Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Swanmore Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	John Paterson
Pupil premium lead	Zoe Morgan
Governor / Trustee lead	Bobbie Branson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Pupil premium funding allocation financial year 2021/22 Ever 6 - 52 @ £1345 = £69940 Service Children - 9 @ £310 = £2790 Post looked after children - 1 @ £2345	£75075.00
Recovery premium funding allocation this academic year	£1921.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76996.25

Part A: Pupil premium strategy plan

Statement of intent

School vision

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

Pupil premium strategy statement of intent 2021-22

For children receiving pupil premium funding to demonstrate good progress (academic and/or pastoral) against identified interventions so achievement is identified against the assessment statements. Due to the COVID-19 pandemic, children's rates of progress have been affected over the past year and a half. Additional support is therefore required to ensure that children receiving pupil premium funding are achieving a good level of progress based on their previous key stage data.

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by Pupil Premium strategy group and are shared with the governors:

1. Whole-school ethos of attainment for all

There is a culture of high expectations for all.
There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
Disadvantaged pupils and their families are held in high regard
Leaders, teachers and other adults understand their role within the school's strategy

2. Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

3. High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

4. Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.
Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
Transition processes for disadvantaged pupils are carefully planned and implemented

5. Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
Accelerated progress must lead to higher attainment within an academic year and key stages.

6. Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
Self-evaluation is rigorous and honest.
The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
Leaders apply robust quality assurance processes and clear success criteria.

7. Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Limited access to quality texts
2	Parental illiteracy
3	Reluctant readers
4	Reading without understanding (fluency but not comprehension)
5	Poor reading fluency
6	Poor learning skills and attitudes; lack of self-regulation and ownership of learning
7	Children unaware of what they need to do to improve
8	Lack of confidence
9	Poor recall of times tables facts
10	Insecure phonics knowledge on leaving KS1
11	Lack of confidence when choosing which phonic sounds to use in their writing
12	Limited exposure to rich language
13	Limited time in nursery/EYFS and therefore limited opportunities to develop their use of language due to COVID-19
14	Emotional/behavioural concerns, reducing engagement in and capacity for learning
15	Limited opportunities outside of the school setting
16	Financial barriers to additional tuition, extra-curricular activities and school trips/residentials
17	Poor attendance

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
For children in receipt of pupil premium funding to demonstrate good progress.	• An increase in the percentage of children receiving pupil premium funding achieving ARE in reading, writing and maths. • For children receiving pupil premium funding to make at least expected progress based on their previous key stage data.

For children in receipt of pupil premium funding to have access to a range of wider opportunities, including music tuition and sports events, school trips and outdoor activities.	• We have children in the school who have received music lessons who otherwise would not have been able to • Children receiving pupil premium funding have attended sports events which they would not otherwise have attended • Children receiving pupil premium funding have taken part in gardening activities
For children in receipt of pupil premium funding to have made accelerated progress in reading and to have developed a greater interest in reading	• Improved reading data • Pupil conferencing shows pupils are excited about reading • Reading diaries show pupils are reading on a regular basis

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,634.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition and self-regulation – whole school approach to improving the effectiveness of quality first teaching	"There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future." (Education Endowment Foundation website)	6, 7
Feedback – Strategies previously in place prior to COVID to be reviewed and implemented from September 2021, including: assessment cups,	"There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work." (Education Endowment Foundation website)	6, 7
Peer tutoring – Strategies previously in place prior to COVID to be reviewed and implemented from September 2021, including: mixed ability partners, partner talk,	"While there is limited evidence that specifically examines pupils from a disadvantaged background, studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning,	8

Activity	Evidence that supports this approach	Challenge number(s) addressed
	practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics." (Education Endowment Foundation website)	
Reading comprehension – The teaching of skills and strategies will be linked between whole class work and interventions – making the skills explicit. The Hampshire Toolkit will be used to support whole class teaching strategies which the teachers will be trained to deliver.	"Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts." (Education Endowment Foundation website)	1, 2, 3, 4

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

Budgeted cost: £41362.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback - Y4/5/6 children who receive PP funding to have 1:1 meetings with their class teacher once per half term. They will bring along their books, review how they have been doing and set targets. Y1/2/3 who receive PP to have regular weekly or bi-weekly	"There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in	6, 7

discussions, using additional adults (teachers and TAs) for release time.	previously completed work." (Education Endowment Foundation website)	
Peer tutoring - Reinstate fun partners as 'reading partners'. Use as an audience for written work, recitals and performances. Reading mentors – possibly years 2-6. Each mentor will be paired with a child in a lower year. This will not always be the confident readers; it could also be used to boost the self-esteem of struggling readers in higher years. Reinstate times tables buddies (Y6 mentors supporting Y4 students).	"While there is limited evidence that specifically examines pupils from a disadvantaged background, studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics." (Education Endowment Foundation website)	5, 8, 9
Reading comprehension - The teaching of skills and strategies will be linked between whole class work and interventions – making the skills explicit. The toolkit will be used to target small groups lead by a teacher. TAs will be trained to deliver strategies to develop fluency. They will be made aware of the teaching of skills and strategies for reading comprehension so that they can link this to the fluency work.	"Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts." (Education Endowment Foundation website)	1, 2, 3, 4
KS2 phonics - Children who either did not pass their Y1 phonics screen, or who are still not secure in their phonics, will continue to be taught to read through phonics, and it will continue to form part of	"Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	5, 10, 11

