PP group will show improvement Teachers and parents will feel well supported when</p>	AHT, SLT, SENCo,	March 2020

<p>RWM at the end of each key stage.</p>	<p>Tightening of assessment practices to ensure any disparity between PP and non-PP children is identified and staff are aware of gaps to be filled to accelerate progress. Assessment practices have been reviewed and staff from Y2 – Y6 are informing teacher assessment using standardised tests. Analysis grids have been completed for these tests, ensuring teachers can clearly identify groups of children to target, as well as the specific gaps in their understanding. This will allow teachers to tailor their teaching to fill those gaps, and it also means they have a specific benchmark to measure attainment and progress against.</p> <p>Action is taken to close the gaps between PP and non-PP (see data) in all year groups through back-filling gaps in knowledge and quality-first teaching.</p> <ul style="list-style-type: none"> - Target maths and SPAG in Y4 with support groups with TAs and SLT - Target Writing and Maths in Year 3 with support groups with TAs and SLT - CPD on providing Mastery opportunities for higher-attaining pupils - Coaching with SLT/Maths and English Leads <p>This work is ongoing with T&L consultant, assessment review, intervention review etc. Limited impact so far as it has not yet been established. The new assessments will potentially highlight different children than previously identified just through teacher assessment.</p> <p>PP Lead to work alongside the SENCO, to develop ways to support the SEND/PP pupils and close the gap for this group. Planned monitoring to review SEND/PP outcomes to be rescheduled due to school closure.</p> <p>Breakfast bagels to ensure children have access to a breakfast. Ongoing. All children have access to bagels. Currently reviewing options for September 2020.</p> <p>Children can access work with Speech and Language Therapists and Educational Psychologists as appropriate. Caseload prioritised according to need.</p> <p>No further updates since March 2020.</p>	<p>We also want to combine this additional provision with some ‘aspiration’ interventions such as talks from successful former pupils and inspirational visitors from the community.</p>	<p>addressing this barrier. Pupil and parent attitudes to learning will improve and pupils will make accelerated progress.</p>		
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<p>Children are emotionally literate and display high standards of self-regulation.</p>	<p>As a school, we will continue to place a strong emphasis on the pastoral support and wellbeing of all children, not just those who are eligible for PP funding. This is evident through the work of the Families team, with plans to expand this for September 2020.</p> <p>Learning Mentors to continue to support behaviour, self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an ongoing support for families and pupils. Learning Mentors have a caseload, prioritised according to need, and also support incidental needs of children and their families. One example is their availability during school closure. Families team visible at beginning and end of the school day, and pro-active in engaging with families and pupils.</p> <p>High priority given to supporting children in unstructured times e.g. playtime. Sufficient staff to not only support children, but to make playtimes and lunchtimes enjoyable. One member of staff providing bagels every breaktime.</p> <p>Develop and embed PSHE curriculum to support emotional wellbeing and self-regulation. In progress – with DHT.</p> <p>Embed learning behaviours within class. These need to be reviewed alongside whole-school aims, values and vision, to ensure that all tie up together. Only then can they truly be embedded. They are referred to regularly during assemblies, but more work to be done promoting them in class.</p> <p>Work with targeted students 1:1 or group (Dare to Dream, counselling, aspirations, management of emotions etc). Work takes place with various members of staff internal and external. More work to be committed to evaluating impact.</p> <p>Throughout partial school closure, teachers continued to engage with their children through online learning and regular telephone calls. Almost all our vulnerable/PP children were in school during partial school closure. The Families were contactable throughout. Fareshare allowed community conversations, and for the Families team to ‘touch base’ with vulnerable families.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The EEF states: ‘Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress.’</p> <p>The EEF Toolkit shows that social and emotional learning programmes benefit disadvantaged and low attaining pupils more than other pupils.</p>	<p>Regular meetings with the Families team and SLT to discuss impact/high-priority children/ways forward.</p> <p>Use of CPOMs to share information efficiently and sensitively.</p> <p>CPD on PSHE curriculum and statutory requirements. Plan for implementation. Drop-ins to establish effectiveness of provision and any tweaks needed. Pupil and staff voice indicate a positive impact.</p> <p>Pupil voice shows that children understand themselves and their emotions, and can articulate how they and others feel.</p> <p>Learning behaviours are evident within classrooms.</p> <p>Monitor and analyse the impact of Learning Mentor work in terms of children’s readiness to learn and learning outcomes.</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor impact of work on behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>AHT, SENCo, SLT, Families Team</p>	<p>Mar 2020</p>
