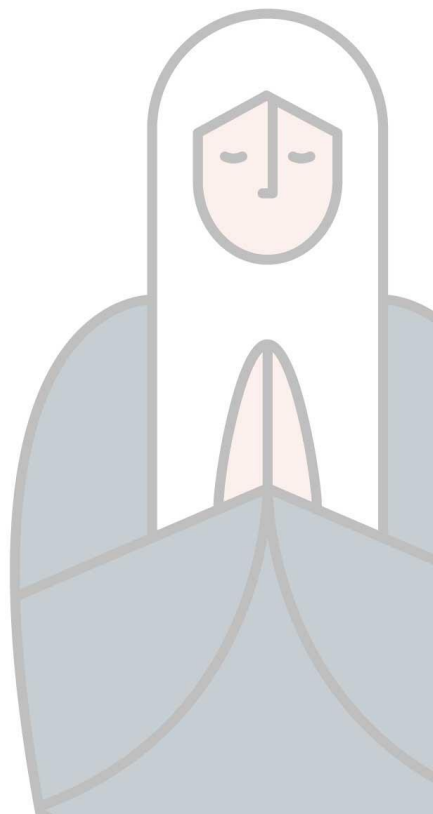




Pupil Premium, Recovery Premium,
Catch-up Premium and School Tutoring
funding Strategy 2022/23



2022/23



Pupil premium Strategy 2022/23

This Strategy details our school's use of pupil premium, recovery premium, catch-up premium and school led tutoring for the 2022 to 2023 Academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Modwen's Catholic Primary School
Number of pupils in school	361 (October 2022 Census)
Proportion (%) of pupil premium eligible pupils	17% 62 FSM/Ever 6 pupils 1 post LAC 0 service pupils
Academic Years 2021-2024 that our current pupil premium strategy plan (3-year plan)	2022 - 2025
Date this Strategy was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Andrea Sherratt
Pupil premium lead	Mr David Read
Governor / Trustee lead	Mr Paul Moon



Funding overview

Detail		Amount		
Pupil premium funding allocation this financial year		£73,410		
Recovery premium funding allocation this financial year		£3,452		
Catch-up Premium funding allocation this financial year		£0		
<i>*School led tutoring funding (allocation of pupils 25)</i>		£7,640		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)		£0		
Total budget for this academic year 22/23		£84,502		
22/23 Funding Budget Profile				
Budget Area	High quality teaching	Targeted academic support	Wider approaches	Total Budget Spend
Pupil Premium	£44,046 (60%)	£22,023 (30%)	£7,341 (10%)	£73,410 (100%)
Recovery Premium	£2,071 (60%)	£1,036 (30%)	£345 (10%)	£3,452 (100%)
School Tutoring	£6,112 (80%)	£1,528 (20%)	£0 (0%)	£7,640 (100%)
Total Funding	£52,229 (62%)	£24,587 (29%)	£7,686 (9%)	£84,502 (100%)



Part A: Pupil premium strategy plan

STATEMENT OF INTENT

At St Modwen's Catholic Primary School we want to enable all pupils regardless of their background to fulfil their potential both academically and socially.

School Vision for our children is to strive for 'excellence for all through Jesus' love

School Aims:

- **We strive for Respect** - To be kind to others through our care, compassion and love.
- **We strive for Enthusiasm** - To be always ready to embrace the journey ahead with eagerness and joy.
- **We strive for Independence** - To take responsibility for our learning with resilience and perseverance, becoming lifelong learners, accepting mistakes in ourselves and in others and learning from them.
- **We strive for Responsibility** - To be stewards of God's creation and to be a voice for equality as socially responsible citizens.

Our Pupil Premium Strategy (now Narrowing the Gap Strategy) has been re-written to weave through the 2022-25 School Development Plan which puts tackling disadvantage as a Key Priority over the next three years. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Many barriers to learning have been exacerbated by the Coronavirus pandemic for all children – but especially for many of our most disadvantaged pupils. We accept that many children who do not qualify for the Pupil Premium, Catch-up Premium or Recovery Premium Funding, especially following the pandemic, are vulnerable. It is with this in mind that we have allocated funding and resources.

