

ALP Pupil Premium Strategy 19-2022

Lead: Alan Kemp  
Bothal Primary School

Publish date: October 2020  
Review date: September 2021

*Be the best you can be*



### Vision Statement

This strategy for supporting disadvantaged children's learning is a key element of our overall educational vision for all the pupils who are educated within the Ashington Learning Partnership. Our mission through greater collaboration, is to ensure all the pupils in our care are given the best start in life and can grow and prosper within safe families and communities that give them the best start for the future. We want all our pupils to develop good character traits that help them to manage the pressures of life and give them the tools that they need to succeed in an ever changing society. Through our 'core values' and 'Skills for Life' we strive to instil 'achievement for all' and in the process improve social mobility opportunities for our pupils. This in turn creates greater economic, cultural and social values in our society. Through a range of high quality support and an excellent teaching provision we want to transform the lives of our pupils and their families by raising educational aspirations, allowing pupils, including those with SEND, those from disadvantaged families, CLA, those eligible for Free School Meals and service children to have access to 'highbrow' cultural capital experiences that build key character traits. This strategy sets out the context for our approaches to meet the needs of all our vulnerable learners and significantly close achievement gaps. We aim to ensure our most vulnerable learners have the capabilities to enable them to become confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

1. Summary information - based on teacher assessments					
<b>School</b>	Bothal Primary School / Proportion of disadvantaged pupils : FSM and Ever 6 = 111, FSM= 107, Service children = 4, PP+ = 4				
<b>Academic Year</b>	20-22	<b>Pupil Premium Allocation this academic year</b>	£151,250	<b>Statement authorised by</b>	LH
<b>Total number of pupils</b>	538 - R- Y6	<b>Number of pupils eligible for PP</b>	90	<b>Governor lead</b>	SH

Current attainment KS1(2020) Based on teacher assessments			
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	Nat All (national 2019)
% achieving expected standard in KS1 Reading	71	75	75
% achieving expected standard in KS1 Writing	57	69	69
% achieving expected standard in KS1 Mathematics	50	71	76
% achieving greater depth in KS1 Reading	7	25	25
% achieving greater depth in KS1 Writing	5	21	11
% achieving greater depth in KS1 Mathematics	7	23	16
% achieving Year 1 Phonics Screening Check	75	89	82
% achieving GLD	FSM- 55	77	72

Current attainment KS2 (2020) Based on teacher assessments			
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	Nat All (national 2019)
% achieving expected standard in KS2 Reading	65	81	73
% achieving expected standard in KS2 Writing	60	78	78
% achieving expected standard in KS2 Mathematics	65	81	79
% achieving greater depth in KS2 Reading	5	27	27
% achieving greater depth in KS2 Writing	-	22	20
% achieving greater depth in KS2 Mathematics	5	23	27

Barriers to future attainment		
In-school barriers		
•	Communication and language skills on entry to school are lower for pupils eligible for PP.	
•	Key skills (reading, writing & mathematics) on entry to school are lower for pupils who are eligible for PP.	
•	Access to reading material at home.	
•	Some social and emotional issues impacting motivation and levels of concentration.	
•	Low attendance rates and persistent lateness for PP pupils.	
External barriers		
•	Parents of pupils eligible for PP engage less with their child's learning at home and school (identified as vulnerable/hard to reach).	
•	Access to reading material at home.	
•	Children with lower starting points than their peers because of lack of family support or a lack of wider opportunities due to deprivation.	
•	Access to wider, enrichment and cultural capital experience and opportunities.	
Desired outcomes		
	<i>How our desired outcomes will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP.	Outcomes for PP targeted pupils (AfA focused groups) to increase in speaking, listening and comprehension.
<b>B.</b>	To continue to diminish the differences between disadvantaged pupils and their peers; focusing on specific groups of PP children achieving the expected standard in reading, writing and mathematics by the end of KS1 and KS2.	Pupils eligible for PP in Years 1 and 2 make good progress from their Sept 2020 baseline starting points. In Year 2 the number of pupils meeting age related expectations to be above or in line with the national figure. Pupils eligible for PP by the end of Key Stage 2 make good progress from their Sept 2020 baseline starting points. Across all year groups, the number of PP pupils achieving age related expectations increases and is comparable with non-PP pupils.
<b>C.</b>	Continue to further increase the % of PP children achieving the expected standard in the Phonics Screening test from their baseline starting points.	85% of pupils eligible for PP achieve the expected standard in the Phonics screening test.
<b>D.</b>	Continue to increase the % of PP children reaching a Good Level of Development from their baseline starting points.	Pupils eligible for EYPP make rapid progress by the end of the year so that the number of pupils achieving the GLD is comparable with non-PP children. School target =71%.
<b>E.</b>	Increased engagement in learning of those children eligible for PP with social and emotional issues which results in increased rates of progress.	100% pupils who are eligible for PP can access learning both at school and through home learning provision.