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<p>Children's attendance is 96% or above. Their punctuality is good.</p>	<p>Raise the profile of attendance within classrooms by ensuring an attendance board in every classroom, which is interactive for the children to engage with. Not actioned yet.</p> <p>Teachers to continue to celebrate class attendance and punctuality on a daily basis. This is done via rewards.</p> <p>Families team to deal effectively and quickly with school absences first thing in the morning. Families team closely monitor attendance and punctuality of all children, particularly vulnerable children. Telephone calls and home visits standard practice, with outcomes recorded on CPOMS. Attendance impacted significantly by global virus.</p> <p>Families Team to work closely with vulnerable families where persistent absence and frequent punctuality issues are a problem. See above.</p> <p>Raise the profile of good attendance with awards and certificates. Priority on PP children. Done – need to review how this translates into improved attendance and whether there is correlation between the two.</p> <p>Breakfast bagels to ensure children have access to a breakfast. Ongoing. All children have access to bagels. Bagels all go. Currently reviewing options for September 2020.</p> <p>PP attendance 93.6% vs non-PP 95.6%. One PP child has not attended school since Autumn 2019 – without him, PP attendance would be</p>	<p>Our attendance is lower than the National average.</p> <p>NFER 2015: "More successful schools had designated staff to offer pastoral support and had employed strategies to ensure children attended school, such as calling home in the event of absence, funding or sending out transport, and working with families'.</p>	<p>Attendance figures show improvement and compare with National.</p> <p>Number of persistent absentees decreases.</p> <p>Parents feel supported with 'reluctant children'.</p> <p>Children feel motivated by attendance.</p> <p>Children are aware of their own class' attendance.</p>	<p>Families team, AHT, SLT</p>	<p>Jan 2020</p>
Total budgeted cost					£56,565
iii. Other approaches					
<p>Children and families feel empowered to achieve their future aspirations, for</p>	<p>Continue to develop events within school to share children's learning and engage with parents and the community. In its infancy. Key Stage events well-attended compared to previous years. Continue to evaluate and develop through Parent Voice.</p>	<p>Parental involvement, +3 months, moderate impact for moderate costs.</p> <p>According to the EEF, while homework set in primary schools does not appear to</p>	<p>Events in school are planned to support families based on the identified need/s.</p> <p>Parental participation increases.</p>	<p>AHT, SENCo, Families Team, DHT, SLT</p>	<p>Mar 2020</p>

<p>themselves and their families.</p>	<p>Parents receive support to enable them to support learning at home. Knowledge organisers under development. ICT lead exploring options for learning at home. Review of homework Summer 2020.</p> <p>Parents to be aware of their children's attainment and next steps in learning. Review of reporting arrangements – new reports should make attainment clearer and this is based on evidence/assessment.</p> <p>All parents are engaged with, in person, or through telephone conversations. High attendance at Parents Evenings – systems to be established for engaging with parents who do not engage – will be in place by next Parents Evening.</p> <p>Continue to develop the work of the Families team in their outreach work, to enable families to access appropriate support either in-school or externally. Families team continuing with their outreach work, home visits, courses facilitated and run in school, targeting specific individuals and families. We need to monitor uptake and consider gaps in our provision, which may be able to reach more families.</p> <p>Continue to foster positive relationships with particularly vulnerable families. As above.</p> <p>er Parents meeting with additional needs teachers throughout the year to discuss pupil progress and strategies that can be implemented at home and at school. Has not happened yet – priority for Sept 2020.</p> <p>Maximise the potential of the Family Centre in engaging with the school, and wider, community. Use of the Family Centre has increased significantly in bringing the wider community into school. Need to analyse when it is not busy/are there any groups we are failing to reach?</p> <p>Promote the two-year old provision we offer to ensure we are meeting the needs of our community. Develop understanding of early development and attainment within the EYFS. Numbers in Seedlings have increased this year. This work is ongoing, and will be a priority for the remainder of the year. Staff will have CPD with teaching and learning consultant. Work with the AHT, EY lead and external</p>	<p>lead to large increases in learning, it is the parental engagement with their children that can have the positive effect on homework completion and subsequently help children to develop effective learning habits. Thus, the school supporting parents to encourage good habits for homework plays an important role for future aspirations and also to be secondary-ready; where the impact on accessing homework can lead to five months' additional progress.</p> <p>Furthermore, personalised support for pupils and their families has been shown to improve levels of attendance, self-motivation and resilience by pupils and to develop positive relationships with parents.</p>	<p>Information available to parents to enable support at home.</p> <p>Progress in workbooks, reading diaries and motivation in class.</p> <p>Parents more engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance improves</p> <p>Use of the Family Centre increases and diversifies.</p> <p>Children feel confident and well supported by the adults at home. Parents feel more confident to support their children at home.</p>		