Our Pupil Premium Strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring through route 3: School Led Tutoring. School will provide employ additional high quality teaching capacity to provide targeted interventions to narrow gaps in language, English and maths for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our three-year 'Pupil Premium Strategy' is threaded through the EEF's tiered approach. We will allocated funding using research-based approaches and through carefully selected **high quality teaching, targeted academic support** and **wider approaches** based on diagnostic assessment of need.



Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We adopt a whole school approach in which all staff take responsibility in supporting this strategy. Together we aim to raise expectations and support pupils to achieve their very best.

We recognise that disadvantaged children can face a number of barriers to learning and it is our intent to help pupils and their families overcome these barriers and ensure equality of access and opportunity for all.

Our key priorities to support disadvantaged pupils are to:

- Raise attainment outcomes in Reading, Writing and Mathematics.
- To enable pupils to read with confidence and increased fluency and with good comprehension skills to enable them to access the curriculum and prepare them for the next stage of their education.
- To develop confidence in their ability to communicate effectively in a wide range of contexts.
- Improved attendance and engagement of identified pupils.
- Raise aspirations and foster self-belief.
- Promote and support positive physical and mental health.
- Ensure equality of access and opportunity, regardless of starting point.
- 10 by 10 enrichment opportunities for all children – supporting social and emotional development, physical and mental health, aspirations and attainment, self-confidence and managing risk.

1. Teaching

A strong curriculum and high-quality teaching and learning are the vehicles by which the majority of student will be on track to achieve. This is the cornerstone of our '4C's on track' plan (Connect, Consolidate, Class size, CPD)

Connect: Strong personal, physical, social and emotional foundations must be in place to successfully address curriculum and learning. An extended period of pastoral support for pupils and additional CPD for staff provides our children with the best start to the Academic Year

Consolidate the Curriculum:

- Subject Curriculum adaptations as a result of lockdown
- Maintain key knowledge, skills and concepts with no compromise on ambition, breadth or depth
- Well planned spiraled, sequenced and layered curriculum
- Allows time for greater depth, whilst scaffolding to build confidence and success over time

Class Size: Lower numbers of pupils on-roll have resulted in smaller class sizes – across school

CPD: T & L Core Principles

- Recall starter/low stakes testing
- Quality instruction and modelling
- Checking for Understanding
- Live feedback to address misconceptions and close gaps
- Chance to practice and develop learning in different contexts
- Ensure all pupils have white board pens

CPD: Remote Teaching

- Live and Asynchronous teaching
- Terms and use of Visualiser to support feedback. Additional resources for pupils required to isolate (IT and workbooks)
- Purchase of visualisers for all classrooms to support blended learning and 'teaching from the front'

CPD: Literacy Strategy – Read, Write, Inc

- Read, write, Inc Programme and CPD Training (Ruth Miskin)
- Read, write, inc resources – books
- Drive reading through class Reads: Accelerated Reader and reading age tests to aid planning
- Developing comprehensions through WoW and making the implicit explicit by teaching Tier 2 +3 vocabulary

CPD: Knowledge Organiser Strategies

- Supporting knowledge acquisition so that pupils know and can remember more.

