# Pupil premium strategy statement (primary) 2019/2020

**How Russell will be supporting pupil premium children**

* We will inform all families who attract the pupil premium funding and invite them to contribute (via Your thoughts questionnaire) to influence the provision they receive so that it has the greatest impact on raising attainment.
* We believe engagement of our PP families is key and continue to develop our communication with these families whilst being mindful to protect these families from any kind of stigmatisation or stereotyping.
* All pupil premium pupils will have a ‘strengths and difficulties’ questionnaire completed by the class teacher and analysed by the PP lead.
* Provisions for PP children will be set up by the end of the second week back in September using our electronic mapping tool by class teachers. The impact is reviewed at least half termly and at Pupil Progress Meetings (PPMs) by teachers, Phase leaders, the Deputy Head (PP lead) and the Headteacher.
* All pupil premium, along with all other pupils, will have their attendance monitored monthly. If it falls below 95% within the Spring and Summer term a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.
* All Pupil Premium children are tracked on a bespoke tracking system. This is reviewed at least half termly. Any child at risk of not meeting their annual attainment and progress target will have specific, relevant intervention identified by the teacher in conjunction with the Phase Leader.
* Teachers will report the progress and attainment of pupil premium pupils in Maths and English to the Deputy and Head through Staff development meetings, mid-point PP meetings and termly pupil progress meetings.
* All pupil premium pupils will be discussed thoroughly in transition between years. Specific strategies will be shared.
* All pupil premium pupils will be prioritised in class and interventions by their class teacher with specific strategies being recorded and monitored for impact on the provision plan via the mapping tool. Teachers will be expected to look at this during transition in order to quickly set individualised provisions in the Autumn term.
* Pupil Premium pupils will have educational visits and curriculum activities paid for (up to £20 per term, plus year 4 Condover residential). Extra curricula clubs will be considered on an individual basis according to need.
* All pupil premium pupils will have access to Pastoral Support should they require it. This may take the form of 1:1 sessions or therapy sessions such as lego therapy.
* The pastoral support team will carry out some specific interventions with the children as necessary. These are reviewed for impact on an ongoing basis.
* At parents’ evenings all parents are informed of how their children’s pupil premium is being used and the impact it is having.
* The DHT monitors the effectiveness of interventions via the provision mapping tool. This is reported to Governors and the HT.
* The DHT will coordinate the provision with SLT, teachers and parents.
* The DHT and Head set the proposed spend of the PPG over the year. The impact of this is monitored by the DHT and reported to Governors. Strategic spending decisions are made based on outcomes.
* The class teacher and pastoral support team will regularly assess the children’s view of their own learning needs and social, emotional needs to ensure it is fully considered.
* Our belief is that all Pupil Premium children can and should achieve as well as their peers.

**How Russell will be supporting Vulnerable children**

* Russell will keep a register of vulnerable children. This will change regularly and will enable these children to access the same support mechanisms that are available for PP children.
* The school will monitor and track these children in the same way.
* Parents will be informed of these provisions.
* All vulnerable children will have a provision assigned and evaluated each half term as required.
* The DHT will coordinate their provision with SLT, teachers and parents.