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	<p>advisers will ensure progress in the provision in Seedlings is consistently high quality and contributing to the needs of the school as a whole.</p> <p>Continue to promote future careers and aspirations for our children through Careers/Aspiration Day, engagement with employers, professionals, former students. Planned project through network for Year 2 to link with Coventry University. Careers day to build upon the success of 2019 (Summer 2020)</p> <p>Although we were unable to specifically hold events to celebrate achievements and raise aspirations, our school team continued to engage with and support parents through telephone calls, children attending school, applying for benefits, providing Fareshare etc.</p>				
<p>Pupils' cultural capital is improved by exposure to a wide range of social/cultural and learning experiences, and Pupil Premium children are fully included in school life.</p>	<p>Continue to subsidise any trips/residentials to ensure no child is left behind. Ongoing. Opportunity for ALL Year 6 children to experience residential. Smaller events held in school to try to bridge gap.</p> <p>All children access an after-school club, with specialists where appropriate. Provision of after-school clubs monitored and developed by DHT/Sports lead. All children were on track to do this.</p> <p>Continue to subsidise before/after school clubs and uniform. Uniform is given to families in need. Before-school club paid for for PP children.</p> <p>Develop a curriculum where such opportunities are embedded so that children have access to a range within each year group. Curriculum development well underway. There will be an analysis of educational visits, visitors, clubs and other enrichment opportunities to ensure parity between year groups.</p> <p>Develop the Stoke Heath 60, using input from all stakeholders, to plan a programme of activities every child will do before they leave the school. Work beginning with the enrichment lead.</p>	<p>Provision of curriculum/enrichment opportunities otherwise not had by some PP children.</p> <p>Developing an aspirational culture for our children, where they know they can succeed.</p> <p>Developing an aspirational culture for all our team. Linked to John Hattie – Collective Teacher Efficacy.</p>	<p>All children take part in a residential.</p> <p>All children access after-school clubs.</p> <p>Children are able to talk about the enrichment opportunities the curriculum has given them.</p> <p>Links between Stoke Heath and former pupils/industry are developed and grown.</p>	<p>AHT, SLT, DHT, Enrichment Lead</p>	<p>March 2020</p>

	<p>The Enrichment Lead to work closely with the school community to develop enrichment projects for each year group. To be actioned 2020-2021.</p> <p>Aspirations/careers days, where children have the opportunity to engage with a wide range of careers, as well as celebrate the successes closer to home. Postponed due to Covid.</p> <p>Food is provided for children in the Willows after-school club. Pupil Premium children have access to milk each day. Variety of food for Willows, and PP children can access milk at break each day.</p>				
Total budgeted cost				£44,326	

5. Planned expenditure					
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.					
ii. 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?
For data in RWM at the end of KS2 to be improved and sustained over time.	<p>Year 6 children to receive targeted support to improve progress and ensure parity in attainment between PP and non-PP children (interventions, teaching groups, booster groups). Autumn term data indicated a continuing disparity between the attainment of PP and non-PP children. This continued, and had grown, by the end of the summer term.</p> <p>W - PP = 45% Non-PP = 64% GD PP = 5% Non-PP = 16%</p> <p>M - PP = 50% Non-PP = 63% GD PP = 0% Non-PP = 26%</p> <p>R - PP = 62% Non-PP = 67% GD PP = 14% Non-PP = 26%</p> <p>G - PP = 55% Non-PP = 82% GD PP = 14% Non-PP = 26%</p>	<p>To provide extra support to sustain the closing of the attainment gap between school and National at the end of Key Stage 2. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional academic support with utilising our local community and former students to raise</p>	Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice. Feedback from T&L consultant.	AHT & SLT	Jan 2021

	<p>Combined – PP = 32% Non-PP = 51% Combined GD – PP = 0% Non-PP = 10%</p> <p>However, the progress of PP and non-PP was broadly comparable, except in SPAG.</p> <p>Use of SLT to provide additional support – DHT to support with GD writing DHT has worked with Year 6 team to ensure appropriate pitch and expectation. AHT responsible for GD writing group. AHT was redeployed for the remainder of the academic year due to the needs of the school as a result on the ongoing pandemic. Assessment of GD writing showed an increase on previous years (17.2%), which was higher than predictions for National, but lower than the validated National figure from 2018-19.</p> <p>Deployment of additional qualified teacher time to ensure targeted children in Year 6 have high-quality teaching in small groups. Done. However, on return to school, due to Covid, children are back in class groups.</p> <p>Reactive interventions to address misconceptions at the point of learning, with a focus on the PP children in year groups where difference is greatest. This has taken on even more precedence since Covid – extra member of staff in each year group to increase capacity and targeted support. As a consequence of the pandemic and increased rigour in school assessment, this took on even more precedence in the spring and summer terms. However, non-PP children continue to outperform PP children in almost all subjects, in all year groups.</p> <p>Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&L consultant with a focus on quality-first teaching (planning and questioning). This is continuing and is having a good impact on the teachers' pedagogy – this will continue during the summer term. Validation from our T&L consultant that the quality of teaching and learning is developing across the school. We have employed two lead practitioners; the services of and Early Years</p>	<p>aspirations for the children - they can see the success of people in our local community.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&L consultant is designed to further promote that mindset with staff.</p>			
