

HORTON GRANGE PRIMARY SCHOOL

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	HORTON GRANGE PRIMARY SCHOOL		
CURRENT PUPIL INFORMATION [2020/21]			
Total number of pupils:	487	Total pupil premium budget:	216,545
Number of pupils eligible for pupil premium:	165		

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	238	48%
Girls	249	52%
SEN support	61	12%

EHC plan	7 + 2 pending	1.43%
EAL	6	1.23%

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2017	2018	2019
Good level of development (GLD)	55% (as of school closure in March 2020)	71%	No national data	all 67 PP 63	all 67 PP 53	all 70 PP 64
Reading	59%	75%	No National data	all 72 PP 75	all 79 PP 69	all 76 PP 60
Writing	57	71	No national data	all 68 PP 71	all 69 PP 54	all 74 PP 60
Number	63	72	No National data	all 67 PP 67	all 81 PP 77	all 81 PP 60

YEAR 1 PHONICS SCREENING CHECK TEACHER ASSESSMENT JUDGEMENTS DUE TO COVID 19-CLOSURE OF

SCHOOLS					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2017	2018	2019
85	71	No national data due to closure of schools	all 86 PP 85	all 90 PP 88	all 82 PP 87

END OF KS1 –TEACHER ASSESSMENT JUDGEMENTS DUE TO COVID 19- CLOSURE OF SCHOOLS					
	Pupils eligible for PP	Pupils not eligible for PP	Data from previous 3 years -PP		
			School	2017	2018
% achieving expected standard or above in reading, writing and maths	Reading 73 Writing 59 Maths 73	Reading 73 Writing 64 Maths 70	Reading 67 Writing 58 Maths 65	Reading 77 Writing 63 Maths 77	Reading 77 Writing 73 Maths 73
% making expected progress in reading	52	58			
% making expected progress in writing	35	54			
% making expected progress in maths	57	71			

END OF KS2- TEACHER ASSESSMENT JUDGEMENTS DUE TO COVID 19-CLOSURE OF SCHOOLS

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2017	2018	2019
% achieving expected standard or above in reading, writing and maths	Reading 73 Writing 73 Maths 73	Reading 80 Writing 80 Maths 78		Reading 69 Writing 65 Maths 69	Reading 71 Writing 79 Maths 75	Reading 78 Writing 83 Maths 87
% making expected progress in reading	97%	97%				
% making expected progress in writing	97%	96%				
% making expected progress in maths	97%	96%				

OTHER DATA

Look at:	Strengths	Weaknesses
Attendance data	Robust systems and procedures for monitoring attendance. Attendance given a high priority in school-focus for regular rewards. Children know the	Ofsted area for improvement linked to persistent absentees who are also pupil premium. Policy currently under review Pandemic and evolving picture of local and

%	Sum 19	SP 20	A1*
ALL	95.36	95.01	96
PP	95	94.8	95
NPP	96	95.2	96
SEND	94.4	94.1	97

Persistent absenteeism

% below 90%	Sum 19	Sp. 20	A1
ALL	10	13.4	12
PP	14.3	14.01	14
NPP	6.25	12.8	10
SEND	13.16	15.6	12

school's target of 96%

SLT member responsible for overseeing attendance

Parent support officer designated to follow up attendance concerns, liaise with SLT member and make referrals. Strong relationships with parents prove the most effective way of improving attendance

Strong relationships with EWO and regular meetings (twice monthly)

Attendance for this year is well above National (95% as opposed to 88% nationally) following the full reopening of schools in the midst of the COVID19 pandemic

national restrictions, plus confirmed positive cases may begin to affect attendance. Second National lockdown to start 5.11.20-schools currently to remain open but may affect confidence with parents

Behaviour data

Current Data-Autumn 1 2020

Time Out C's

THRIVE approach well established in school over a number of years. Fully staffed THRIVE unit to support the social and emotional well-being of pupils from EYFS to Year 6.

6 members of staff trained as Thrive practitioners. Plans for 1 staff member to begin family thrive training to extend reach to families and therefore have a greater impact

A well-established behavior system that is understood by all members of the school community and has been adapted to incorporate THRIVE

2 members of staff are mental health leads

THRIVE unit cannot operate fully at the moment due to COVID restrictions and not being able to mix bubbles

COVID continues to impact on the mental health and well-being of children

We have been unable to ascertain the long term impact of Thrive once the children move on to KS3-it isn't used as an approach in the high school.