CPD: SEND and Disadvantaged pupils

- SEND Non- negotiables
- Narrowing the Gap Strategies



2. Targeted academic support

In addition to the usual academic interventions e.g. school has procured the following:

- PiXL – Intervention programme for gaps in English, Writing and Maths
- I See Reasoning and I See Problem Solving
- Literacy Shed
- White Rose Maths
- Orchard Digital KS2 Accounts



3. Wider Strategies

Foundations of closing gaps are a strong pastoral support programme in school to remove barriers to learning. In addition to what is already in place:

- Attendance staffing to re-engage PP/V who are Persistent Absence – Learning Mentor capacity
- Wellbeing and safeguarding increased SMSC/pastoral – Learning Mentor capacity
- Parental engagement and support – Learning Mentor/ Early Help
- Allocation of funding for attendance support and incentives



CHALLENGES

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulty with phonics than their peers. This impacts negatively on their development as a reader.
2	Internal assessments indicate that attainment for reading, writing and maths among disadvantaged pupils is generally below and well below that of non-disadvantaged pupils.
3	Impact of the COVID pandemic has further widened the gap between PP children and non-PP children.
4	Persistent absence, low levels of attendance and lack of punctuality for some disadvantaged pupils.
5	Social, emotional and behavioural difficulties; increase in issues around mental health and low self-esteem impacting on motivation and levels of concentration.
6	Complex family challenges and difficulties; lack of parent/carer engagement with school and a lack of active support at home with reading and other learning tasks.
7	Inequality of opportunity; disadvantaged pupils lack access to social and cultural experiences that enrich the learning journey.



INTENDED OUTCOMES

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve phonic knowledge of disadvantaged pupils to enable them to develop as a reader.	Phonic assessment data indicates pupils make rapid improvements in their phonics knowledge enabling them to develop as a reader. KS2 outcomes for Reading show more disadvantaged pupils meeting the expected standard.
Improve reading, writing and mathematics attainment amongst disadvantaged pupils.	Increased proportions of disadvantaged pupils will reach age related expectations in reading, writing and maths at the end of Key Stage 2 (2024/2025).
Pupils are supported and motivated to attend school regularly. Parents/carers support their children to attend school regularly.	Improvement in attendance percentage for disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, with special consideration for disadvantaged pupils.	All pupils feel safe and happy in school. Pupils mental health is a priority and there is a trained Senior Mental Health Leader in school. Pupils and stakeholders recognise signs of positive mental health and well-being and signs of poor mental health and well-being. Pupils and stakeholders know how to ask for help and support. Effective means of referrals upheld and interventions/support to help pupils remains a priority.
Families are supported to deal with challenges and difficulties. Parents/carers feel able to approach the school for support.	Increased engagement from parents/carers of disadvantaged children. Families are supported, where needed, through Children's Social Care involvement, Early Help Referrals and Plans, single agency support, the Designated Safeguarding Leads, teachers and support staff within school.
All children have the opportunity to access cultural and social experiences, enriching all areas of learning. School have adopted 10 by 10 in which school pledges to ensure all our children have the opportunity to improve their life chances through access to a range of cultural, social experiences which enrich their learning and broader life chance outcomes. 10 by 10: <ol style="list-style-type: none"> 1. Join in competitive team sports or outside of school recreational clubs 2. Play an instrument 3. Learn to swim and ride a bike 4. Take part in drama and performing arts 5. Enjoy outings across a wide range of environments 6. Know how to stay safe both in the real world and online 7. Explore the school and local community to learn about God and nature 8. Meet someone who inspires them through their life experiences 9. Become economically and environmentally more aware 10. Prepare and share a meal/food/baking 	Increased participation in enriching school events from disadvantaged children. All pupils have taking part in an educational visit off site. 10 by 10 implemented across school and tracking demonstrates: <ul style="list-style-type: none"> • Improved access to enrichment opportunities for all children, particularly those most vulnerable • Improved outcomes measured through monitoring and tracking of outcomes identified in educational visit



ACTIVITY IN THIS FINANCIAL YEAR 2022/23

This details how we intend to spend our pupil premium (and recovery premium funding) **this Financial year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,935.50