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	<p>consultancy; and continued work with our external consultant, to continue to enhance and refine our T&L. Some CPD was impacted as a result of the pandemic – this will continue to be a focus during the next academic year.</p> <p>End of Key Stage assessments were cancelled for the 2020-21 academic year due to the ongoing pandemic. Remote education was provided for children for the first half of the Spring term; some children and families refused to engage, despite repeated efforts to engage them. While teaching in the core subjects remained comparable to the teaching in class, the outcomes for the children were affected, for a variety of reasons. Upon return to school, the decision was made not to formally assess the children immediately, but to allow them time to settle back in, prioritising the core subjects, while still offering a broad and balanced curriculum. However, children’s attainment had been affected by the consequences of the pandemic, and, while projections for Reading for the end of year indicated an increase on the 2018-19 assessments (the last formal assessment period), putting us in line with National, the projections for Maths and Writing indicated a decline, with PP data lower than that of non-PP.</p>				
<p>For data in RWM at the end of KS1 to be improved and sustained over time.</p>	<p>Reactive interventions to address misconceptions at the point of learning, with a focus on the PP children in year groups where difference is greatest. This has taken on even more precedence since Covid – extra member of staff in each year group to increase capacity and targeted support. As a consequence of the pandemic and increased rigour in school assessment, this took on even more precedence in the spring and summer terms. However, non-PP children continue to outperform PP children in almost all subjects, in all year groups.</p> <p>School-to-school support to ensure highest expectations for our learners and to share best practice. This has begun recently with Joseph Cash and will continue with Stoke Park – plans were in place prior to Covid. This was not possible due to the ongoing pandemic. However, the employment of a</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&L consultant is designed to further promote that mindset with staff.</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice. Feedback from T&L consultant.</p>	<p>AHT and SLT</p>	<p>Jan 2021</p>

	<p>KS1 lead practitioner for the next academic year will enable best practice to be cascaded.</p> <p>Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&L consultant with a focus on quality-first teaching (planning and questioning). This is continuing and is having a good impact on the teachers' pedagogy – this will continue during the summer term. Validation from our T&L consultant that the quality of teaching and learning is developing across the school. We have employed two lead practitioners; the services of and Early Years consultancy; and continued work with our external consultant, to continue to enhance and refine our T&L. Some CPD was impacted as a result of the pandemic – this will continue to be a focus during the next academic year.</p> <p>Coaching – skilled teachers to work alongside others in school to raise standards in Maths and English lessons. Training planned for English and Maths leads with T&L consultant to facilitate this and skill them up. This happened and has had a positive and ongoing impact – evident in learning walks, T&L consultant feedback etc. This will continue and develop during the next academic year with the the creation of the Lead Practitioner role.</p>				
<p>For the number of children achieving GLD at the end of the Reception year to improve and be sustained over time.</p>	<p>All children eligible for PP to be identified at the earliest opportunity so they can be tracked. Date for eligibility changed after the fact, which has had a negative impact on our school. However, we have managed to claw back the deficit in preparation for the next academic year. Further drives to increase the number of identified children in the summer and autumn terms are planned. No data was collected in the summer term.</p> <p>Identify barriers to children achieving GLD and respond to these. Not addressed yet. Partially addressed through coaching, with a focus on purposeful conversations. Due to Covid barriers became very complex to identify. This will be a focus for 2021</p>	<p>The EEF states that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p>Early education approaches typically include:</p> <p>communication and language activities, play-based learning,</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice.</p>	<p>SLT, DHT (Assessment), Foundation Stage Leader</p>	<p>Jan 2021</p>