<b>F.</b>	Remove existing barriers to learning by developing positive and constructive relationships between parents and carers.	Positive relationships are built resulting in improved confidence, motivation and engagement with school. Relevant school data collected via parent questionnaires, parent surveys, parent evenings, phone calls and evaluations of family school events to show a large proportion of disadvantaged families attending and engaging.
<b>G.</b>	Attendance rates for PP are in line with school all pupils.	Number of PP persistent absentees is reduced significantly. PP attendance improves and is in line with or above all pupils. Improved punctuality of PP pupils.
<b>H.</b>	Increased provision for disadvantaged pupils to develop key life skills and essential character traits	An increased proportion of disadvantaged pupils attend school and after school clubs, gaining accredited learning certificates. A significant proportion take part both in school and residential trips.
<b>I.</b>	Families and parents use the school library more to enhance their reading material at home.	Evidence of greater access and enrolment with internal and external library systems.
<b>J.</b>	CPD increases staff teaching capacity to attune to pupils needs, as well as provide more effective and holistic provision mapping.	Teaching overtime profile indicates all staff have clear strategies to engage learners and provision mapping shows teacher delivery that increase access to learning for disadvantaged groups.

## ALP Pupil Premium Strategy 2020/22 Bothal Primary School

### Academic Year 2020/21 milestones

- Shine assessments and action planning for intervention – Sept 2020.
- Robust assessment and tracking system in place – Sept 2020.
- Speech and Language staff development day 1 -Sept 2020
- Whole school PP pupil focus groups established for AfA –Oct 2020.
- Share ‘Aims and Outcomes’ of AfA programme with all school community- Oct 2020
- Staff are aware of, and effectively support the 20% slowest progress readers, including disadvantaged learners through 1:1 tutoring across the school and understand their barriers to learning - Oct 2020.
- Remote learning in place through ‘Virtual Classroom’ and ‘Google classroom’ to help develop phonics skills and close relevant gaps in learning - Oct 2020.
- ‘Achievement for All’ Action Plan completed - Oct 2020.
- Targeted 1:1 PP interventions within both KS1 and KS2 to be ongoing, to start Oct 2020.
- Catch up programme implemented in Year 2 for pupils who did not achieve standard in PSC- Oct 2020.
- CPD planned into staff training on structured conversation Nov 2020. This is part of AfA action plan.
- Structured Conversation training AfA - Nov 2020.
- Core modules established for AfA Nov 2020.
- Speech and Language staff development day 2 Nov 2020.Submission and analysis of end of term progress data for local and national review - AfA Dec 2020.
- Speech and Language staff development day 3 -Dec 2020.
- Speech and Language programme to assess specific learning needs of EYFS PP pupils – Dec 2020.

- Revamped Teaching and Learning Profile to be implemented with specific PP focused areas, i.e. pupil progress and work book scrutiny and curriculum content- Jan 2021.
- Audit of curriculum provision to pinpoint areas of enrichment activities and cultural capital learning in school- Jan 2021.
- Structured conversations with identified target groups - Jan 2021
- Instructional coaching model development to support staff with the development of story time sessions – Jan 2021.
- Library provision to involve parents and the wider community – open evenings, book fairs, links with local libraries. Jan 2021. **(This will need to be Covid specific)**
- Core Module activities implemented via AFA – Feb 2021.
- Submission and analysis of end of term progress data for local and national review- AfA March 2021.
- Planning documentation for AfA Quality Award Feb, May and July 2021.
- Submission and analysis of end of term progress data for local and national review- AfA – July 2021
- AfA end of year report to SLT and school governors – July 2021.

