

ALP Pupil Premium Strategy 19-2022

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Central Primary School

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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 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					
School	Central Primary School / Proportion of disadvantaged pupils : FSM and Ever 6 = 352, FSM= 329, Service children = 2, PP+ =3				
Academic Year	2019-22	Pupil Premium Allocation this academic year	£415,980	Statement authorised by	LH
Total number of pupils	641 - R- Y6	Number of pupils eligible for PP	288	Governor lead	SH

Current attainment KS1(2019-20) 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	74	75
% achieving expected standard in KS1 Writing	56	66	69
% achieving expected standard in KS1 Mathematics	69	69	76
% achieving greater depth in KS1 Reading	11	22	25
% achieving greater depth in KS1 Writing	5	16	11
% achieving greater depth in KS1 Mathematics	9	16	16
% achieving Year 1 Phonics Screening Check	88	89	82
% achieving GLD	FSM- 71	68	72

Current attainment KS2 (2019-20) 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	62	66	73
% achieving expected standard in KS2 Writing	62	66	78
% achieving expected standard in KS2 Mathematics	67	72	79
% achieving greater depth in KS2 Reading	14	16	27
% achieving greater depth in KS2 Writing	8	9	20
% achieving greater depth in KS2 Mathematics	12	16	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.	
•	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 opportunity or a lack of wider opportunities due to deprivation.	
•	Access to wider, enrichment and cultural capital experiences and opportunities.	
Desired outcomes		
	<i>How our desired outcomes will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP.	Standards for targeted PP pupils (AfA focused groups) raised in speaking, listening and comprehension.
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.	<p>Pupils eligible for PP in Years 1 and 2 make good progress from their Sept 2020 baseline starting points.</p> <p>In Year 2 the number of pupils meeting age related expectations to be above or in line with the national figure.</p> <p>In Year 6, pupils eligible for PP by the end of Key Stage 2 make good progress from their Sept 2020 baseline starting point.</p> <p>Across all year groups, the number of PP pupils achieving age related expectations increases and is comparable with non-PP pupils.</p>
C.	To further increase the % of PP children achieving the expected standard in the Phonics Screening test in 2021 from their baseline starting points.	90% of pupils eligible for PP achieve the expected standard in the Year 1 Phonics screening test.

D.	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 = 63%.
E.	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.
F.	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 and assessments of family school events shows a large proportion of disadvantaged families attending and engaging in events.
G.	Attendance rates for PP are in line with school all pupils.	Number of PP persistent absentees is reduced significantly. Improved punctuality of PP pupils.
H.	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. (Covid specific)
I.	Families and parents use the school library more to enhance their reading material at home.	Access and enrolment with school library systems.
J.	CPD increases staff teaching capacity to attune to pupils needs, as well as provide more effective and holistic provision mapping.	Teaching overtime profile indicates staff have clear strategies to engage learners and provision mapping shows increased access to learning for disadvantaged groups.