	<p>Establish links with parents, and engage with them at every opportunity, to promote learning at home. Highlighted during lockdown, but some of our families remain hard to reach, despite a multitude of efforts. Parent events severely limited due to the ongoing pandemic, although meetings were held outdoors. Social media developed in an attempt to engage more parents, with some success.</p> <p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. Coaching and a focus on questioning is having a positive impact. Further QA needed during the summer term. Continued CPD is continuing to have a positive impact on provision. Plans for a more bespoke package for Early Years planned for 2021-22</p> <p>To provide CPD opportunities for all staff to develop further skills that will enable QFT and PP pupils to make the most possible progress. Ongoing – through work with Liz Mynott and CPD in school. Plans for a more bespoke package for Early Years planned for 2021-22</p> <p>Continue professional conversations, dialogue at PPMs, and feedback from a range of monitoring, to ensure next steps for PPP are more clearly identified. Has not happened since the autumn term due to Covid. Difficulties in engaging Early Years children with remote education during Spring 1, which hindered their progress, despite repeated and varied efforts to engage. This remains a priority for next academic year, and support is in place for Year 1 (employment of Lead Practitioner) due to the impact of two Covid years on new Year 1 children.</p>	<p>interactive story-book reading, physical and creative activities, and support for parents to encourage learning at home</p>			
<p>To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. Coaching and a focus on questioning is having a positive impact. Further QA needed during the summer term. Evidence from coaching with T&L consultant demonstrates that progress is being made. However, data from the summer term indicates that a significant percentage of children are working below ARE in each</p>	<p>We recognise that by making use of school knowledge alongside robust research evidence (the importance of investing in staff CPD (including for early career teachers) there will be a positive impact of the PP Strategy on non-eligible as well as those in receipt</p>	<p>Pupil Progress Meetings. Learning walks. TA and Teacher voice. Feedback from T&L consultant.</p>	<p>AHT and SLT</p>	<p>Jan 2021</p>

<p>of each key stage.</p>	<p>year group, and that PP children are performing behind their peers, in almost all subjects, in all year groups.</p> <p>To provide CPD opportunities for all staff to develop further skills that will enable QFT and PP pupils to make the most possible progress. Ongoing – through work with Liz Mynott and CPD in school. This will continue during the next academic year, with the additional creation of two Lead Practitioner roles, and the services of an Early Years consultancy.</p> <p>Continue professional conversations, dialogue at PPMs, and feedback from a range of monitoring, to ensure next steps for PPP are more clearly identified. Has not happened since the autumn term due to Covid. Data in all year groups has been affected by the pandemic, not only for PP children. This will continue to be a focus during the next academic year.</p>	<p>of funding. Therefore, we want to invest some of the PP funding in longer term change which will help all pupils, such as the coaching and training with an external consultant. This will involve teachers and teaching assistants.</p>			
<p>Ensure higher rates of progress across the school for high-attaining pupils eligible for PP.</p>	<p>Quality first teaching for all with clear identification and addressing of children’s individual gaps in learning. Coaching and a focus on questioning is having a positive impact. Further QA needed during the summer term. QA did not happen in the same way as usual due to the impact of the pandemic. Evidence from coaching with T&L consultant demonstrates that progress is being made. However, data from the summer term indicates that a significant percentage of children are working below ARE in each year group, and that PP children are performing behind their peers, in almost all subjects, in all year groups.</p> <p>Targeted SMART interventions to accelerate progress towards GDS (assembly groups, Use of SLT to provide additional support. Planned for but not implemented due to the pandemic. Due to the pandemic, and partial school closure, and catch-up, interventions were prioritised for children to achieve EXS rather than GDS.</p> <p>Coaching – skilled teachers to work alongside others in school to raise standards in Maths and English lessons. Training planned for English and Maths leads with T&L consultant to facilitate this and skill them up.</p>	<p>NFER 2015: ‘whole-school ethos of attainment, which meant the avoidance of stereotyping disadvantaged pupils as having less potential to succeed or as having similar barriers in the way of learning.’</p> <p>High ability pupils eligible for PP are achieving less well than other higher attaining pupils across Key Stage 2. This was most noticeable in the KS2 writing attainment data last academic year. We want to ensure that PP pupils with the greatest potential are enabled to achieve beyond the expected standard.</p> <p>We want to train teachers in practices to provide challenge and encouragement for these pupils particularly, but all pupils generally.</p>	<p>Pupil progress meetings identifying individual children making insufficient progress as well as celebrating success.</p> <p>Whole school teaching and learning review.</p> <p>Internal CPD to deliver training. Course content selected using evidence of effectiveness.</p> <p>Feedback from coaching sessions/learning walks shows evidence of appropriate challenge.</p> <p>Pupil voice for identified PP pupils indicates a culture of challenge.</p>	<p>AHT, SLT, external T&L consultant, Maths and English Leads</p>	<p>Jan 2021</p>