### Academic Year 2021/22 milestones

- Review of PP Strategy and expenditure - Aug 2021.
- Updated PP Strategy documentation-Aug 2021.
- CPD with staff focus group- AfA Sept 2021.
- Planning with AfA Quality Mark – Sept 2021.
- AfA termly review of all activity for SLT and Governors – Dec 2021.
- Submission and analysis of end of term progress data for local and national review –AfA Dec 2021.
- Planning for Year 3 Pathways – Jan 2022.
- AfA termly review of all activity for SLT and Governors – April 2022.
- Submission and analysis of end of term progress data for local and national review – April 2022.
- Planning for Quality Award Assessment – June 2022.
- AfA termly review of all activity for SLT and Governors – July 2022.
- Submission and analysis of end of term progress data for local and national review –AfA July 2022.

Action completed with set time- frame		Action on track to be completed within set time-frame	Action not achieved within set time-frame	Action achieved within set time-frame but additional actions required		
Desired outcome	Chosen Action	Evidence and rationale for this choice	How will it be implemented	Monitored	Review implementation	RAG and Impact
<p>B. To continue to diminish the differences between disadvantaged pupils and their peers.</p> <p>F. Remove existing barriers to learning by developing positive and constructive relationships between parents and carers.</p> <p>H. Increased provision for disadvantaged pupils to develop key life skills and essential character traits.</p> <p>J. CPD increases staff teaching capacity to attune to pupils needs, as well as more effective and holistic provision mapping.</p>	Achievement for All	<p>The 'Achievement for All' programme (AfA) is a two year (6 term) school improvement programme that was commissioned by the DfE and was founded in 2011. This evidence based programme is recognised by Ofsted and focuses on closing the gaps at every level of education. Achievement for All looks at improving aspirations, access to learning and achievement for our most vulnerable and disadvantaged learners.</p> <p>The AfA Schools Programme will be a whole school initiative and the content is bespoke for our school's specific needs. This will be based on an analysis of data and our school's perceived issues.</p>	<p>School Development Priority Areas.</p> <p>Whole school INSET led by Achievement Coach and School Champion.</p> <p>Focus PP groups to be established for each class across school.</p> <p>Bespoke Action Plan (Please see appendix 1), needs analysis and plan cycle of structured conversations.</p> <p>Structured conversation training for staff via 'Achievement for All' coach and 'School Champion' – these to target PP pupils and families.</p> <p>Agreed further core modules For AfA.</p> <p>Submission and analysis of end of term progress data for local and national review. 3 per year.</p> <p>Term 3 end of year report to Governors for review.</p> <p>Planning for Quality Award and assessment. This to take place in term 6.</p> <p>Confirmation of Year 3 Pathways.</p>	AK / AfA lead	<p>Termly achievement coach review monitoring visits</p> <p>End of first half term</p> <p>End of term 1</p> <p>At the end of each school term.</p> <p>Term 4 /5 and 6</p> <p>Term 6</p>	
<p>B. To continue to diminish the differences between disadvantaged pupils and their peers.</p> <p>C. Continue to further increase the % of PP children achieving the expected standard in the Phonics Screening test from their baseline starting points.</p> <p>D. Continue to increase the % of PP children reaching a Good Level of Development from their baseline starting points.</p> <p>School academic targets 20/21-</p> <ul style="list-style-type: none"> <li><b>71% of FSM pupils in EYFS achieve a Good Level of Development</b></li> </ul>	First Quality teaching implemented via the ALPs teaching and learning profile. This links to the work being carried out across the trust with the 'Ambition Institute' in regard to the Science of Learning.	<p>The school has improved its teachings and learning profile to focus on areas of memory recall, working memory and long term memory and how pupils' learning can be consolidated.</p> <p>The EEF have highlighted the significant positive impact of improved teaching quality on the attainment gap. They also found that teaching assistants can improve pupil progress if they are properly trained and supported.</p>	<p>Teaching and Learning Profile and a real focus on the science of learning approach. Further implementation of the recovery curriculum and teacher exposition. .</p> <p>Learning walks / Lesson observations – teaching profile documentation to be analysis and development areas implemented.</p> <p>Work and book scrutiny.</p> <p>Specific elements of targeted 1:1 interventions and group sessions within KS1/2.</p>	<p>SLT</p> <p>AK</p> <p>AK/AHall/CC</p>	<p>Termly teaching overtime focus weeks.</p> <p>Half termly</p> <p>Daily after autumn half term</p>	