<table border="1"> <thead> <tr> <th></th> <th>Autumn 1</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5</td> </tr> <tr> <td>Boys</td> <td>5</td> </tr> <tr> <td>Girls</td> <td>0</td> </tr> <tr> <td>PP</td> <td>3</td> </tr> <tr> <td>NPP</td> <td>2</td> </tr> <tr> <td>SEND</td> <td>1</td> </tr> </tbody> </table> <p>Fixed Term Exclusions</p> <p>There have been 3 fixed term exclusions (1 child)</p>		Autumn 1	All	5	Boys	5	Girls	0	PP	3	NPP	2	SEND	1	<p>Behaviour has been consistently been judged as good by external sources.</p> <p>Horton Grange Values are well established and aim to develop character traits and attitudes that permeate all aspects of life including hard work, respect, resilience and tolerance. The values are at the heart of what we do as a school.</p> <p>Time Out C's and fixed term exclusions are reducing over time</p>	
	Autumn 1															
All	5															
Boys	5															
Girls	0															
PP	3															
NPP	2															
SEND	1															
<p>Safeguarding referrals</p>	<p>Safeguarding is judged as good by external sources</p> <p>There are 6 DSLs who work closely together</p> <p>Safeguarding meetings are held once a month to update on safeguarding issues</p> <p>CPOMS recording system is well established in school and any safeguarding issues are dealt with extremely promptly</p> <p>Safeguarding training is up to date. All staff receive year safeguarding training as a matter of course</p>															

LONG-TERM PLAN (3 YEAR TIMESCALE):

Rationale for Priorities

In all cases priorities are linked to the school improvement plan and are based on a mixture of summative and interim data, knowledge of the school, cohort and community. Decisions on spending are influenced by research by the EEF which assesses the impact of different interventions, programmes and approaches, ensuring that children gain the biggest impact from the measures put in place and that teaching is consistently of a high quality, resulting in high levels of attainment, progress and the children's love of learning. At Horton Grange we know that the most effective strategy to maximise PP children's attainment and progress is having consistently excellent teaching, day in, day out. An approach and supporting curriculum which gives opportunities for repetition and development of fluency is key. Ensuring both staff and children use metacognitive approaches to know more and remember more so that learning becomes automatic is integral.

This year we are in the unprecedented circumstance of having teacher assessment for the end of key stage data due to the COVID-19 pandemic. School closed to most pupils on 23rd March 2020 and many pupils did not return until September 2020. Whilst contact was maintained with the most vulnerable families and work provided through online platforms and paper packs, many children failed to access learning to its full degree. Data taken from the time school closed to most pupils showed that progress and attainment for the disadvantaged group was lower than in previous years, indicating that these pupils take longer to catch up and that the summer term is a crucial term for our PP children who ordinarily have the full academic year to make the levels of progress and attainment we would usually see. Baseline data collected upon return in September shows that the children who have suffered most noticeably due to school closures are the disadvantaged group, with these children now having the most progress to make to catch up lost learning.

PRIORITIES

1. EYFS-To ensure the % of disadvantaged children reach a good level of development is broadly in line with National
2. PHONICS-To ensure outcome for PP children is above National in phonics
3. READING, WRITING, MATHS OUTCOMES (end of key stage)

-To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in **reading, writing and maths fluency** so outcomes are above national and progress is above average by the end of KS2 over time.

-ensure these children have access to the required technological support to adequately access online platforms that support their learning for homework and in the event of the further closure of school/classes due to COVID 19

-ensure that metacognitive strategies underpin all teaching and learning and maximise both attainment and progress in all areas

BEHAVIOUR AND ATTITUDES

-To ensure that attendance for PP children is in line with National.

- To decrease the % of PP persistent absenteeism so that gap with other learners narrows
- maintain low levels of Time Out C's and continue to reduce fixed term exclusions for PP children
- 4. PERSONAL DEVELOPMENT-to support the mental health and the social and emotional development of PP children so that they are ready to learn.