**Summary of July 2018-2019**

* By July 19 the gap between PP and all children had been diminished in reading and writing attainment.
* In reading PP ARE+ was 80% compared to all of 87%. The gap is now -7% whereas it had been -18% in 2017-2018 (11% reduction in the gap)
* In writing PP ARE+ was 65% compared to all of 79%. The gap is now -14% whereas it had been -31% in 2017-2018 (17% reduction in the gap)
* In maths PP ARE+ was 68% compared to all of 82%. The gap is now -17% whereas it had been -18% in 2017-2018 (1% reduction in the gap)
* With SEN children removed PP ARE+ compared to all ARE+ is +1% in reading (this is the same as 2017-2018), -9% gap in writing (8% reduction in the gap from 2017-2018) and -3% gap in maths (13% increase in the gap from 2017-2018).
* In year 4 attainment in R, W and M exceeded the local authority %. Reading Russell – 80% LA – 65%, Writing Russell – 80% LA – 51%, Maths Russell – 80% LA – 58%
* By July 2019 the progress gap between PP children and all children in reading and writing had been diminished.
* In reading the gap is -3% (this gap has reduced by 4% compared to 2017-2018)
* In writing the gap is -11% (this gap has reduced by 3% compared to 2017-2018)
* In maths the gap is -14% (this gap has increased by 11% compared to 2018-2018)
* During 2018-2019 90% of our provisions which included PP children were in some way effective. Provisions continued to be systematically evaluated for their effectiveness and these were disseminated and good practice shared amongst colleagues in order to maximise the benefits from these provisions that were particularly effective. We also continued to invest in more research based provisions such as Sounds~Write and Switch-On as well as using the White Rose material for Maths across all year groups. More information can be found on the website under impact of provisions 2018-2019.
* Mid-point meetings continued with the DH where each class teacher met with the DH between PPMs to discuss attainment, progress and provisions for PP children. Action plans were set up during these meetings and monitored by Phase Leaders.
* At the beginning of the year staff were clearly made aware of children’s prior attainment and progress through the use of the tracking grids which enabled them to plan effectively.
* Our pastoral team continued to develop over the course of the year with focus shifting to research based therapies being used. They also developed more robust systems such as referral and discharge forms to ensure the correct children were receiving support.
* We continued to use the provision mapping tool which enables us to evaluate provisions more precisely.
* The Switch-On Programme was used as a writing provision as well as reading had high impact with children making accelerated progress.

For a more detailed review of the previous year (2018-2019) please see the website.

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| Summary information | | | | | |
| School | Russell Lower School | | | | |
| Academic Year | 19-20 | Total PP budget | £  (financial year)  £43,420  (academic year) | Date of most recent PP Review | July 19  (internal) |
| Total number of pupils | 398 | Number of pupils eligible for PP | 21 PP  2 LAC  5 post LAC  2 Service | Date for next PP Strategy Review | January 2020 |

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| 1. **Previous years attainment** | | |
|  | *Pupils eligible for PP*  *17/18 18/19* | *Pupils not eligible for PP (all pupils)*  *17/18 18/19* |
| **% achieving ARE or above in reading, writing & maths (or equivalent)** | R= 69 80 W= 48 65 M= 69 65  Non SEN  R = 88 88 W =62 70 M= 92 79 | R= 86 82 W= 77 79 M= 85 82 |
| **% making at least expected levels of progress in reading (or equivalent)** | 91 89    Non SEN 100 96 | 94 92 |
| **% making at least expected levels of progress in writing (or equivalent)** | 76 78    Non SEN 85 83 | 92 89 |
| **% making at least expected levels of progress in maths (or equivalent)** | 94 74  Non SEN 100 78 | 95 88 |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **Accademic barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Poor attainment in maths (particularly non-SEN PP) |
|  | Poor attainment in writing for boys in particular |
|  | Social, emotional and mental health of PP children and families and impact on readiness to learn.  Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school |
|  | Some use if ineffective provisions across the school |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **F.** | Lack of a breadth of experiences that enable PP children to contextualize their learning |
| **G.** | Two way communication with parents regarding provisions and effectiveness |