<ul style="list-style-type: none"> <li>85 % of Year 1 PP pupils achieve the expected standard in the Phonics Test</li> <li>50% of PP pupils to achieve expected standard by the end of KS1 in reading</li> <li>50% of PP pupils to achieve expected standard by the end of KS1 in writing</li> <li>67% of PP pupils to achieve expected standard by the end of KS1 in mathematics</li> <li>79% of PP pupils to achieve expected standard by the end of KS2 in reading</li> <li>74% of PP pupils to achieve expected standard by the end of KS2 in writing</li> <li>74% of PP pupils to achieve expected standard by the end of KS2 in mathematics</li> <li>% High Attaining KS2 PP pupils to achieve greater depth: Reading = 16% Writing = 11% Mathematics = 16%</li> </ul>	<p>Support staff to be trained on AfA core modules.</p> <p>Appointment of Reading Leaders and Reading Apprentices.</p> <p>Align appraisal targets to key school target areas – PP focus groups.</p>	<p>A whole school focus on reading will benefit our children, through increased confidence in reading and writing skills as well as increased social awareness.</p> <p>Further establishing whole school focus and accountability measures – appraisal is a critical tool to encourage reward and develop good performance. Appraisal is very effective when objectives are aligned to the school improvement priorities.</p>	<p>Termly CPD for support staff led by AfA school champion on holistic planning and wider outcomes and opportunities.</p> <p>A rigorous catch up programme is in place for the % of Y2 pupils who did not meet the standard in the PSC to enable them to pass the resit.</p> <p>Pupil Progress meetings with a focus on PP.</p> <p>Inclusion and Well- Being Meetings.</p> <p>Pupil Voice on specific school areas, such as behaviour, lunchtime provision, curriculum provision etc.</p> <p>Teacher reading leaders and reading apprentices will receive high quality training and support through SLT/ TLIF to increase expertise to deliver coaching and CPD. Teachers and support staff will consistently deliver the strategies used to teach phonics, with a focus on fluency and be able to support children to apply these skills across the curriculum. Appraisal targets are set Oct 31</p>	<p>AK</p> <p>CC/LJ</p> <p>AK/CC/AHall</p> <p>LJ/CH/AK</p> <p>AK</p> <p>CC</p> <p>SLT</p>	<p>Termly</p> <p>Half termly</p> <p>Half termly progress meetings led by SLT.</p> <p>Half term analysis of feedback and action points implemented.</p> <p>Half termly</p> <p>Weekly</p> <p>Interim meetings Feb</p>	
<p>B. To continue to diminish the differences between disadvantaged pupils and their peers.</p> <p>H. Increased provision for disadvantaged pupils to develop key life skills and essential character traits.</p>	<p>To develop and enhance our wider curriculum offer through enrichment activities related to character education - at least once a term.</p> <p>Link workshops / Family support worker.</p> <p>Accreditation initiatives within school provision.</p> <p>After school curriculum and club provision / school trips / Residential activities.</p>	<p>Enrichment activities provide experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their written responses.</p> <p>Disadvantaged pupils' response to classroom interventions that improve instructional processes and teaching methods. Well specified and well supported programmes and practices provide the greatest learning outcomes, which motivate and engage pupils. Children from</p>	<p>Subject leads monitor planning to establish enrichment activities.</p> <p>External visitors provide enrichment activities in school.</p> <p>Trips related to topics planned throughout the year. A range of after school clubs offered to enrich children's life experiences.</p> <p>Cultural Capital Experiences within specific Year groups in school.</p> <p>Aspects of accredited provision running through school provision and during after school clubs.</p>	<p>Subject leaders</p> <p>AK/LJ/AH</p> <p>Teaching and support staff led after school clubs</p> <p>AK/CH/LJ/AH</p> <p>SLT</p>	<p>Half termly</p> <p>Termly</p> <p>Half termly</p> <p>Termly</p> <p>Termly</p>	