Budget Area	Budget Cost and % of Total Funding apportioned Budget 22/23
Pupil Premium	£44,046
Recover Premium	£2,071
School Tutoring	£6,112
Total Funding	£52,229 (62%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and resources: Purchase of RWI Whole school training for teachers and teaching assistants to secure stronger phonics teaching for all pupils.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>RWI is a DfE validated teaching program and is highly systematic.</p> <p>EEF Phonics</p>	1,2,3
<p>CPD and resources: Purchase Read, Write, Inc Spelling Programme to provide a standardised and progressive approach to teach spellings, building upon the phonics programme.</p>	<p>To purchase Read, Write, Inc Spellings and roll the programme out from Year 3 to Year 6.</p> <p>Spelling has been identified as an area for improvement and by adopting a consistent, standardised and progressive spelling scheme, standards in spelling will improve. This will build upon the synthetic phonics programme used to support reading and writing development.</p>	1,2,3
<p>CPD: Team Teach For all teachers and teaching assistants to be trained in Team Teach to assist with the quality of social and emotional learning.</p> <p>Funded in 2020/21 – intervention continued to be used by staff 2021/22</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>EEF Toolkit Behaviour Interventions EEF Social and Emotional Learning</p>	5,6



<p>Smaller classes across whole school as a result of lower numbers of pupil on roll. Low intake of pupils in Reception for Academic Year 2020/21 and 2022/23.</p> <p>353 Pupils on Roll (October 2021 Census – PAN 420).</p>	<p>The research into small classes is only a small sample. The evidence suggests that smaller classes only impact on learning if the reduced numbers allow the teacher to teach differently, for example high quality interactions with pupils with minimal disruptions. The gain is likely to come from the quality and quantity of feedback pupils receive.</p> <p>EEF Toolkit Reduced class sizes</p>	<p>2,3,5</p>
<p>CPD and deployment of teaching assistants to deliver focused interventions in the core subjects and to promote pupils' well-being.</p> <p>CPD includes: THRIVE</p> <p>Connecting with Children, Draw and Talk Therapy, Lego Therapy, Relax kids.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning</p>	<p>1,2,3,5,6</p>
<p><i>Reference:</i></p> <ul style="list-style-type: none"> • <i>Communication, Language, Reading and Comprehension Journey of Change Implementation Plan</i> • <i>Social and Emotional Development, well-being and mental health Journey of Change Implementation Plan</i> 		



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,587

Budget Area	Budget Cost and % of Total Funding apportioned Budget 22/23
Pupil Premium	£22,023
Recover Premium	£1,036
School Tutoring	£1,528
Total Funding	£24,587 29%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring; School led tutoring</p> <ul style="list-style-type: none"> - Small group tutoring in RWI phonics and get writing for years 3 and 4 and Fresh Start Phonics catch up for years 5 and 6. - 1:1 individual reading support for pupils who are not reading at home. 	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3,6
<p>Structured interventions Delivered by teaching assistants in years 3 - 6. A mixture between small group and 1:1 support.</p>	<p>On average 1:1 tuition is very effective in improving pupil outcomes. 1:1 tuition might be an effective strategy for providing target support for pupils that are identified as having prior lower attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6
<p>To invest into online personalised learning programmes. TT Rock Stars, Numbots, Discovery Education, My Maths, Spag, Maths.co.uk</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged back- grounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p>	1,2,3,6
<p><i>Reference:</i></p> <ul style="list-style-type: none"> • <i>Communication, Language, Reading and Comprehension Journey of Change Implementation Plan</i> • <i>Social and Emotional Development, well-being and mental health Journey of Change Implementation Plan</i> 		



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,686

Budget Area	Budget Cost and % of Total Funding apportioned/spent 21/22
Pupil Premium	£7,341
Recover Premium	£0
School Tutoring	£345
Total Funding	£7,686 9%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement and well-being;</p> <ul style="list-style-type: none"> -Educational visits & cultural opportunities within school (subsidised costs for PP pupils) - free school milk for PP pupils - subsidised costs for pupils to have music tuition. <p><i>Reference: Social and Emotional Development, well-being and mental health Journey of Change Implementation Plan</i></p>	<p>We do not want socio economic factors to disadvantage our most vulnerable pupils, therefore we will subsidise events, activities and milk to support pupil premium pupils.</p> <p>EEF Using the Pupil Premium</p>	4,6,7
<p>Embedding principles of good practice set out in the DfE Improving School Attendance advice.</p> <p><i>Reference Attendance Journey of Change Implementation Plan</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	4,6