PRIORITY 1

1. EYFS-To ensure the % of disadvantaged children reach a good level of development is broadly in line with National

Member of staff responsible: Sarah McGuire (DHT) Beth Hodgson (middle leader) and EYFS teaching and support team

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
To increase the % of PP children who attain the ELG in reading	Extra staffing capacity for supporting interventions and smaller targeted groups (focus PP) Ensure all PP children receive a book bag and provide books to be	EYFS team	ongoing Audit and order additional books for PP	HTLA providing extra staffing capacity for support with RWI and intervention groups linked to early reading and phonics	Regular RWI assessments Track home learning engagement through Tapestry	% of PP children achieving ELG in reading increases and gaps between groups diminish

	taken home to support phonics and engagement in early reading Phonic flashcards sent home to support decoding Where there is an overlap with SEND, small step targets are set in line with intervention plans		children	Books linked to scheme and RWI phonics sets		
To increase the % of PP children who attain the ELG in writing	Interventions linked to gross and fine motor skills (pre handwriting skills) Whole school training linked to the development of writing across school Extra staffing capacity to ensure that 1:1 support can be given to target children with writing	HLTA (staffing capacity)	Ongoing whole school writing training to be sourced as a whole school priority	HLTA Physical resources linked to pre handwriting	Track home learning engagement through Tapestry ermy data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderation	Termy data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderation
To increase the % of PP children who attain the ELG in number	To embed white rose maths Training for staff in White Rose Planning with Year 1 to ensure progression Purchase additional white rose resources and books (class set) to use in the continuous provision to support work in directed session	EYFS team Beth Hodgson (Karen Adams-maths Team)	Ongoing training purchase of additional resources Autumn 2	Resources linked to WRM WRM training (currently webinars die to COVID restrictions)	Track home learning engagement through Tapestry Termy data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderation	Termy data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderation
To increase the % of PP children who achieve the ELG in prime areas of learning	Buy resources to support the implementation of Launchpad for Literacy Early Talk Boost intervention to support language development Development of Forest school area and associated resources	EYFS team Outdoor learning lead (EB) Thrive staff	Autumn 2 to purchase additional resources for Launchpad and early	Resources linked to Launchpad and Talk boost OPAL programme for outdoor area and associated training and resources	Tapestry Termy data capture Final judgements against ELG in conjunction with inter school moderation	Termy data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderatio

	and training Extra capacity to support the implementation of Thrive plans for target children		talk boost Outdoor area Spring 1 and 2		Thrive assessments and progress against social and emotional development stages	
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PRIORITY 2 PHONICS-To ensure outcome for PP children is above National in phonics

Member of staff responsible: Sarah McGuire and the Literacy Team

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
Ensure all staff have had up to date training on the delivery of RWI	Book RWI training and development days	SMc and Literacy team	Yearly focus Development days scheduled when restrictions allow Review in Spring 2- ensure all staff delivering phonics have had up to date training	RWI training and development days 2 x development days yearly RWI training	Regular phonics assessments and adjustments of groups Yearly phonics check data	Phonics targets are met Children achieve above National average Progress of PP children is at least good with a % of PP children making above expected progress There is no gap between PP children and others Rapid progress is seen between groups Children emerge as confident decoders

<p>Ensure that resources are available to deliver RWI and that supporting materials are available to encourage the children to practice at home</p> <p>Ensure the effective delivery of RWI through additional SLT capacity (DHT) to model good practice, monitor delivery and ensure consistency and high quality first teaching</p>	<p>Audit current RWI resources</p> <p>Purchase any new resources including books linked to phonics set sounds that can support reading at home</p> <p>Extra staffing capacity to ensure rapid progress and to allow progression between groups 1 x DHT 1 x M6 teacher 1 x SENCO</p>		<p>Audit completed by end Autumn 1 and any supplementary resources ordered</p>	<p>RWI supporting materials RWI texts Book bags for PP children</p> <p>Member of SLT 5 x 1 hr per week (additional capacity-specialist teaching)</p> <p>SENCO 5 x 1 hr per week</p> <p>Projected Yearly spend £10,000</p>	<p>High engagement with reading of PP children progress through regular assessments</p>	<p>Children have ready access to RWI resources and they support their current phonic stage. Parental engagement is high.</p>
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PRIORITY 3 READING, WRITING, MATHS OUTCOMES (end of key stage)