Strategy 2020/22 Milestones

Academic Year 2020/21 milestones

- Shine assessments and action planning – Sept 2020.
- Robust assessment and tracking system in place- Sept 2020.
- Speech and Language staff development day 1- Sept 2020.
- School PP pupil focus groups established for AfA –Oct 2020.
- Share ‘Aims and Outcomes’ of AfA programme with all school communities- 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.
- Core modules established for AfA Nov 2020.
- Speech and Language staff development day 2 - Nov 2020.
- Structured Conversation training AfA - Dec 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.
- 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 provide 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) and needs analysis.</p> <p>Structured conversation training for staff via 'Achievement for All' coach and School Champion – these to target PP pupils and families. 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. 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. To further increase the % of PP children achieving the expected standard in the Phonics Screening test in 2021 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"> 63% of FSM pupils in EYFS achieve a Good Level of Development 90 % of Year 1 PP pupils achieve the expected standard in the Phonics Test 78% of PP pupils to achieve expected standard by the end of KS1 in reading 58% of PP pupils to achieve expected standard by the end of KS1 in writing 51% of PP pupils to achieve expected standard by the end of KS1 in mathematics 55% of PP pupils to achieve expected standard by the end of KS2 in reading 55% of PP pupils to achieve expected standard by the end of KS2 in writing 57 of PP pupils to achieve expected standard by the end of KS2 in mathematics % High Attaining KS2 PP pupils to achieve greater depth: <p>Reading = 8% Writing = 6% Mathematics = 12%</p>	<p>First Quality teaching implemented via the ALP's teaching and learning profile. This links to the work being carried out across the trust with the 'Ambition Institute and the Science of Learning.</p> <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>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>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>School Development Priority Area - Updated Teaching and Learning Profile. 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. Work and book scrutiny</p> <p>Specific elements of targeted 1 :1 sessions within KS1/2</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 to 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.</p> <p>Appraisal targets are set Oct 31</p>	<p>SLT</p> <p>AK</p> <p>AK/AH/CC</p> <p>AK</p> <p>CC</p> <p>AK</p> <p>LJ/CH/AK</p> <p>AK</p> <p>CC</p> <p>SLT</p>	<p>Termly teaching overtime focus weeks</p> <p>Half termly</p> <p>Weekly</p> <p>Termly</p> <p>Weekly</p> <p>Weekly progress meetings led by SLT.</p> <p>Half termly Half termly analysis of feedback and action</p> <p>Weekly</p> <p>Interim meetings Feb</p>	
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<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 learning.</p> <p>Children from deprived areas respond 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>Subject leads monitor planning to establish enrichment activities.</p> <p>External visitors provide enrichment activities in school.</p> <p>Trips related to topic planned throughout the year</p> <p>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</p> <p>Teaching and support staff led after school clubs</p> <p>AK/CH/LJ</p>	<p>Half termly</p> <p>Termly</p> <p>Half termly</p> <p>Termly</p>	
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<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>I. Families and parents use the school library more to enhance their reading material at home.</p>	<p>Reduce size RWI and Development days.</p> <p>Intervention groups.</p> <p>Employment of Speech and Language assistants.</p> <p>Library Provision enhancement.</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>Successful parent involvement improves not only pupil behaviour and attendance but also pupil achievement. The requirement to instill in pupils a love of reading is a whole school priority. Parent / pupil involvement in reading processes will help to develop language and listening skills, which will better prepare our pupils to understand the written word.</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. Interventions will take place</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>Regular library sessions for parents/carers and pre-school children before school.</p> <p>Regular class books talks.</p> <p>Use of Library included in curriculum planning.</p> <p>Links to outside agencies – especially the Schools Library Service.</p> <p>Communication to support reading across the curriculum.</p>	<p>AK/AH/CC</p> <p>CC/LJ</p> <p>CC</p> <p>AK/CC</p>	<p>Half termly</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 language skills.</p> <p>The EEF Toolkit states that on average, Social & 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>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 and if applicable relevant home visits.</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 rates of absence. This is affecting their progress and attainment.</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>Regular feedback to the wellbeing team, leading to coordination with SENCO and Safeguarding team.</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>	

			<p>Close work with the school 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. Actions result 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 & KS2 Voucher for Banana Beach for Rec</p>	<p>HR</p> <p>LH/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 & 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</p> <p>AK/CH/LJ/AH/CC</p>	<p>Half termly</p> <p>Half termly focus on updating PP plans</p> <p>Half termly</p>	