their everyday learning. This will either be through joining the structured year 2 catch-up intervention or through a Year 3/4 phonics group lead by a trained staff member. Staff in LKS2 will be trained in phonic sounds so they are more readily able to support those children.	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." (Education Endowment Foundation website)	
EYFS language interventions - Exploration of possible oral language interventions in EYFS including NELI (individuals or small groups) or Word Aware (whole year group). Refresher speech and language training by SC for TAs to help disseminate strategies to each year group	"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one." (Education Endowment Foundation website)	12, 13
One to one tuition – TAs will be trained to deliver structured intervention programmes to individual children on a one to one basis. These will be targeted, tracked interventions for reading, writing and maths that are known to show good rates of progress. Children will undertake a diagnostic pre-intervention assessment to find the gaps in their learning alongside pre- and post-intervention assessments to ensure that the intervention is effective. Interventions will run for a set number of weeks/sessions, as	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum." (Education Endowment Foundation website)	3, 4, 5, 6, 7, 8, 9, 10, 11

decided prior to the intervention. Teachers across the school will work with children on a one-to-one basis to target children's gaps in their learning using more informal intervention methods. This may be additional teachers taking children for interventions, or additional teachers taking the class whilst the class teacher completes interventions.		
Small group tuition - TAs will be trained to deliver structured intervention programmes to small groups of children. These will be targeted, tracked interventions for reading, writing and maths that are known to show good rates of progress. Children will undertake a diagnostic pre-intervention assessment to find the gaps in their learning alongside pre- and post-intervention assessments to ensure that the intervention is effective. Interventions will run for a set number of weeks/sessions, as decided prior to the intervention. Teachers across the school will work with small groups of children to target gaps in their learning using more informal intervention methods. This may be additional teachers taking children for interventions, or additional teachers taking the class whilst the class teacher completes interventions.	"Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." (Education Endowment Foundation website)	3, 4, 5, 6, 7, 8, 9, 10, 11

Summer school – year 5 going into year 6 and year 1 going into year 2 pupils. Pupils targeted based on end of year attainment.	"There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches." (Education Endowment Foundation website)	

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

Budgeted cost: £16000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/nurture	"Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment." (Education Endowment Foundation website)	14
1:1 emotional/ behavioural support		14
Librarian	Since 1992, a growing body of research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement (Gretes, 2013; Scholastic, 2016). Data from more than 34 statewide studies suggest that students tend to earn better standardized test scores in schools that have strong library programs. https://kappanonline.org/lance-kachel-school-librarians-matter-years-research/	1, 2, 3, 5
Gardening experiences	https://www.sciencedirect.com/science/article/pii/S2211335516301401 The results presented here suggest that gardening can improve physical, psychological, and social health, which can, from a long-term perspective, alleviate and prevent various health issues facing today's society. We therefore suggest that government and health organizations should consider gardening as a beneficial health intervention and encourage people to participate in regular exercise in gardens.	8, 14, 15
Minibus lease	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf	8, 14, 15

It is therefore of considerable relevance for education that children from all social backgrounds have better experiences of out-of-school activities. Wikeley found that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school. Sutton found that private school children's free time was structured and organised, involving a wide range of cultural and sporting activities (Sutton, 2007). For children from a deprived estate, in contrast, free time was dominated by unsupervised street play and socialising with friends.

Subsidised music tuition	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	15, 16
Subsidised trips	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	15, 16
Subsidised residential visits	"Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation." (Education Endowment Foundation website)	15, 16
Sporting/event prioritisation	"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." (Education Endowment Foundation website)	15, 16
Attendance tracking and monitoring. Attendance officer who instigates support for children and families where attendance is poor or there is regular lateness.	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities 5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.	17

	6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.	