Member of staff responsible: Literacy and maths teams, Core SLT
All teachers

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
To improve the percentage of	Continue to use RWI for early reading and phonic decoding	Literacy team	Audit of books linked	Time allocated for staff to audit RWI resources	Regular Lexia assessments	PP outcomes are at least in line with National at the

<p>disadvantaged pupils who make at least expected progress and / or reach expected standard in reading,</p>	<p>(see earlier target)</p> <p>To ensure PP children have access to high quality texts at their level and that correspond with relevant phonic stages and lexile range</p> <ol style="list-style-type: none"> audit of texts (linked to RWI, Oxford Reading Tree and Library) purchase of new books/resources <p>To ensure that children are able to read fluently and accurately and have access to programs and resources that support this (Lexia and Reading Plus) through the continuing subscription to these programmes</p> <p>Ensure the staff have up to date training on how to use these programs and use the assessment data from them to target gaps and misconceptions early.</p> <p>Class Actions PP children are targeted in class by class teachers and support assistants and read with at least 3 times a week (1:1 or 1:2) Guided reading at least 1 x per</p>	<p>Core SLT Class teachers</p>	<p>to scheme by December 2020 and subsequent purchase</p> <p>Library to be reviewed Spring 1 2021 and books purchased as appropriate</p> <p>Lexia and reading plus subscriptions renewed every 3 years</p> <p>Reading Plus training yearly (currently remotely due to Covid)</p>	<p>Oxford reading tree resources Library books purchased Lexia Reading Plus Time allocated for staff training</p>	<p>Termly Reading Plus Assessments plus regular monitoring of reading plus usage and progress Termly data capture and subsequent pupil progress meetings</p>	<p>end of KS data collection.</p> <p>100% of children make at least expected progress. Where there is an overlap between PP and SEND, there is evidence that those children have made expected progress against their individual targets</p> <p>In the interim years, termly data collection, lexia and reading plus assessments and data show at least good progress with a good proportion of PP children making above expected progress and differences diminishing over time</p> <p>Engagement in reading (both with books and via online programmes is high)</p>
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	<p>week</p> <p>Reciprocal reading strategies used at least 1 x per week</p> <p>Year 3 and 4-60 second speed reads used to promote fluency and progress with words per minute (wpm)</p>			<p>Projected Yearly Spend</p> <p>£10,000</p>		
<p>To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in writing</p>	<p>Ensure there is a whole school consistent approach to writing (internal and external training and CPD)</p> <p>Ensure staff are confident in the planning and delivery of writing units (internal and external training focus)</p> <p>Purchase any resources needed to support the development of writing</p> <p>Extra staffing capacity to ensure that writing is taught effectively and children are fluent in the basics of writing (handwriting, spelling and SPaG) 1 x M6 teacher to allow for an extra grouping in Year 5</p>	<p>EB-Year 5 handwriting group-TA shadowing to build capacity for them to deliver future sessions</p> <p>Handwriting groups-Rec, Year 1, Year 2 jigsaw therapy</p> <p>Extra staffing capacity for smaller group teaching in Year 5</p>	<p>20 sessions (5 sessions per week for 4 weeks)</p> <p>Review impact at the end of the 20 sessions and regularly review to see if improvement is sustained</p> <p>Writing training to be sourced in Autumn 2 (2020) and scheduled</p>	<p>External training to be sourced and purchased so that confidence in the planning and delivery of writing impacts on outcomes</p> <p>Extra staffing capacity for targeted handwriting interventions</p> <p>7 x 1hrs (total delivery of the 20 sessions)</p> <p>Spelling shed subscription</p> <p>Oxford Owl subscription</p> <p>Projected Yearly Spend</p> <p>£15,000</p>	<p>Evidence from books show impact of handwriting for key children (PP books are a focus for regular book scrutiny)</p> <p>Planning and books evidence a consistent approach to writing.</p> <p>Progress between cold and warm writing is clear.</p> <p>Spelling improves (evidence in books-regular book scrutinies of PP ch)</p> <p>Termly data capture</p> <p>End of KS writing assessment-Teacher assessment</p>	<p>100% of children make at least expected progress in writing.</p> <p>Where there is an overlap between PP and SEND, there is evidence that those children have made expected progress against their individual targets (evidence in target books)</p> <p>In the interim years, termly data collection, data show at least good progress with a good proportion of PP children making above expected progress and differences diminishing over time</p> <p>Engagement in writing is high (evidence in lessons)</p>