	<p>This happened and has had a positive and ongoing impact – evident in learning walks, T&L consultant feedback etc. This will continue and develop during the next academic year with the the creation of the Lead Practitioner role.</p> <p>CPD on providing mastery for high attaining pupils. Not implemented yet. Due to the pandemic, the focus has been on closing gaps in learning towards EXS. As a school, this has not been our priority yet.</p>			
Quality first teaching	<p>Employ a T&L consultant to work with all staff to raise the standards of quality first teaching and improve pedagogy. Ongoing. Very positive feedback about the impact on practice so far. Validation from our T&L consultant that the quality of teaching and learning is developing across the school. We have employed two lead practitioners; the services of and Early Years consultancy; and continued work with our external consultant, to continue to enhance and refine our T&L. Enhance the provision of the wider curriculum through development of subject leader skills and expertise and through the re design of our curriculum to ensure it is matched to the needs of our children. Through work with an external consultant and the AHT, curriculum leaders will reflect on lessons learned from this year and revise curriculum for next year as appropriate, in consultation with each year group. This has been done – however, further work is still needed to develop this e.g. the sticky knowledge, medium term planning etc. This will continue to develop during the next academic year.</p> <p>High quality remote learning is established across the school and systems and structures are in place to support the learning of PP children in the event of partial school closure. Achieved! Switched seamlessly to remote learning, with capacity to support PP children through the provision of devices, support through the class teacher/TA or Families Team etc. This developed further during the partial school closure of the Spring term, and on return to school, established systems are in place for children/staff absent due to Covid.</p>	<p>EEF shows that quality first teaching can have the biggest impact on outcomes for disadvantaged children.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&L consultant is designed to further promote that mindset with staff.</p> <p>Remote Learning is now a legal requirement for all children.</p> <p>Lack of hardware is an issue for disadvantaged children when isolating</p>	<p>Internal monitoring Book looks/learning walks</p> <p>Parent voice/analysis of work completed</p> <p>ICT lead evaluations/monitoring around home learning</p>	

	Hardware is available for all PP children if needed when isolating or partial close of class/school. Achieved.				
Total budgeted cost				£73,778	
ii. Targeted support					
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>For data in RWM at the end of KS2 to be improved and sustained over time.</p> <p>For data in RWM at the end of KS1 to be improved and sustained over time.</p> <p>To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end of each key stage.</p>	<p>Year 6 Pupil Premium children targeted to accelerate progress and ensure parity in attainment between PP and non-PP children (interventions, teaching groups, booster groups) – no PP child will miss out on any of these interventions. Not possible due to Covid. PP children were still behind their non-PP peers in Autumn 2020. This continued for the remainder of the academic year – progress of children, particularly PP children, was impacted by the pandemic and partial school closure. Data indicates that PP children are behind non-PP children in almost all subjects, in all year groups.</p> <p>Identification and targeting of PP children with GD potential in RWM and tracking and ensuring their progress. Impacted by Covid.</p> <p>Reactive interventions to address misconceptions at the point of learning, with a policy of 'PP-First'. Ongoing. Additional member of staff in each year group. Due to the impact of the pandemic, and more rigorous and robust internal assessment systems, significant numbers of children were identified as being below ARE, in all year groups. Teaching from the return to school has focused on the core subjects and plugging gaps in learning. Reactive interventions are still happening. PP children are equally involved in these.</p> <p>Tightening of assessment practices to ensure any disparity between PP and non-PP children is identified and staff are aware of gaps to be filled to accelerate</p>	<p>Some PP pupils need targeted support to catch up or have better access to the curriculum.</p> <p>Through quality first teaching, small group quality intervention and one to one support, we aim to improve wellbeing, progress and attainment.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We also want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils and inspirational visitors from the community.</p>	<p>PPMs, Learning walks, QA, Pupil, Parent and Teacher voice.</p> <p>Data will show the gaps beginning to close in all year groups.</p> <p>Robust monitoring between the SENCo and PP Lead to provide a more consistent approach to improving outcomes over time for this group.</p> <p>Emerging data of the SEN/PP group will show improvement Teachers and parents will feel well supported when addressing this barrier. Pupil and parent attitudes to learning will improve and pupils will make accelerated progress.</p>	AHT, SLT, SENCo,	March 2021