<p>Parental engagement</p> <p>To develop the use of the ParentMail and Arbor communication app to communicate effectively with parents and carers and to involve them in celebrating pupils' learning at school and home.</p>	<p>School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success). There are several evaluations of programmes using text messaging to prompt conversations about learning at home and provide parents with tips or information about children's learning.</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>
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Part B: Review of outcomes 21/22

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Please also reference our 21/22 Pupil Premium Impact Statement for data on Pupil Academic Achievement, Attendance and Pastoral Support.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and will not be used to hold schools to account.

Internal data confirms that disadvantaged pupils have been most affected by the Covid- 19 Pandemic and are achieving below and significantly below non-disadvantaged pupils.

Whole school developments 2021/22

Investment into the Read, Write Inc. Phonics Programme.

Teachers and teaching assistants' accessed training to develop their knowledge and skills in teaching synthetic phonics.

Invested into Core personalised digital reding programme. Pupils were able to access at home during the Spring Lockdown in 2021. Teachers were able to track pupil engagement and contact parents where pupils were not logging on at home.

Investment into a new reading scheme.

Introduction of guided reading in Years 3 - 6 to support pupils to develop fluent reading capabilities and comprehension strategies. (Teacher led) Support staff led basic skills sessions (handwriting, TT Rock Stars and Mental Maths whilst teachers teach reading within small guided.

Year Group focused interventions

Targeted interventions were planned across each year group to support pupils who had fallen behind due to the Summer lockdown in 2020 and the Spring lockdown in 2021.

COVID had a significant impact on learning in each year group during the Autumn Term 2020 and the Summer Term of 2021. There were several bubble closures and staff absences which resulted in interventions being disrupted and often cancelled.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had



intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online re- sources such as White Rose Maths. Pupils also had access to our school's online subscriptions including, Espresso, TT Rock Stars, My Maths, SPAG and maths.co.uk.

Since the return to school in Autumn 2021, school has experienced a number of covid-19 outbreaks which is impacting on pupil attendance particularly our vulnerable group cohorts in school, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Following the periods of national lockdown and bubble closures we have aimed to:

- **Re-establish:** help children to re-familiarise themselves with school life and routines
- **Reconnect:** rebuild children's relationships with their teachers and each other
- **Resilience:** support pupils' mental health and boost their confidence and self- esteem
- **Recovery:** tailor teaching and learning to suit pupil needs.

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider



Journey of Change Implementation Plan – Improving Communication, Language, Reading and Comprehension