<p>3. To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in maths</p>	<p>Ensure staff are confident in the planning and delivery of maths, including the mastery approach delivered through WRM and NCETM</p> <p>Ensure that the making connections model and the concrete/pictorial/abstract model are embedded through having access to resources to support this</p> <p>Ensure the fluency of the subject is integral to the teaching and resources, approaches and programs support this.</p> <p>Provide extra staffing capacity through DHT and AHT so that learning can be targeted at the end of KS2 (Year 6) and progress and attainment of PP children is achieved</p> <p>Extra staffing capacity by AHT in Year 5 so that children who are behind ARE can catch up and keep up (small group specialist teaching)</p> <p>Deep dive into maths across school to identify strengths and</p>	<p>Maths Team led by AM/EB</p>	<p>Maths training for programs that support basic fluency delivered in Spring 1</p> <p>Resources to be reviewed as part of the deep dive (linked to concrete/pictorial/abstract model) and further resources ordered</p> <p>DHT 5 x 1 hour per week + 1 hr per week further intervention time-this will increase in Spring 1 AHT 5 x 2 hours per</p>	<p>Internal CPD provided by AM/EB</p> <p>External WRM training Subscription to WRM premium resources</p> <p>TT Rockstars subscription (Yearly)</p> <p>Staffing capacity in Year 6 to allow for small group targeted teaching</p> <p>staffing capacity in Year 5 to allow for smaller group targeted teaching</p> <p>1st class@ number 3 x per week</p> <p>Projected Yearly spend £20,000</p>	<p>Progress between pre and post unit assessments half termly TT rockstars assessments and review of heatmaps Termly data capture Deep dive in maths</p>	<p>100% of children make at least expected progress in maths. Where there is an overlap between PP and SEND, there is evidence that those children have made expected progress against their individual targets (evidence in target books)</p> <p>In the interim years, termly data collection, data show at least good progress with a good proportion of PP children making above expected progress and differences diminishing over time Engagement in maths is high (evidence in lessons)</p>
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	weaknesses so that it impacts on QFT and subsequently on outcomes		week + 1 hr intervention time (increasing in Spring 1)			
Ensure no child is disadvantaged in their learning by providing access to the required technological equipment adequately access online platforms that are used for learning (homework and in the event of the further closure of school/classes due to COVID 19)	<p>Audit the access to technology at home so an accurate picture of who has technology to support learning</p> <p>Purchase chrome books that can be used to support learning in class as well as loan out for remote learning or homework</p> <p>Ensure staff are trained and confident to set online learning and ensure the quality of online learning is good.</p>	EB HF JH-technical support	<p>Audit for DFE (summer 2019)</p> <p>Updated audit will take place November 2020 as part of parents evenings</p> <p>Chrome books ordered Sept 2020 (awaiting delivery)</p> <p>System of loaning to be devised by HF</p>	<p>Initial purchase of chrome books x 59 with capacity for additional purchases should demand require</p> <p>Associated licences and warranties to accompany the devices</p> <p>Internal CPD to ensure staff confidence with remote learning and online programmes</p> <p>Projected yearly spend 20,000</p>	<p>Access to online learning is tracked for PP children through school 360</p> <p>Progress can be seen through online programmes</p>	<p>All PP children are able to access remote learning should this be required</p> <p>Technology is loaned out for PP children to access homework-impact seen with reading, writing and maths outcomes</p>
Ensure PP children have equal access to trips and experiences that enrich the	Subsidise trips for PP children including day visits and residential programs (when these are able to resume)			<p>Residential programme Years 3-6 (subsidised by upto 50%)</p> <p>Day Trips and experiences</p>	<p>PP spend for trips is tracked via finance</p> <p>Uptake on trips and residential for PP</p>	<p>100% of trips and residentials are attended by PP children</p> <p>Impact seen through</p>

curriculum and encourage the Horton Values				Projected yearly spend: 10,000	children is tracked (EB) parents are targeted through parent liaison officer to ensure PP children attend trips and experiences	engagement in lessons, access to vocabulary through linked learning visits. Pupil voice of PP children shows positive approach to visits and residential
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PRIORITY 4 BEHAVIOUR AND ATTITUDES

Member of staff responsible: Emma Brownrigg

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
To ensure that attendance for PP children is in line with National.	<p>Attendance focus</p> <p>Parent support officer continues to work closely with parents, EWO and member of SLT to target PP attendance</p> <p>Rewards for attendance given termly to encourage good attendance</p> <p>Review the current attendance</p>	JH EB school EWO	<p>Attendance reviewed weekly by EB and JH</p> <p>Half termly attendance tracking (EB)</p> <p>JH-twice monthly meetings</p>	Termly Attendance rewards and tracking parental support officer. Member of SLT responsible for attendance	<p>Weekly attendance report</p> <p>Half termly attendance tracking of PAs</p> <p>Termly attendance rewards</p> <p>Termly attendance reporting to governors</p>	<p>Attendance is above National</p> <p>PP persistent absenteeism is reduced and in line with National</p> <p>School target of 96% is achieved</p> <p>No PP child is disadvantaged due to poor attendance</p>

	policy, including the trigger percentages so that actions can be taken even earlier.		with EWO to track attendance and PAs JH regular phone calls with parents and a weekly focus on trigger percentages that will trigger the letters home regarding attendance	Projected Yearly spend £35,000		
To decrease the % of PP persistent absenteeism so that gap with other learners narrows						
Maintain low levels of Time Out C's and continue to reduce fixed term exclusions for PP children	Continued use of Epraise to encourage good behaviour. Ensure staff have sufficient training to feel confident with dealing with behaviour issues and understanding the driving forces of discharge behaviours			Epraise subscription Termly rewards and experiences Internal Thrive training linked to behaviour support/thrive approach and staged of social and emotional development Projected Yearly spend	SIP visits (currently done remotely) Incidents recorded on CPOMS track behaviour incidents Time Out C's and fixed term exclusions reported termly and tracked	

£2000

PRIORITY 5 PERSONAL DEVELOPMENT

Member of staff responsible:

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
To support the mental health and the social and emotional development of PP children so that they are ready to learn.	<p>Ensure that children have access to THRIVE and The Place as appropriate and that they feel supported and are able to access learning in class.</p> <p>Track usage of The Place for PP children</p> <p>Ensure that Thrive provision targets the social and emotional interruptions effectively through accurate plans based on screenings and assessment</p> <p>Deliver the 'Friends for life resilience programme to targeted groups to support friendships in school and</p>	<p>EB/CJ (mental health leads)</p> <p>EB/KH-Place staff</p> <p>KS1 TAs- delivery of programme-</p> <p>EB to contact OPAL (outside</p>	<p>Different groups targeted throughout the year for Friends for life programme</p> <p>Termly tracking of PP children using the place</p>	<p>Resources linked needed to deliver Thrive effectively</p> <p>Outside Area Opal assessment and training package to help develop the outdoor area</p> <p>resources and equipment for the outdoor area</p> <p>Necessary clothing so that children can access the outdoors whatever the weather</p> <p>Projected Yearly spend</p>	<p>Twice yearly Thrive screenings that show progress between different stages of social and emotional development</p> <p>Regular reviewing of CPOMs to monitor welfare of children</p>	<p>Children are happy in school</p> <p>They have clear strategies for dealing with worries and anxieties.</p> <p>Progress is seen through Thrive screenings and reported on twice yearly</p> <p>Outside area is used frequently and is not bound by the weather conditions.</p> <p>Children have regular access to the outdoors for both learning and playtimes.</p> <p>Behaviour incidents at playtime are reduced</p> <p>Staff feel confident leading outdoor learning and play.</p>

	<p>promote positive self talk</p> <p>Develop the outside area so that children have the greatest access to outdoors, supporting resilience, mental and physical health and the social aspect of developing friendships, problem solving and communication.</p>	<p>area focus- Spring 1 2021 and discuss embarking on project)</p>		<p>£10,000</p>		
<p>To ensure Thrive continues to be an effective provision for supporting social and emotional development and is embedded in schools</p>	<p>Continue to run The Place with 2 members of staff (1 x full time, 1 x 0.8)</p> <p>Ensure Thrive practitioners in school receive yearly training so that licensing can be maintained and the approach can be continued to be used effectively throughout school</p>			<p>Running of The Place-2 x staff members</p> <p>Maintain Thrive training for all Thrive practitioners to uphold their licences</p> <p>Projected Yearly spend £65,000</p>		<p>The Place continues to run a full programme of interventions from EYFS to Year 6</p> <p>Children progress through the social and emotional stages of development, meaning a greater % of children are at their expected level of development</p> <p>Thrive is embedded throughout school.</p>
<p>Extend Thrive so that it supports parents and families and strategies used impact at home as well as at school.</p>	<p>Staff member to attend family THRIVE training</p> <p>Once trained, develop a program of work with key families of PP children at urgent need so that progress through stages of emotional development can be supported at home as well as school</p>			<p>Family Thrive training</p> <p>Staffing capacity to run family thrive sessions supporting resources and materials</p> <p>Projected Yearly spend</p>		<p>Targeted families are using Thrive to support parenting and this is impacting on their confidence with parenting. Impact can be seen in outcomes and attitudes of the children at school.</p>

				£3000		
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Review: last year's aims and outcomes 2021

Aim	Objectives	Outcome
<p>EYFS-To ensure the % of disadvantaged children reach a good level of development is broadly in line with National</p>	<p>To increase the % of PP children who attain the ELG in reading</p> <p>To increase the % of PP children who attain the ELG in writing</p> <p>To increase the % of PP children who attain the ELG in number</p> <p>To increase the % of PP children who achieve the ELG in prime areas of learning</p>	<p>Outcomes in 2020 are not comparable due to school closure in March 2020 due to Covid 19 pandemic.</p> <p>At the point of closure 55% of disadvantaged children were on track. Should school not have closed outcomes for pp would likely be broadly in line with 2019. In 2021 42% of disadvantaged children achieved a good level of development. Whilst this is significantly lower than in previous years 92% of disadvantaged children made expected progress and 75% above expected progress.</p> <p>Data</p> <p>Reading 58% (increase from 12% baseline on track)</p> <p>Writing 42% (increase from 12% baseline on track)</p> <p>Number 63% (increase from 37% baseline-on</p>

		<p>track)</p> <p>Prime areas</p> <p>CLL-71% (increase from 30% baseline)</p> <p>Target=ed interventions including Talk Boost, NELI and launchpad for literacy show ++ impact</p> <p>PSED 71% (increase from 15% baseline)</p> <p>Focus on THRIVE embedded throughout EYFS. Low baseline due to children missing Nursery provision from previous year where PSED would have had a huge focus</p> <p>PD- (increase from 35% baseline)</p>
<p>PHONICS-To ensure outcome for PP children is above National in phonics</p>	<p>Ensure all staff have had up to date training on the delivery of RWI</p> <p>Ensure that resources are available to deliver RWI and that supporting materials are available to encourage the children to practice at home</p> <p>Ensure the effective delivery of RWI through additional SLT capacity (DHT) to model good practice, monitor delivery and ensure consistency and high quality first teaching</p>	<p>Staff training was delivered through the RWI development day. ++ feedback given by the trainer on the quality of the provision being offered.</p> <p>Limitations have been imposed on the movement of resources between home and school due to the pandemic and this has undoubtedly impacted on outcomes. Parents have not been allowed in school to receive their usual phonics meetings.</p> <p>DHT has continued to deliver RWI to targeted groups of children</p>

		<p>In 2019 outcomes for pp exceed npp outcomes in school. In Autumn 2020 Year 1 children took the phonic test whilst in Year 2 due to the pandemic.</p> <p>Only 60% of pp reached the expected standard reflecting the national picture of the impact of the pandemic on the disadvantaged group. Missed time both in March 2020 and January 2021 has meant those children who benefit the most from both hourly RWI sessions as well as targeted intervention for them to reach expected standard have been disadvantaged the most by the disruption to education and will need continued intervention as they begin Year 3</p>
<p><u>READING, WRITING, MATHS OUTCOMES (end of key stage)</u></p>	<p>To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in reading,</p>	<p>Data below for achievement in Reading, Writing and Maths for PP children. Outcomes are not comparable due to national school closures (COVID 19) However progress can be seen from the end of EYFS.</p> <p>KS 1 and 2 Sats were not completed (COVID 19) In KS2 outcomes for PP children had been on a 4 year improving trend with differences being minimal and PP children exceeding NPP in maths. However 2020 assessments show a dip and reflects a national picture of disadvantages suffering the most adverse affects of school closures</p> <p>13/16 of SEND children in Year 6 were PP</p> <p>KS1 73% EXS</p> <p>KS2 73% EXS</p>