Total budgeted cost: £76996.25

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

End of KS2

(6 children therefore 1 child = 17%)

	PP Outcomes (%)	Non PP outcomes (%)	Gap (%)
Reading	ARE+ 67 GDS 17	ARE+ 89 GDS 45	ARE+ -22 GDS -28
Writing	ARE+ 67 GDS 17	ARE+ 87 GDS 34	ARE+ -20 GDS -17
Maths	ARE+ 83 GDS 33	ARE+ 85 GDS 26	ARE+ -2 GDS +7
Combined	ARE+ 67 GDS 17	ARE+ 79 GDS 15	ARE+ -12 GDS +2

End of KS1

(9 children therefore 1 child = 11%)

	PP Outcomes (%)	Non PP outcomes (%)	Gap (%)
Reading	ARE+ 56 GDS 0	ARE+ 88 GDS 38	ARE+ -32 GDS -38
Writing	ARE+ 33 GDS 0	ARE+ 84 GDS 10	ARE+ -51 GDS -10
Maths	ARE+ 44 GDS 0	ARE+ 76 GDS 26	ARE+ -32 GDS -26
Combined	ARE+ 22 GDS 0	ARE+ 74 GDS 0	ARE+ -52 GDS 0

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Active Schools Programme	Active Me 360

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Pupil Premium Strategy Group		
Team member	**Role**	**Approach**
Headteacher John Paterson	Strategic overview of pupil premium strategies, curriculum recovery and catch up. Strategic financial management of pupil premium funding and COVID-19 catch-up funding.	Briefing governors in Finance and Buildings, Personnel and FGB meetings with strategic documents.
Inclusion Lead/SENDCo Zoe Morgan	Strategic monitoring of processes and procedures. Analysis of PP progress data. Identification of target groups. PP pupil conferencing.

Strategic overview and monitoring of class-based interventions and specific programmes for the disadvantaged pupils and pupils with SEN. Data analysis of progress of pupils with SEN. SEN pupil progress meetings with class teachers. Support teachers with targeted interventions to support children with SEN not making expected progress. | Ensure tracking grids are updated following assessments following data drops. Meetings with staff, reviewing wider provision; recording interventions and pupil conferencing.

Updating Jon for Data/progress meetings.

Preparing statement to governors' FGB meeting, highlighting Issue, Intervention and Impact. Minute Strategic group session (held before FGB) so impact form is fed back to governors. |
| **Deputy Headteacher** Jon Flynn | Strategic overview of case studies. Analysis of case study progress data. Identification of children on case studies not making expected progress.

Data and progress meetings with all class teachers, focusing on identified target pupil premium children. | Ensure tracking grids are updated following assessments.

Meetings with staff following data drops, recording interventions and pupil conferencing.

Updating Data/progress meeting minutes.

Preparing statement to governors' FGB meeting, highlighting Issue, Intervention and Impact. |
| **Inclusion governor** Bobby Branson | Review the effective use of funding and the impact of the PP Strategy. | Termly meeting with Zoe to include: 'High level' data review of children's provision/progress Update FGB on impact grid, sharing challenges and next steps |

KS2 lead/Maths Lead Tony Hughes	Data and progress meetings (alongside Jon) with KS2 class teachers, focusing on identified target pupil premium children. Support KS2 teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS/KS1 teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed. Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in maths. Maths work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.	Know KS 2 PP children's achievements Meet with teachers in KS2 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet Monitoring: Quality first teaching in maths for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet
KS1 lead Jo Hughes	Data and progress meetings (alongside Jon) with KS1 class teachers, focusing on identified target pupil premium children. Support KS1 teachers with targeted interventions to support PP children not making expected progress. Form a link between KS1 teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed. Strategic overview of parental engagement – highlighting target children and families, monitoring their engagement, supporting staff to work with families.	Know KS1 PP children's achievements Meet with teachers in KS1 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet Monitoring: Impact of Parental Engagement across the school planning/intervention notes, feedback from children's/parents' conferencing Recorded on headline sheet
English lead Jane Saunders	Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in reading and writing. Reading and writing work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.	Monitoring: Quality first teaching in English for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet

EYFS lead/ Phonics/early reading lead Jo Hughes	Data and progress meetings (alongside Jon) with EYFS class teachers, focusing on identified target pupil premium children. Support EYFS teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed. Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in phonics and early reading. Phonics and early reading work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.	Know EYFS PP children's achievements Meet with teachers in EYFS to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet Monitoring: Quality first teaching in English for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet This will look like: Venn diagram tracking and children's group lists, highlighting children's progress Quality of teaching and learning of phonics across children in stage of early reading
Teaching Assistant Naomi Hunter	Form a link between teaching assistants and leaders, ensuring that their views are heard. Bring any concerns or suggestions from teaching assistants to the strategy group to be addressed.	Each half term, conference TAs to identify things that are helpful and should continue and things that they identify as barriers. Pass this to Zoe.
Attendance Officer Tanya Clay	Rigorous monitoring of the attendance of pupil premium children. Raise concerns about children with poor attendance.	Add the attendance figures to the PP tracking document prior to the strategy meetings.
Review Dates for academic year:	5/10 - Meet to remind of initiatives and interventions, decide who 'owns'/leads on what approach so they know what to report on in the next meeting 23/11 - share what is/not working well with our allotted initiative and what are the next steps, reviewing the data- what child is not achieving, what is the plan? 15/3 - share what is/not working well with our allotted initiative and what are the next steps, reviewing the data- what child is not achieving, what is the plan? 14/6 - What is final data looking like for children receiving PP? What are plans for PP next year? Each review is reported to the governing body.	