	<p>progress. This has not been addressed yet and will need to be during the remainder of this academic year and during the next academic year. Impacted by the pandemic. This remains an issue for next academic year.</p> <p>Action is taken to close the gaps between PP and non-PP (see data) in all year groups through back-filling gaps in knowledge and quality-first teaching.</p> <ul style="list-style-type: none"> - CPD on providing Mastery opportunities for higher-attaining pupils - not actioned – not our priority this year. - Coaching with SLT/Maths and English Leads Impacted by Covid – this will begin during the summer term and continue during the next academic year. Continued to be impacted by the pandemic but has begun to take place and have impact. This will continue next year through work with T&L consultant and Lead Practitioners. <p>PP Lead to work alongside the SENCO, to develop ways to support the SEND/PP pupils and close the gap for this group. Work has just begun – planned CPD on this during the summer term. AHTs and SENCo attended a seminar on this topic, which will be part of the CPD. Not actioned. Prioritise for next academic year.</p> <p>January- June members of SLT to provide targeted intervention to a small group of identified children. Not possible due to Covid.</p> <p>Breakfast bagels to ensure children have access to a breakfast. Ongoing.</p> <p>Children can access work with Speech and Language Therapists and Educational Psychologists as appropriate. Ongoing. Will be employing another adult to carry out additional early intervention due to an identified need in our Early Years children. Additional Speech and language Therapist employed for a half day a week for two years</p>				
Children are emotionally	As a school, we will continue to place a strong emphasis on the pastoral support and wellbeing of all	The EEF Toolkit suggests that targeted interventions matched to	Regular meetings with the Families team and SLT to	AHT, SENCo,	Mar 2021

<p>literate and display high standards of self-regulation.</p>	<p>children, not just those who are eligible for PP funding. This is continuing through the increased capacity of the families' team, work with mentoring service etc. Return to school was managed effectively. The families' team has increased capacity. Children access Dare to Dream as a targeted intervention, teachers and children are able to sign children up for Time to Talk. Using our Enrichment Lead to target specific children as an intervention</p> <p>Learning Mentors to continue to support behaviour, self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an ongoing support for families and pupils. Ongoing. As above.</p> <p>High priority given to supporting children in unstructured times e.g. playtime. Ongoing.</p> <p>Develop and embed PSHE curriculum to support emotional wellbeing and self-regulation. Ongoing. This was prioritised following partial school closure. This is now embedded.</p> <p>Embed learning behaviours within class. Work with targeted students 1:1 or group (Dare to Dream, Positive Choices, PCSO etc). Work on learning behaviours will take place in the summer term/Autumn term. Targeted students identified for support and all of these services are being worked with, particularly for vulnerable children in Year 6. Ongoing</p> <p>New behaviour policy and values are embedded within classroom practice. Ongoing. Ongoing, and this will be monitored, with further training given, in the 21-22 academic year.</p>	<p>specific students with particular needs or behavioural issues can be effective, especially for older pupils. The EEF states: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress.'</p> <p>The EEF Toolkit shows that social and emotional learning programmes benefit disadvantaged and low attaining pupils more than other pupils.</p>	<p>discuss impact/high-priority children/ways forward.</p> <p>Use of CPOMs to share information efficiently and sensitively.</p> <p>CPD on PSHE curriculum and statutory requirements. Plan for implementation. Drop-ins to establish effectiveness of provision and any tweaks needed. Pupil and staff voice indicate a positive impact.</p> <p>Pupil voice shows that children understand themselves and their emotions, and can articulate how they and others feel.</p> <p>Learning behaviours are evident within classrooms.</p> <p>Monitor and analyse the impact of Learning Mentor work in terms of children's readiness to learn and learning outcomes.</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor impact of work on behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>SLT, Families Team</p>	
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<p>Children's attendance is 96% or above. Their punctuality is good.</p>	<p>Raise the profile of attendance within classrooms by ensuring an attendance board in every classroom, which is interactive for the children to engage with. Not yet. Attendance rewards are earned by classes, but the profile could be higher.</p> <p>Teachers to continue to celebrate class attendance and punctuality on a daily basis. Forfeit Friday has raised the profile of this. More work still to do. As above.</p> <p>Families team to deal effectively and quickly with school absences first thing in the morning. Ongoing.</p> <p>Families Team to work closely with vulnerable families where persistent absence and frequent punctuality issues are a problem. Ongoing.</p> <p>Raise the profile of good attendance with awards and certificates. Priority on PP children. Not actioned yet – Covid. Actioned.</p> <p>Breakfast bagels to ensure children have access to a breakfast. Achieved and ongoing.</p>	<p>Our attendance is lower than the National average.</p> <p>NFER 2015: "More successful schools had designated staff to offer pastoral support and had employed strategies to ensure children attended school, such as calling home in the event of absence, funding or sending out transport, and working with families'.</p>	<p>Attendance figures show improvement and compare with National.</p> <p>Number of persistent absentees decreases.</p> <p>Parents feel supported with 'reluctant children'.</p> <p>Children feel motivated by attendance.</p> <p>Children are aware of their own class' attendance.</p>	<p>Families team, AHT, SLT</p>	<p>Jan 2021</p>