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| **Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria – achieved, partially, not started** | **Review – Autumn, Spring, Summer** |
|  | Diminish the attainment gap between disadvantaged and all pupils in maths across the school (-17% gap reduced). | Attainment in maths for PP children has improved by July 2020.  All PP  M= 85 82 M= 69 65  Non SEN  M= 92 79  R= 86 82 W= 77 79 M= 85 82  The gap between PP and all children has diminished by July 2020. |  |
|  | An increase in boys PP writing attainment to 75% | Attainment in writing for PP boys has improved by July 2020 from previous years  W= 48 65 Non SEN W =62 70 |  |
|  | Social, emotional and mental health needs of PP children and/or families are identified quickly and appropriate support is given via the class teacher and Pastoral Support Team so that the needs are reduced.   |  | | --- | |  | | SDQs to demonstrate improvements in social and emotional well-being for identified pupils.  Effective support via the Pastoral Support Team measured through the outcome of provisions.  PP children to have developed strategies to aid their social, emotional and mental health and resilience via the pastoral support team in order to improve readiness to learn.  Pastoral Support Team tracking sheet to evidencing movement of children into and from their support. |  |
|  | Improve the rates of accelerated progress made by disadvantaged pupils across the school by creating a more strategic outline of progressive provisions to be used across the Russell journey. | Only evidence based and effective provisions used across the school in all year groups.  All provisions are effective for the majority of children.  A list of provisions to be created for each year group across the school with supporting guidance and ‘expert’. |  |
|  | To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities | Provision of a range of initiatives to extend children’s experiences. Improved levels of engagement; positive pupil voice in extra curriculum e.g.: School Council, Sports leaders, music lessons. |  |
|  | Parents to feel fully informed of what support and provision is in place for their child/ren. | Higher level (quantitative and qualitative) of communication with parents about what is being actioned to support their children.  Parents understand what their children are learning, what support they are in receipt of and how they can support this. |  |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019-2020** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach**  **Achieved, partially, not started** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Effective teaching of maths across the whole school resulting in increased maths attainment for all inclusive of PP children. | Develop consistency in the use of and teaching from white rose maths particularly in the areas of fluency, reasoning and problem solving.  To ensure at least 5 sessions of discreet maths are taught each week from years 1 to 4 and some formalised teaching of maths skills in FS.  To look for maths provisions that will have a direct link to whole class teaching such as Maths Hub within Third Space Learning.  To ensure there is clear progression within maths via the development of the school’s curriculum map.  Children signposted to provisions quickly following PPMs and PP meetings.  Maths led to monitor via their subject leader role.  Further maths training or coaching of staff as required. | | The need to increase maths attainment across the school | Staff training planned in to school calendar for staff development meetings  Maths subject lead to monitor quality of planning.  Montoring of teaching and learning cycle to involve observations of maths teaching.  SLT to monitor quality of maths teaching via drop ins.  Staff to be supported with effective professional development. | SLT/ZH  ZH  SLT  SLT  LB/SLT/ZH |  |
| To develop an effective maths provision to use across years 1 and 4. | Investigate a research based maths provisions similar to Switch On that can be used across the school to tackle low maths attainment inclusive of PP children.  Trial of any intervention before whole school use. | | EEF research - Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. | Careful research into appropriate interventions based on evidence and research.  Use of provision mapping tool to measure the effectiveness of the trialed intervention.  Drop-ins to be carried out observing the use of maths provision to ascertain it’s impact | LB Deputy Head  ZH Maths Lead  SLT |  |
| Develop the understanding and use of more age appropriate vocabulary of all children within the school inclusive of the PP children in order to improve writing outcomes. | Develop and implement a whole school vocabulary approach through the use of ‘closing the word gap’ materials from Oxford University Press.  English Lead PM foci:  Use Close the Gap vocabulary resources. Including the KS1 and KS2 activities for the classroom.  Incorporate vocabulary activities into the English Lessons/spag.  Have a ‘vocabulary’ morning.  Daily reading aloud of good quality texts.  Word of the week.  World Book day – a whole school theme with competitions, reading sessions with parents, activities.  Reading Patron – local author or actor/actress.  Visits to the local library. | | ‘For our Oxford Language Report we carried out market research with more than 1,300 teachers. Over half of those surveyed reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers believe the word gap is increasing.’  **Why closing the words gap matters 2018** | PM target for English lead  Calendarised staff training to ensure delivered correctly.  Monitoring and scrutiny of planning/lynx files to evidence use within lessons.  Monitoring via the English lead and Deputy Head (PP lead) | CJ English lead |  |