Review Summary of 2019/20 Actions and Outcomes

Aim	Summary of actions /approach	Outcome / impact - outcomes based on teacher assessments
<p>To continue to diminish the differences in outcomes between disadvantaged pupils and their peers. <i>This remains a major priority for the school. Highlighted areas are a particular focus.</i></p>	<ul style="list-style-type: none"> Bespoke interventions took place for all PP groups. Robust Pupil Progress meetings took place half termly to plan specific intervention curriculum coverage. Barriers to learning identified for all PP pupils and actions introduced to address these needs. 	<p>Pupil outcomes for 2019/20:</p> <ul style="list-style-type: none"> 71% of FSM pupils in EYFS achieved a Good Level of Development- an increase of 11% from the previous academic year. 88 % of PP pupils in Year 1 achieved the expected standard in the Phonics Test. An increase of 5 % from the previous academic year. 2019 National Year 1 NPP = 84%. School NPP = 91%. 95% 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 = 95% 71% of PP pupils achieved the expected standard by the end of KS1 in reading. An increase of 14 % from previous year. 2019 National PP figure was 62%. School NPP = 78% 56% of PP pupils achieved the expected standard by the end of KS1 in writing. An increase of 1% from the previous academic year. 2019 National PP figure = 55%. School NPP = 75% 69% of PP pupils achieved the expected standard by the end of KS1 in mathematics. An increase of 4 % from the previous academic year. 2019 National PP figure = 62%. School NPP= 69% 62% of PP pupils achieved the expected standard by the end of KS2 in reading. An increase of 9 % from the previous academic year. 2019 National PP figure = 62%. School NPP= 72% 62% of PP pupils achieved the expected standard by the end of KS2 in writing. An increase of 4 % from the previous academic year. 2019 National PP figure = 68%. School NPP = 72% 67% of PP pupils achieved the expected standard by the end of KS2 in mathematics. An increase of 4 % from the previous academic year. 2019 National PP figure was 67%. School NPP = 78% % High Attaining KS2 PP pupils to achieve greater depth : Reading = 14%, Writing = 8%, Mathematics = 12%
<p>To improve attendance and the persisted absence rate for Pupil Premium pupils.</p>	<ul style="list-style-type: none"> Family Support Worker to work with hard to reach families and complete outreach visits for those pupils. Attendance and punctuality has been monitored daily. 	<ul style="list-style-type: none"> Overall All attendance 19/20 = 94.57% Overall attendance for PP pupils decreased from 94.46% (18/19) to 93.80% (19/20) PP Persistent Absence rate increased to 16.61% (19/20) from 13.35% (18/19) <p>These figures show the difference between this key attendance data still to be excessive and therefore remains a significant priority for the school.</p>
<p>Disadvantaged children have access to extracurricular activities and experiences that will increase cultural capital familiarity.</p>	<ul style="list-style-type: none"> All areas of the curriculum audited for enrichment activities. Essential knowledge strands for each curriculum area were identified and implemented within curriculum provision. A programme of enrichment activities took place with a particular focus on disadvantaged pupils. 	<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 so will remain a priority.</p>
<p>To further develop teaching and learning provision in order to better support disadvantaged pupils.</p>	<ul style="list-style-type: none"> The curriculum is sequenced against defined end points. Teachers have the expert subject knowledge they need to teach. Where they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching. 	<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</p>

	<ul style="list-style-type: none"> • Teachers enable pupils to understand key concepts, presenting information clearly and with appropriate discussion. • Teachers have the skills they need to enable pupils to retain knowledge in long term memory. 	<p>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 plan is to support teachers with their understanding of working memory and implications for classroom practice. This will continue to be consolidated in the academic year 2020/21.</p> <p>Teaching in school is securely good with some aspects of outstanding practice. In Early Years <i>‘children develop their knowledge and skills through purposeful activities. Staff plan ways for children to revisit the curriculum areas. This helps children remember their learning’.</i> (Ofsted Oct 2019) In Key Stage 2 <i>‘pupils are now revisiting the curriculum to catch up when they have gaps in their knowledge. Focused teaching is ensuring that pupils who have fallen behind get extra support’.</i> (Ofsted Oct 2019) <i>‘Teachers now make sure that each session they plan fits into a whole series of lessons’.</i> (Ofsted Oct 2019)</p>
<p>Parents and school have an effective partnership and pupil well-being is good.</p>	<ul style="list-style-type: none"> • The Thrive approach is implemented daily across the school. The school has worked tirelessly to implement this approach and promote in all children 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. 	<p>The school obtained LPPA accreditation. This is a national standard for effective parent partnership.</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. Feedback from the school’s most recent Ofsted inspection, Oct 2019 stated, <i>‘Pupils are happy and enjoy school. There is a calm atmosphere around the school. Pupils appreciate the strong support they receive within a nurturing environment. Warm and positive relationships exist within school. Pupils say that they learn how to stay safe, including on the internet. They say bullying is not a problem. Teachers listen to concerns and take actions to resolve any behaviour issues’.</i></p> <ul style="list-style-type: none"> • 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.

**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
Leadership for Inclusion	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.	✓		
Teaching and learning	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		✓	
Parent and Carer engagement	Enhancing home/school communication	Further engage with parents and hard to reach families	Structured Conversations - Welcoming and including families	✓		
Wider outcomes and opportunities	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		✓	