		<p>deprived areas response positively to opportunities that raise their aspirations for learning and future success.</p> <p>Visits and curriculum-based days go some way to redressing the limited experiences and world view that some disadvantaged children have.</p>				
<p>B. To continue to diminish the differences between disadvantaged pupils and their peers.</p> <p>A. Improve oral language skills for pupils eligible for PP.</p>	<p>Reduce size RWI and intervention groups.</p> <p>Development days.</p> <p>Employment of Speech and Language assistants.</p>	<p>Communication and language is a high priority need within our school. We will continue to employ speech and language teaching assistants across the school to assess specific needs of PP pupils and deliver an appropriate speech and language programme to support pupil individual needs.</p>	<p>Staff are aware of, and effectively support the 20% slowest progress readers through 1:1 tutoring across the school and understand their barriers to learning. Our robust assessment and tracking system is in place to track all pupils against identified expectations of progress for each year group and to measure lost learning. RWI Interventions will take place for PP pupils.</p> <p>Parents will receive clear information and support to help develop phonics skills at home through Virtual Classroom.</p> <p>Instructional coaching model development to support staff with the development of story time sessions - Deputy Reading Leaders will lead.</p>	<p>AK/AH/CC</p> <p>CC/LJ</p> <p>CC</p>	<p>Half termly</p> <p>Half – termly</p> <p>Half – termly</p>	
<p>E. Increased engagement in learning of those children eligible for PP with social and emotional issues.</p>	<p>Emotional support and welfare is implemented via the Thrive approach. This supports children whose emotional needs are having a detrimental effect on learning and well-being.</p> <p>Alternative Provision - Nurture Group work.</p>	<p>Research into the impact of mentoring suggests that targeted interventions matched to specific pupils with emotional needs or behavioural issues can be effective in improving self-esteem, behaviour and also language skills.</p> <p>The EEF Toolkit states that on average, Social &amp; Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Daily Thrive approach and pastoral care deliver across the school.</p> <p>Parental engagement sought through meetings and feedback.</p> <p>Well – being thrive assessments taking place in the Autumn term - regular discussions take place with class teachers and support staff to monitor improvements in attainment, engagement and attitude.</p>	<p>SLT/ Thrive Practitioners</p> <p>All teaching staff</p>	<p>Daily</p> <p>Half termly</p>	
<p>G. Attendance and punctuality rates for PP in line with school all pupils.</p>	<p>Attendance Officer.</p> <p>Attendance Family Support Worker.</p> <p>Robust systems of attendance monitored take place via correspondence to PAs</p>	<p>Pupils with persistent absence are also less likely to stay in education and there is a clear link between poor attendance and lower academic achievement.</p> <p>Within school we have a proportion of Pupil Premium children who have high</p>	<p>Daily monitoring of absences and punctuality across the school.</p> <p>Prompt response to absences and home visits.</p> <p>Meeting with parents of children with persistent absences.</p>	<p>HR/KL</p> <p>KL</p> <p>AK/HR</p> <p>HR</p>	<p>Daily monitoring</p> <p>Daily monitoring</p> <p>Half termly</p> <p>Weekly</p>	



	and if applicable relevant home visits.	rates of absence. This is affecting their progress and attainment.	<p>Regular feedback to the wellbeing team, leading to coordination with SENCO and Safeguarding team</p> <p>Close work with the Education and Welfare Officer.</p> <p>Working closely with EP/ HOS to respond to term time holiday requests.</p> <p>Engage with families whose children have poor attendance including disadvantaged children.</p> <p>Well – being meetings - attendance analysed. Action points taken forward, if applicable.</p> <p>Attendance reported on school newsletters</p> <p>100% attendance certificates via celebration assembly. Weekly Prize draw for 100% attendance Weekly prize draw for those pupils who have 96+% attendance sponsored by Education Network for voucher to Ashington Leisure Centre. (KS1 &amp; KS2) Voucher for Banana Beach for Reception.</p>	<p>HR</p> <p>HR/KL</p> <p>HR</p> <p>HR/AK</p> <p>HR</p> <p>HR</p>	<p>Weekly</p> <p>Daily if applicable</p> <p>Weekly</p> <p>Half termly</p> <p>Monthly</p> <p>Weekly</p>	
F. Remove existing barriers to learning by developing positive and constructive relationships between parents and carers.	<p>Parent Meetings, Workshops &amp; Link projects.</p> <p>Remote learning provision increased to enable all pupils to have access to daily lessons via remote learning provision.</p>	The EEF Toolkit states that parental engagement is consistently associated with pupil success at school. We aim to engage parents with their child's learning in a range of different ways.	<p>Measure parent's participation in workshops and meetings to discuss individual PP pupil progress.</p> <p>All teachers have a clear understanding of the learning barriers to learning for disadvantaged learners.</p> <p>Bespoke remote learning package in place across school.</p> <p>Parent consultations / Phone class and AFA structured conversations take place.</p>	<p>Site AHOS</p> <p>AK</p> <p>HW/BT/AH all</p> <p>AK/CH/LJ/AH/CC/LH</p>	<p>Half termly</p> <p>Half termly focus on updating PP plans</p> <p>Half termly</p> <p>Termly</p>	