Total budgeted cost					£59,715
iii. Other approaches					
<p>Children and families feel empowered to achieve their future aspirations, for themselves and their families.</p>	<p>Continue to develop events within school to share children's learning and engage with parents and the community. Not possible due to Covid. This will be a big focus for us in the next academic year.</p> <p>Parents receive support to enable them to support learning at home. Achieved during lockdown, except for some very hard to reach families. Online workshops provided for parents around Phonics and reading – low attendance at these. Planned events for the next academic year, Covid-permitting</p> <p>Parents to be aware of their children's attainment and next steps in learning. Tricky due to Covid – will have more clarity following summer assessments. Revised</p>	<p>Parental involvement, +3 months, moderate impact for moderate costs.</p> <p>According to the EEF, while homework set in primary schools does not appear to lead to large increases in learning, it is the parental engagement with their children that can have the positive effect on homework completion and subsequently help children to develop effective learning habits. Thus, the school supporting parents to encourage</p>	<p>Events in school are planned to support families based on the identified need/s.</p> <p>Parental participation increases.</p> <p>Information available to parents to enable support at home.</p> <p>Progress in workbooks, reading diaries and motivation in class.</p>	<p>AHT, SENCo, Families Team, DHT, SLT</p>	<p>Mar 2021</p>

	<p>assessment and reporting systems are developing clarity for parents on how their child is performing. More work to do on parents being aware on next steps for their children.</p> <p>All parents are engaged with, in person, or through telephone conversations. Achieved. Attendance very high.</p> <p>Continue to develop the work of the Families team in their outreach work, to enable families to access appropriate support either in-school or externally. Ongoing.</p> <p>Continue to foster positive relationships with particularly vulnerable families. Ongoing.</p> <p>Maximise the potential of the opportunities for work with engaging with the school, and wider, community. - COVID</p> <p>Promote the two-year old provision we offer to ensure we are meeting the needs of our community. Develop understanding of early development and attainment within the EYFS. Ongoing, in line with new framework. Training has been taken for early years and SLT. This will continue to develop during the next year with the services of an Early Years consultancy.</p>	<p>good habits for homework plays an important role for future aspirations and also to be secondary-ready; where the impact on accessing homework can lead to five months' additional progress.</p> <p>Furthermore, personalised support for pupils and their families has been shown to improve levels of attendance, self-motivation and resilience by pupils and to develop positive relationships with parents.</p>	<p>Parents more engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance improves</p> <p>Use of the Family Centre increases and diversifies.</p> <p>Children feel confident and well supported by the adults at home. Parents feel more confident to support their children at home.</p>		
<p>Pupils' cultural capital is improved by exposure to a wide range of social/cultural and learning experiences, and Pupil Premium children are fully included in school life.</p>	<p>Continue to subsidise any trips/residential to ensure no child is left behind. Impacted by Covid – will resume in Summer term. Ongoing pandemic has prevented almost all trips. Year 6 residential to Dol y Moch too place, with all children who wanted to go able to go. This trip was subsidised by school.</p> <p>Continue to subsidise before/after school clubs and uniform. Ongoing.</p> <p>Develop a curriculum where such opportunities are embedded so that children have access to a range within each year group. Ongoing – will be reviewed by Summer 2. This is an ongoing piece of work and has not been achieved during this academic</p>	<p>Provision of curriculum/ enrichment opportunities otherwise not had by some PP children.</p> <p>Developing an aspirational culture for our children, where they know they can succeed.</p> <p>Developing an aspirational culture for all our team. Linked to John Hattie – Collective Teacher Efficacy.</p>	<p>All children take part in a residential.</p> <p>All children access after-school clubs.</p> <p>Children are able to talk about the enrichment opportunities the curriculum has given them.</p> <p>Links between Stoke Heath and former</p>	<p>AHT, SLT, DHT, Enrichment Lead</p>	<p>March 2021</p>

	<p>Develop the Stoke Heath 60, using input from all stakeholders, to plan a programme of activities every child will do before they leave the school. Done and shared. This will be implemented during the next academic year.</p> <p>The Enrichment Lead to work closely with the school community to develop enrichment projects for each year group. Impacted by Covid – prioritise for the next academic year. This has been rolled out – the profile of it needs to be raised.</p> <p>Aspirations/careers days, where children have the opportunity to engage with a wide range of careers, as well as celebrate the successes closer to home. Not possible during this academic year. Covid permitting, this will happen this academic year.</p> <p>Pupil Premium children have access to milk each day. Ongoing.</p>		pupils/industry are developed and grown.		
Total budgeted cost				£25,050	