| **Clear intent, implementation and impact of the school’s curriculum.** | **Deputy Head’s PM foci:**  **To have a coherently planned and sequential curriculum map which structures and documents the curriculums intent – setting out the NC links/KPIs, skills and knowledge that pupils gain at each stage and outcomes.**  **To ensure the curriculum map is the solid consensus by staff regarding what knowledge and skills need teaching**  **To ensure the curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before – progression**  **To ensure the curriculum addresses the gaps in the local context, remains broad and balanced and has high academic ambition built in.**  **To model the ideal curriculum map using Year 1 (by December 2019) and then cascade**  **To ensure teachers are clear on the intent, implementation and impact of their planning and teaching across the school.**  **To lead year group teams to develop the same quality of curriculum map once the ‘model’ year is completed**  **To work with Shefford Lower School in a collaborative way to challenge our own ‘curriculum vision’ and to feed in ideas and moderate outcomes** | | **Ofsted new education inspection framework** | **PM target for Deputy Head (PP lead).**  **Specific time to be allocated for Deputy Head to work on this area.** | **LB Deputy Head and PP Lead** |  |
| An increase in boys writing attainment inclusive of PP boys. | Link to SDP ‘to improve the attainment of boys’ writing so that it is at least 72.8% across the school by July 2020.  All teaching staff PM objective.  Continual raising of teachers’ expectations of PP pupils and provision of challenge for these children in all lessons.  To ensure phonics is planned rigorously to address needs and is tracker accurately across the school year  All topics to be engaging using real life events and experiences where possible  Continued focus on talk for writing within the early years through the use of talk partners and helicopter stories  Follow up work to be done on educational visits which calls for children to draw on the experiences they have had  Writing SDMs  Clear handwriting progression from FS to KS1  Quick check-ins to happen with PP children and additional support given when needed  Dedicated story time and word of the week within class in order for children to listen to stories/key text and develop language skills | | EEF research - Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. | Whole school focus through adding to teacher’s PM  Whole school ethos achieved through SDMs, INSET training, CPD opportunities  Use of research and evidence based provisions such as Switch-On and precision teaching  An experienced phonics lead to be in place who will track and monitor KS1 phonics  Continued training within FS and dissemination and monitoring via the Phase Leader  Monitoring of English planning via monitoring of teaching and learning and drop-ins  PP mid-point meetings to continue in order to hold professional dialogue around strategies and provisions to further develop this area  English lead and Deputy to support all teachers with the delivery of word of the week and ensure there is daily reading to children. | SLT  English Lead |  |
| To create a more strategic outline of progressive provisions to be used across the Russell journey. | LB to research a specific maths provision to be used across the school – Third Space Learning  English lead to support development of whole school handwriting progression.  By July 19 to have created a succinct bank of research based, high quality, effective provisions for use within each year group to ensure there is consistency and progression across the school. | | Switch-On provisions have been highly successful across Year 2 and KS2 within the school  EEF research - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement | To use previous years analysis to inform this development of this.  **Specific time to be allocated for Deputy Head to work on this area.**  **Robust monitoring of provisions taking place with analysis of soft and hard data to inform use of effective provisions moving forward** | MW Switch-On lead  LB Deputy Head  CJ English Lead |  |
| High quality planning in place for provisions. | Planning to be saved on the LP (good examples on there to refer to) for all academic provisions and pastoral support.  SDM around effective provision planning.  Class teacher’s to provide planning for provisions that are being led by LSAs (unless the LSA leading has been specifically trained in the provision and given planning time) indicating the entry and exit level, session learning objectives, activities to be carried out and resources to be used. | | This still needs to become embedded across the school. The quality of this planning also needs monitoring to ensure it is an effective, useful tool.  To ensure that leading LSAs are clear on the expectation and outcome of the provision.  To share good practice. | Discussions with LSAs carrying out provisions.  Phase leaders/PP lead to monitor that planning is being provided.  PP lead to analyse provisions and disseminate good practice.  PP lead/SENDCO to provide training/support where needed in order to develop the quality of the planning for provisions. | CT  PL  PPL |  |