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teachers:</p> <ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Subject knowledge: some staff lack sufficient knowledge of the processes involved in the teaching of reading ○ Diagnostics/interventions; weak identification of why children are struggling, lack of precise diagnosis and choice of interventions with weak evidence base ○ Consistency of practice: phonics mixed schemes • Communication and Language: <p>Pupil behaviours:</p> <ul style="list-style-type: none"> • Gaps in vocabulary • Weak application of phonics to spelling • Limited sight recognition of familiar words • Limited engagement with reading beyond the classroom. 	<p>Active Ingredient 1: <i>Developing oral language.</i></p> <ul style="list-style-type: none"> • Oral rehearsal of written work, modelling, identification of target tier 3 vocabulary based on text choices. • Speech and Language Therapist commissioned to provide targeted interventions and assessment <p>Active Ingredient 2: <i>Modelling of reading/exposure to high quality texts</i></p> <ul style="list-style-type: none"> • Adults to read aloud every day using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate. <p>Active Ingredient 3: <i>Consistency of phonics teaching</i></p> <ul style="list-style-type: none"> • Implement daily teaching of phonics in EYFS and KS1 (systematic, responsive, engaging, adaptive, focused) <p>Active Ingredient 4: <i>Consistency of comprehension teaching</i></p> <ul style="list-style-type: none"> • Explicitly teach and identify the six comprehension strategies matched to appropriate texts: prediction, questioning, clarifying, summarizing, inference, activating prior knowledge. <p>Active Ingredient 5: <i>Identification</i></p> <ul style="list-style-type: none"> • Of pupils for oral language intervention • Identify pupils who will benefit from Speech and Language Therapy intervention using diagnostic testing (Stoke Speaks Out Baselines/Welcome Assessments) 	<p>Active Ingredient 1: <i>Training</i></p> <ul style="list-style-type: none"> • Staff training Reception/KS1: Phonics • Staff training - Stoke Speaks Out early identification and support children with SLCN <p>Active Ingredient 2: <i>Coaching:</i></p> <ul style="list-style-type: none"> • Follow up coaching sessions led by English Lead and SLT in Term 1 to support adoption and fidelity • As practice develops, identify staff champions to support ongoing coaching and provide examples for others. <p>Active Ingredient 3: <i>Resources</i></p> <ul style="list-style-type: none"> • Diagnostic suite for reading - Read, write, inc programme and resources, Literacy Shed • Review Library resources – invest in new books – Library area and Reading areas around school • EEF guidance reports for all staff <p>Active Ingredient 4: <i>Monitoring</i></p> <ul style="list-style-type: none"> • SLT: periodic learning walks, lesson observations • Standing item on phase meetings; staff feedback on actions taken and impacts 	<p>Fidelity:</p> <ul style="list-style-type: none"> • Staff in EYFS and KS1 follow the structure for high quality daily phonics (read, write, inc)(Term 1) • All staff demonstrate an understanding of vocabulary instruction theory and principles (Term 1) • All staff use and apply the six strategies for comprehension – schemes of work evidence the use of comprehension strategies (Term 1) • Explicit language development is evidence in lesson planning and resources (Term 2) • Staff are able to provide examples of modelling and scaffolding to support each other (Term 2) • Responsive and adaptive curriculum and planning (Term 3) • Improved quality of teaching: modelling and explanations (Term 3) • Consistent embedded approach to teaching of reading (Term 3) <p>Reach:</p> <ul style="list-style-type: none"> • All staff use the approaches to reading and language where appropriate in their planning • All learning school support staff are familiar with the diagnostic testing for reading <p>Acceptability:</p> <ul style="list-style-type: none"> • Staff confidence in teaching reading increased • Staff feel confident and empowered to teach comprehension 	<p>Short term (Term 1):</p> <ul style="list-style-type: none"> • Increased pupil engagement and confidence in reading • Developing oral language skills including vocabulary • Early identification of pupils with SLCN. <p>Medium term (Term 2):</p> <ul style="list-style-type: none"> • Improved pupil motivation, cognition and metacognition: pupils have strategies to support comprehension • Improved spellings in written work using phonics • Increased evidence of sight recognition of familiar words • Increased evidence of reading beyond the classroom • Increased number of words in vocabulary <p>Long term (Term 3):</p> <ul style="list-style-type: none"> • Improved Early Learning Goal outcomes: Communication and Language, English at end of EYFS • Improved phonics outcomes in Y1 • Improved reading outcomes at KS1 and KS2



Journey of Change Implementation Plan – Improving social and emotional development and mental health/wellbeing

Problem (why?)

School Staff:

- Gaps in staff skills, knowledge in supporting pupils social and emotional development and mental health
- Diagnostics/interventions; weak identification children's wellbeing levels in school. Inconsistency in using Leaven scales to measure and track

Pupil mental health:

- Evidence of negative impact covid-19 has had on pupil well-being/mental health and social and emotional development particularly vulnerable groups
- Pupil Safeguarding/Kindness survey and Parents Safeguarding Survey (Term 2) highlight pupil concern with on-line safety
- Relationships/Friendships issues in KS2 – as highlighted in Kindness/Safeguarding Survey Term 2
- Enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals.