## Review Summary of 2019/20 Actions and Outcomes

Aim	Summary of actions /approach	Outcome / impact - outcomes based on teacher assessment.
<p>To continue to diminish the differences in outcomes between disadvantaged pupils and their peers. <b><i>This remains a major priority for the school. Highlighted areas are a particular focus.</i></b></p>	<ul style="list-style-type: none"> <li>Bespoke interventions took place for all PP groups.</li> <li>Robust Pupil Progress meetings took place half termly to plan specific intervention curriculum coverage.</li> <li>Barriers to learning identified and actions introduced to address these needs.</li> </ul>	<p>Pupil outcomes for 2019/20:</p> <ul style="list-style-type: none"> <li><b>55% of FSM pupils in EYFS achieved a Good Level of Development- an increase of 22% from previous year.</b></li> <li><b>75% of PP pupils in Year 1 achieved the expected standard in the Phonics Test – an increase of 8 % from previous year. 2019 National Year 1 NPP was 84%. School NPP = 90%</b></li> <li>93% of PP pupils in Year 2 achieved the expected standard in the Phonics Test resit. 2019 National Year 2 NPP resit = 93%. School NPP resit = 99%</li> <li>71% of PP pupils achieved the expected standard by the end of KS1 in reading - an increase of 4% from the previous year. 2019 National PP figure was 62%. School NPP = 75%</li> <li><b>57% of PP pupils achieved the expected standard by the end of KS1 in writing. 2019 National PP figure was 55%. School NPP = 71%</b></li> <li><b>50% of PP pupils achieved the expected standard by the end of KS1 in mathematics. 2019 National PP figure was 62%. School NPP= 75%</b></li> <li>65% of PP pupils achieved the expected standard by the end of KS2 in reading. 2019 National PP figure 62%. School NPP= 86%</li> <li><b>60% of PP pupils achieved the expected standard by the end of KS2 in writing. 2019 National PP figure was 68%. School NPP = 84%</b></li> <li><b>65% of PP pupils achieved the expected standard by the end of KS2 in mathematics. 2019 National PP figure was 67%. School NPP = 86%</b></li> <li><b>% High Attaining KS2 PP pupils who achieved greater depth : Reading = 5%, Writing = 0%, Mathematics = 5%</b></li> </ul>
<p>To continue to diminish the difference between; the attendance of disadvantaged pupils and other pupils in school and nationally.</p>	<ul style="list-style-type: none"> <li>Family Support Worker appointed to work with hard to reach families and complete outreach home visits for those pupils.</li> <li>Attendance and punctuality has been monitored daily.</li> </ul>	<ul style="list-style-type: none"> <li>Overall attendance 19/20 = 95.45%</li> <li>Overall attendance for PP pupils decreased from 94.69% (18/19) to 93.39% (19/20)</li> <li>PP Persistent absence rate increased to 21.98% (19/20) from 12.84% (18/19)</li> </ul> <p><b>These figures show the difference between key attendance data still to be excessive and therefore this remains a significant priority for the school.</b></p>
<p>Disadvantaged children have access to extracurricular activities and experience activities that will increase cultural capital familiarity.</p>	<ul style="list-style-type: none"> <li>All areas of the curriculum audited for enrichment activities.</li> <li>Essential knowledge strands for each curriculum area were identified and implemented within curriculum provision.</li> <li>A programme of enrichment activities took place with a particular focus on disadvantaged pupils.</li> </ul>	<p>The curriculum introduces pupils to the best that has been thought and said and helps to engender an appreciation of human creativity and achievement. Planning identifies opportunities to broaden and enrich children’s life experiences. Access to a range of after school clubs, residential experiences and an increasing exposure to ‘highbrow’ cultural pursuit’s supports children to develop their academic, social and occupational future. Due to Covid-19 restrictions, attendance and access for disadvantaged pupils still needs to be improved and <b>so will remain a priority.</b></p>
<p>To further develop teaching and learning exposition in order to better support disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>The curriculum to be sequenced against defined end points.</li> <li>Teachers have the expert subject knowledge needed to teach. Where they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</li> <li>Teachers enable pupils to understand key concepts, presenting information clearly and with appropriate discussion.</li> <li>Teachers have the skills they need to enable pupils to retain knowledge in long term memory.</li> </ul>	<p>As a result of reviews of provision, school leaders have redesigned the school’s curriculum offer. Knowledge, skills and understanding are carefully sequenced to ensure the needs of disadvantaged pupils are met. Professional development opportunities are afforded to all staff to ensure they are skilled in planning and delivering high quality lessons. Specialist leads across the organisation have been utilised in order to draw on expertise and ensure the curriculum offer is cumulatively planned from 2 year olds onwards. The curriculum is structured to ensure a carefully planned sequence of knowledge acquisition.</p> <p>The curriculum includes a high academic/vocational/technical ambition for all pupils. Disadvantaged pupils or pupils with SEND receive the full curriculum offer. A key focus of the schools development</p>