| Greater impact and improved outcomes of provisions used. | MW to work on producing Switch-On guides for reading, writing, handwriting, sentence work and light touch  Staff to observe more experienced colleagues delivering provisions and this continue to be monitored as they begin delivering sessions.  Further training around the importance of provisions being measurable with a starting point and end point which can accurately be measured to evidence impact and accelerated progress.  PP/Phase leaders lead to ensure provisions being set up are evidence based and having impact  Books and equipment to support the delivery of interventions and individualised learning such as TT Rockstars home access in year 4.  Staff to be encouraged to challenge children further by creating and running provisions for GD.  Use of the mapping tool for all provisions set up with a review at the end. | | To further develop good practice across the school  Still not present within all year groups | MW to have regular meetings with SLT and share guides with other staff members to trial  Provide links and opportunities for staff to carry this out  Clear baseline prior to provision and final assessment to evidence impact.  Allocate sufficient time for PL/PPL/SENDCo to analyse provisions on a regular basis and ensure good practice is shared.  Utilise the resources from the Switch-On, rising stars maths, precision teaching, helicopter stories provisions.  Intelligent analysis of hard and soft data through the school’s robust school monitoring cycle, provision will be continuously evaluated. | MW  SLT  LB  All staff  LB |  |
| Pupils have a breadth of experiences that enable them to contextualize their learning   |  | | --- | |  | | A range of curriculum enrichment activities provided beyond the classroom such as music lessons and sports clubs with financial support offered  Education visits both outside and within school to enhance/support topic learning, including residential.  Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days.  Paid after school clubs offered free to PP children | | Equality of opportunity for all | Tracking of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school %  PP children take part in all trips and residentials with subsidies as required.  Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.  Provide exciting residential trips and capture pupil and parent voice to quantify the impact | PP lead  Office staff |  |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Social, emotional and mental health needs of PP children and/or families are identified quickly and support appropriately. | SDQ completed on all PP children and analysed by the PP lead.  PP lead to be responsible for whole school attendance and Safeguarding in order to quickly spot issues amongst PP children.  Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.  Investment in programs such as Education Desty as supported by the Virtual School to support emotional needs of vulnerable children.  To train two member of the Pastoral Support Team as Desty Mentors.  Access to EH and additional resources such as The Need Project as required. | Evidence from The Children and Young People’s Mental Health Coalition | Results of SDQ analysed by PP lead and this then used to inform Pastoral Support provision.  Office staff to ensure appropriate families receive financial support they are offered and refer this to PP/Safeguarding lead as deemed necessary  Pastoral Team Supervision meetings  Evidence of joined-up approaches with eternal agencies. | PP Lead  Office staff  LB |  |
| Raise the self-belief and positive attitude of the PP children, making themselves more confident learners. | Use of growth mind set at planned times within the school day.  Staff to be trained on how to use these techniques with PP children.  Use of champion teacher for PP children. | Evidence from The Children and Young People’s Mental Health Coalition  Some PP pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school. | Staff to include these areas in  Lessons – monitored by PSHE subject lead.  Learning  walks, pupil voice, class  displays, applied in assemblies and staff meetings. | PP Lead  RT PSHE lead |  |
| To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities. | Provide opportunities for PP children to access extra activities, fund transport and equipment where needed.  Encourage PP children to take on roles in school and to try new experiences that we can help fund if required. | Pupils may have limited life experiences. Raise aspirations and provide opportunities for them to fulfil potential. | PP lead and Sport premium lead to keep a register of all children that take part in any activity, ensuring that 100% of PP children are provided with the opportunity to take part in as many activities and extra-curricular and enrichment activities as possible.  Participation in activities; improved levels of engagement; positive pupil voice in extra curriculum e.g.: School Council, sports leaders, sports teams and trips,  Allocate appropriate staff and resources to facilitate a range of enrichment trips. | Teachers  PP lead |  |
| To further develop the two way communication between PP parents and school in order to support PP children’s SEMH needs. | Pastoral Support Team to be on-hand via email and opportunities throughout the year such as parents evening to offer a variety of family support  PS team to provide workshops to parents on a termly basis on issues such as anxiety and behavior.  To offer parenting classes (Triple P) through direct links with Early Help.  Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.  Your views questionnaire to be sent out to parents at the beginning of the year. Those not completed by the Autumn parents evening to be encouraged to complete. | EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. | Collect and analyse pupil and parent voice and ensure this is passed on to staff to support their knowledge of individual children  Sessions planned into school calendar invites and information shared with parents in multi platforms. Record participation levels, ensure PP children and families are targeted for support. Measure impact through the use of feedback forms. | PP lead  Pastoral  PP lead  SLT |  |
| Parents and carers to be made aware of provision/s in place to support their children and how they can further support them with this. | