

HORTON GRANGE PRIMARY SCHOOL

'Learning together to be the best we can be'



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 (Sept 20) 409 without Nursery	Total pupil premium budget:	216,545 Funding for LAC/post-LAC pupils - £6,840.
Number of pupils eligible for pupil premium:	168 (41%) Consistently between 40 and 45% with some cohorts significantly higher over time.		
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 (NOTE DATA FROM 2020 IS NOT COMPARABLE DUE TO SCHOOL CLOSURE)						
	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	<p>Robust systems and procedures for monitoring attendance.</p> <p>Attendance given a high priority in school-focus for regular rewards. Children know the school's target of 96%</p>	<p>Ofsted area for improvement linked to persistent absentees who are also pupil premium.</p> <p>Policy currently under review</p> <p>Pandemic and evolving picture of local and national restrictions, plus confirmed positive</p>

%	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

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

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

Behaviour has been consistently been judged

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>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	<p>Extra staffing capacity for supporting interventions and smaller targeted groups (focus PP)</p> <p>Ensure all PP children receive a book bag and provide books to be taken home to support phonics and engagement in early reading</p> <p>Phonic flashcards sent home to support decoding</p> <p>Where there is an overlap with SEND, small step targets are set in line with intervention plans</p>	EYFS team	<p>ongoing</p> <p>Audit and order additional books for PP children</p>	<p>HTLA providing extra staffing capacity for support with RWI and intervention groups linked to early reading and phonics</p> <p>Books linked to scheme and RWI phonics sets</p>	<p>Regular RWI assessments</p> <p>Track home learning engagement through Tapestry</p>	% of PP children achieving ELG in reading increases and gaps between groups diminish
To increase the % of PP children who attain the ELG in writing	<p>Interventions linked to gross and fine motor skills (pre handwriting skills)</p> <p>Whole school training linked to the development of writing across school</p> <p>Extra staffing capacity to ensure that 1:1 support can be given to target children with writing</p>	HLTA (staffing capacity)	Ongoing whole school writing training to be sourced as a whole school priority	HLTA Physical resources linked to pre handwriting	<p>Track home learning engagement through Tapestry</p> <p>Termly data capture book scrutinies (focus PP)</p> <p>Final judgements against ELG in conjunction with inter school moderation</p>	<p>Termly data capture book scrutinies (focus PP)</p> <p>Final judgements against ELG in conjunction with inter school moderation</p>

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 Termly data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderation	Termly 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 and training Extra capacity to support the implementation of Thrive plans for target children	EYFS team Outdoor learning lead (EB) Thrive staff	Autumn 2 to purchase additional resources for Launchpad and early talk boost Outdoor area Spring 1 and 2	Resources linked to Launchpad and Talk boost OPAL programme for outdoor area and associated training and resources	Tapestry Termly data capture Final judgements against ELG in conjunction with inter school moderation Thrive assessments and progress against social and emotional development stages	Termly data capture book scrutinies (focus PP) Final judgements against ELG in conjunction with inter school moderatio

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	Book RWI training and development days	SMc and Literacy	Yearly focus Developmen	RWI training and development days	Regular phonics assessments and	Phonics targets are met Children achieve above

<p>on the delivery of RWI</p>		<p>team</p>	<p>t days scheduled when restrictions allow</p> <p>Review in Spring 2- ensure all staff delivering phonics have had up to date training</p>	<p>2 x development days yearly RWI training</p>	<p>adjustments of groups Yearly phonics check data</p>	<p>National average</p> <p>Progress of PP children is at least good with a % of PP children making above expected progress</p> <p>There is no gap between PP children and others</p> <p>Rapid progress is seen between groups Children emerge as confident decoders</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>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>

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
<p>To improve the percentage of disadvantaged pupils who make at least expected progress and / or reach expected standard in reading,</p>	<p>Continue to use RWI for early reading and phonic decoding (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"> 1. audit of texts (linked to RWI, Oxford Reading Tree and Library) 2. 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>Literacy team Core SLT Class teachers</p>	<p>Audit of books linked 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 subscription s renewed every 3</p>	<p>Time allocated for staff to audit RWI resources Oxford reading tree resources Library books purchased Lexia Reading Plus Time allocated for staff training</p>	<p>Regular Lexia assessments Termly Reading Plus Assessments plus regular monitoring of reading plus usage and progress Termly data capture and subsequent pupil progress meetings</p>	<p>PP outcomes are at least in line with National at the 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>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 week Reciprocal reading strategies used at least 1 x per week Year 3 and 4-60 second speed reads used to promote fluency and progress with words per minute (wpm)</p>		<p>years</p> <p>Reading Plus training yearly (currently remotely due to Covid)</p>	<p>Projected Yearly Spend £10,000</p>		<p>Engagement in reading (both with books and via online programmes is high)</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) Purchase any resources needed to support the development of writing</p>	<p>EB-Year 5 handwriting group-TA shadowing to build capacity for them to deliver future sessions</p> <p>Handwriting groups-Rec,</p>	<p>20 sessions (5 sessions per week for 4 weeks) Review impact at the end of the 20 sessions and regularly review to see if improvement</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 7 x 1hrs (total delivery of the 20 sessions)</p> <p>Spelling shed subscription</p>	<p>Evidence from books show impact of handwriting for key children (PP books are a focus for regular book scrutiny) Planning and books evidence a consistent approach to writing. Progress between cold and warm writing is clear. Spelling improves</p>	<p>100% of children make at least expected progress in writing. 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</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>Year 1, Year 2 jigsaw therapy</p> <p>Extra staffing capacity for smaller group teaching in Year 5</p>	<p>t is sustained</p> <p>Writing training to be sourced in Autumn 2 (2020) and scheduled</p>	<p>Oxford Owl subscription</p> <p>Projected Yearly Spend £15,000</p>	<p>(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>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</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>Internal CPD provided by AM/EB</p> <p>External WRM training</p> <p>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>Progress between pre and post unit assessments</p> <p>half termly TT rockstars assessments and review of heatmaps</p> <p>Termly data capture</p> <p>Deep dive in maths</p>	<p>100% of children make at least expected progress in maths.</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, d 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 maths is high (evidence in lessons)</p>

	<p>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 weaknesses so that it impacts on QFT and subsequently on outcomes</p>		<p>DHT 5 x 1 hour per week + 1 hr per week further intervention time-this will increase in Spring 1</p> <p>AHT 5 x 2 hours per week + 1 hr intervention time (increasing in Spring 1)</p>	<p>Projected Yearly spend £20,000</p>		
<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</p>	<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>	<p>EB HF JH-technical support</p>	<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</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>

COVID 19)			(awaiting delivery) System of loaning to be devised by HF			
Ensure PP children have equal access to trips and experiences that enrich the curriculum and encourage the Horton Values	Subsidise trips for PP children including day visits and residential programs (when these are able to resume)			Residential programme Years 3-6 (subsidised by upto 50%) Day Trips and experiences Projected yearly spend: 10,000	PP spend for trips is tracked via finance Uptake on trips and residential for PP children is tracked (EB) parents are targeted through parent liaison officer to ensure PP children attend trips and experiences	100% of trips and residentials are attended by PP children Impact seen through engagement in lessons, access to vocabulary through linked learning visits. Pupil voice of PP children shows positive approach to visits and residentials

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	Attendance focus	JH EB	Attendance	Termly Attendance rewards and tracking	Weekly attendance report Half termly attendance	Attendance is above National

<p>children is in line with National.</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 policy, including the trigger percentages so that actions can be taken even earlier.</p>	<p>school EWO</p>	<p>reviewed weekly by EB and JH</p> <p>Half termly attendance tracking (EB)</p> <p>JH-twice monthly meetings with EWO to track attendance and PAs</p> <p>JH regular phone calls with parents and a weekly focus on trigger percentages that will trigger the letters home regarding attendance</p>	<p>parental support officer. Member of SLT responsible for attendance</p> <p>Projected Yearly spend £35,000</p>	<p>tracking of PAs</p> <p>Termly attendance rewards</p> <p>Termly attendance reporting to governors</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>
<p>To decrease the % of PP persistent absenteeism so that gap with other learners narrows</p>						

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 £2000	SIP visits (currently done remotely) Incidents recorded on CPOMS track behaviour incidents Time Out C's and fixed term exclusions reported termly and tracked	
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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.	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. Track usage of The Place for PP children Ensure that Thrive provision targets the social and emotional	EB/CJ (mental health leads) EB/KH-Place staff KS1 TAs-delivery of	Different groups targeted throughout the year for Friends for life programme Termly tracking of	Resources linked needed to deliver Thrive effectively Outside Area Opal assessment and training package to help develop the outdoor area resources and equipment for the outdoor area Necessary clothing so that	Twice yearly Thrive screenings that show progress between different stages of social and emotional development Regular reviewing of CPOMS to monitor welfare of children	Children are happy in school They have clear strategies for dealing with worries and anxieties. Progress is seen through Thrive screenings and reported on twice yearly Outside area is used frequently and is not bound by the weather conditions.

	<p>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 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>programme-</p> <p>EB to contact OPAL (outside area focus- Spring 1 2021 and discuss embarking on project)</p>	<p>PP children using the place</p>	<p>children can access the outdoors whatever the weather</p> <p>Projected Yearly spend £10,000</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>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</p>	<p>Staff member to attend family THRIVE training</p>			<p>Family Thrive training</p> <p>Staffing capacity to run family thrive sessions</p>		<p>Targeted families are using Thrive to support parenting and this is impacting on</p>

<p>used impact at home as well as at school.</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>supporting resources and materials</p> <p>Projected Yearly spend £3000</p>		<p>their confidence with parenting. Impact can be seen in outcomes and attitudes of the children at school.</p>
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