Intervention Description (what?)

Active Ingredient 1:

Evidence-based interventions/resources to develop pupil social and emotional development, positive mental health and well-being.

- School focus area – Adopting 'Bottled' approach to support children to talk about and manage feelings and mental health
- THRIVE – Implement as whole school approach to supporting pupils mental health/well-being and social and emotional development
- Mini-Medics Mental Health training for pupils in school
- Team Teach strategies for pupil behaviour management and emotional regulation
- 10 by 10 Enrichment activity programme

Active Ingredient 2:

Pupils know where to find help/support for well-being/mental health

- Ensure all children know who they can talk to if they need support/help

Active Ingredient 3:

Mental Health Team identified to lead, implement and track impact across school

- Level 3 Mental Health in Workplace trained – CS/AP/TE
- Senior Mental Health (DfE) – CS
- Teaching and Learning Leads – TB/CL/AP

Implementation Activities (how?)

Active Ingredient 1:

Training

- Staff Training – Attachment, emotional regulation, trauma (Term 1)
- Staff Mental Health Training (Term 3)
- Staff Training – THRIVE (Term 3)
- Pupil Training – Mini Medics Mental Health – Term 3
- Governor identified as Link Mental Health Governor
- NOS Training – Term 3 – Mental Health webinars and CPD Training
- Team Teach training for staff –pupil behaviour management and emotional regulation.
- Educational Visits Training for staff leading Education Visits. EVC Training for Headteacher/SBM/SBT

Active Ingredient 2:

Pastoral support:

- Mini Mental Health champions
- Learning mentor – pastoral support /interventions
- THRIVE

Active Ingredient 3:

School Mental Health Action Plan and Monitoring impact

- Pupil mental health/well-being surveys (Term 2)
- School Mental Health Action Plan developed collaboratively across school (Term 3)
- SLT/Governor meeting: Standing Agenda
- Standing item on phase meetings; staff feedback on actions taken and impacts
- Arbor developed so well-being and involvement scales can be systematically recorded alongside attainment progress.

Implementation Outcomes (how well?)

Fidelity:

- All staff demonstrate an understanding of social and emotional development, attachment and trauma (Term 1)
- All staff understand how to use Leuven scale for well-being and involvement (Term 1)
- All staff involved with Educational visits are able to evidence the enrichment outcomes for pupils (10 by 10)
- Explicit social and emotional development is evidence in lesson planning and resources (Term 2)
- Staff are able to provide examples of modelling and scaffolding to support each other (Term 2)
- Responsive and adaptive curriculum and planning (Term 3)
- Consistent embedded approach to teaching of PSHE and RSE (Term 3)

Reach:

- All staff use the approaches to PSHE and RSE where appropriate in their planning
- All learning school support staff are familiar with the use of Leuven scales for measuring and tracking well-being and involvement
- All pupils enrichment opportunities are broadened by engaging in 10 by 10

Acceptability:

- Staff confidence in supporting social and emotional development, mental health and well-being increased
- Staff feel confident and empowered to teach PSHE and RSE.

Final Outcomes (and so?)

Short term (Term 1):

- Increased pupil awareness of the importance of good mental health and well-being
- Increased pupil understanding of emotional regulation
- Early identification of pupils with poor mental health/social and emotional development.
- Increase in the number and percentage of children who know who they can talk to in school to support them with their mental health and well-being.