	To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in writing	<p>KS1 59% EXS</p> <p>KS2 73% EXS</p> <p>Writing in KS1 remains the biggest focus for PP children as they move into KS2 and will be a priority for future spend.</p>
	To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in maths	<p>KS1 73% EXS</p> <p>KS2 73% EXS</p>
	Ensure no child is disadvantaged in their learning by providing access to the required technological equipment adequately access online platforms that are used for learning (homework and in the event of the further closure of school/classes due to COVID 19)	In total 150 chrome books were received via the DFE or purchased, ensuring all PP children were offered the loan of a chromebook during periods of both lockdown and remote learning.
	Ensure PP children have equal access to trips and experiences that enrich the curriculum and encourage the Horton Values	<p>Due to COVID restrictions imposed nationally, trip, experiences and our usual residential programme were not able to take place.</p> <p>When restrictions were lifted on June 19th 2021, Year 4 attended a 3 day residential.</p> <p>PP/FSM children pay only the deposit</p> <p>PP children pay half</p> <p>Out of the 10 children who chose not to attend, 3 were PP and 7 were non PP reflecting an excellent uptake of PP children.</p>

BEHAVIOUR AND ATTITUDES-attendance

To ensure that attendance for PP children is in line with National. (no National data currently available for Spring/Summer 2021)

To decrease the % of PP persistent absenteeism so that gap with other learners narrows

Attendance for Autumn 2 for PP nationally was 92.2%

School PP attendance in Autumn was 95% and showed an improvement on the previous year.

Spring -National lockdown 39% of children who attended were PP. However, those children whose parents chose not to send their children in despite being eligible for a place were coded C as opposed to X and this adversely affected the overall attendance of that group.

Summer 1 and 2-Attendance of PP ch-93.2% (slight decline from previous year)

% of PP PAs remains too high although reflects the national picture (PP PA data only available for Autumn term)

National PP PA-24.1

School PP PA for the same period was 22% (Autumn 1 14% rising to 22% in Autumn 2) -this remained largely static for the remainder of the year

School continues to work tirelessly with parents, families and the EWO to liaise and rigorously follow the tight systems in place.

This continues to be an area of priority/

	<p>Maintain low levels of Time Out C's and continue to reduce fixed term exclusions for PP children</p>	<p>Number of fixed term exclusions remains low (19.5 days) representing only one child who has since been placed in a specialist alternative provision, There were no further fixed term exclusions</p> <p>Time Out C's remain low compared to the previous year. PP children receiving time out C's are higher than NPP, and there is a significant crossover with SEND. Where this is the case, changes to provision have been made</p>
<p><u>PERSONAL DEVELOPMENT</u></p>	<p>To support the mental health and the social and emotional development of PP children so that they are ready to learn.</p> <p>To ensure Thrive continues to be an effective provision for supporting social and emotional development and is embedded in schools</p>	<p>Supporting mental health remained a focus including during times of lockdown/bubble closures and isolation. Phone calls by class teachers and SLT took place at least weekly and PSHE remained part of home learning. Parents (particularly those of disadvantaged/vulnerable children) had weekly (sometimes daily) contact from the parent liaison officer and staff. For those children attending school, there was additional outdoor time and PSHE remained a priority throughout.</p> <p>84 children were on a Thrive action Plan and received group or individual intervention at least 1 x per week (some as much as 3 times daily)</p> <p>53% of children receiving support are PP</p> <p>Thrive continued to operate a full timetables of interventions although had to adjust timetables and groupings due to restriction on mixing</p>

Extend Thrive so that it supports parents and families and strategies

Family Thrive status gained by 1 member of staff who delivered advice and support based on Family thrive remotely to approx 12 families (no parents in school this year due to COVID restrictions)

This will continue into next year.