		<p>plan is to support teachers with their understanding of working memory and implications for classroom practice. <b>This will continue to be consolidated in the academic year 2020/21.</b></p> <p>Teaching in school is securely good with many aspects of outstanding practice. Teaching and learning provision provides directed support for disadvantaged pupils through programmes, such as targeted interventions, Thrive, as well as speech and language interventions. This support is regularly evaluated for its impact on pupils' learning, and amended or changed as a result. The positive impact of this support is seen through the improving progress made by groups of disadvantaged pupils across the school. However, <b>whilst differences are diminishing they are not yet eliminated and therefore remains a key school priority.</b></p>
<p>Parents and school have an effective partnership and pupil well-being is good, particularly for disadvantaged pupils and families.</p>	<ul style="list-style-type: none"> <li>The Thrive approach is implemented daily across the school. The school has worked tirelessly to implement this approach and promote children's positive mental health by developing key knowledge capabilities in staff that will enable them to attune and respond to the many different types of behaviours that children will present.</li> </ul>	<p>The introduction of Thrive has enabled staff to support pupils to further regulate their behaviours and equipped staff with the skills they need to validate and attune to children's behaviours in a way that supports their mental health. Practices within Thrive are utilised in a holistic way to identify emerging trends to ensure early help for pupils and families.</p> <p>Parents' views in questionnaires are very positive and our schools host a range of activities to involve parents in their child's education.</p> <ul style="list-style-type: none"> <li><b>This will continue to be a high priority during 20/21 as during the next two academic years the ALP will be working with 'Achievement for All' to further enhance provision for disadvantaged pupils and families.</b></li> </ul>

**Achievement for All Schools Programme: School Action Plan**

Element	School priorities for Year 1	School Development Plan reference	Bubble Module	Coach led	School led	Start
<b>Leadership for Inclusion</b>	Ensuring the best impact on learning from the deployment of Teaching Assistants.	Continuing to diminish the difference between; the achievement of disadvantaged pupils and other pupils in school and nationally who have similar starting points.	Leadership for Inclusion – maximizing the impact of Teaching and Learning Assistants.	X		
<b>Teaching and learning</b>	Closing the gap of achievement for Pupil Premium pupils, particularly at Greater Depth	To continue to diminish the differences between disadvantaged pupils and their peers; focusing on specific groups of PP children achieving the expected standard in reading, writing and mathematics by the end of KS1 and KS2.	Provision to close the gap -conducting effective progress meetings		X	
<b>Parent and Carer engagement</b>	Enhancing home/school communication	Further engage with parents and hard to reach families	Structured Conversations - Welcoming and including families	X		
<b>Wider outcomes and opportunities</b>	Developing the reading for pleasure strategy for targeted families	Develop a Love of Reading.	Behaviours for attendance, learning and wellbeing – developing resilience and self-efficacy		X	