Medium term (Term 2):

- Improved pupil confidence of talking openly about own mental health and asking for help
- Improved pupil confidence of understanding and being able to regulate own emotions
- Improved behaviour in pupils

Long term (Term 3):

- Improved Early Learning Goal outcomes: PSED at end of EYFS
- Improved Leuven well-being recorded rates in pupils across school
- Improved attainment progress, particularly in those children whose Leuven well-being ratings have significantly improved Term 1: Term 3
- Improved enrichment outcomes evidenced through Education visit tracking – pupil voice



Journey of Change Implementation Plan – Attendance

Problem (why?)

School:

- Too many vulnerable pupils are persistently absent (vulnerable pupils = SEND or who are disadvantaged, including those living in care)

Teachers:

- Lack of capacity within school staffing structure to prioritise vulnerable pupils attendance as highly as they need to if we are going to improve attendance rates

Pupil behaviours:

- Vulnerable pupils and their families do not value school attendance as highly as their peers.

Impact on attainment and progress:

- Vulnerable pupils attainment 2020/21 at
 - EYFS above/below school peer cohort average
 - KS2 above/below school peer cohort average
 - KS4 above/below school peer cohort average

Intervention Description (what?)

Active Ingredient 1:

Make Attendance a higher priority in pupils', parents and teachers minds.

- Analyse our PA data for vulnerable pupils to identify more precisely the barriers to attending school
- On-going education of pupils and parents around the importance of attendance and the impact that it has – information sessions for targeted parents, letters home, Attendance Support Plans for PA pupils and assemblies.
- Utilise functionality on Arbor to create attendance specific report cards/postcards home and agree thresholds and logistics for sending

Active Ingredient 2:

Design and implement a 'return to school catch-up support programme.'

- Class Teacher, Learning Mentor to work with parents/absent pupils to develop catch-up support programme. Outcomes:
 - Sustained return to school – improving attendance rate (Attendance Support Plan)
 - Catch-up on missed work – narrowing the attainment gap
 - Social and emotional development/mental health – Outcome improved Well-being score; friendships; mental health
 - Parental involvement in pupil's learning – Parents perception shift start to value education and prioritise child's attendance

Implementation Activities (how?)

Training

- Twilight training session on the importance of attendance for vulnerable pupils
- Monitoring activities
- Annual Vulnerable Pupils survey – Pupil Premium/SBM prepare report card with qualitative and quantitative data of vulnerable groups attendance – reporting to SLT and Governors

Monitoring activities

- Learning Mentor/Attendance Officer to track Attendance of PA pupils 3 weekly – Autumn Term then ½ Termly – reinforcing good attendance habits

Training

- Staff Training session on ' how the return to school catch-up support programme' will work, Parent Briefing and Assemblies for pupils

Monitoring activities

- Class Teachers/TA's track the catch-up activities as part of their regular interventions with their vulnerable pupils
- Learning Mentor/Attendance Officer to track Attendance of PA pupils 3 weekly – Autumn Term then ½ Termly – reinforcing good attendance habits

Implementation Outcomes (how well?)

Fidelity:

- First day calling 100% efficient – Attendance Officer
- Class Teachers, Learning Mentor and Attendance Officer work with pupils/families to proactively intervene when attendance dips below 97%
- Vulnerable pupils' parents proactively contact school to discuss attendance issues with Learning Mentor/Attendance Officer
- Most vulnerable pupils actively catch-up on work when returning to school

Reach:

- Most vulnerable pupils are aware of the negative impact of absence upon their academic attainment (Pupil Premium Survey)
- All vulnerable pupils are proactively improving their attendance and catch-up work on returning to school
- All pastoral staff are focused upon improving vulnerable pupils attendance

Acceptability:

- Majority of teachers do not have to chase absent pupils to catch-up on their work
- Student absenteeism places no extra burden upon teachers
- Improved quality of teaching: modelling and explanations

Final Outcomes (and so?)

Short term (Term 1):

- Vulnerable pupils' attendance improves

Medium term (Term 2):

- Vulnerable pupils' attendance generally in-line with all other pupil attendance

Long term (Term 3):

- Vulnerable pupils' attendance in-line with all other pupil attendance in all aspects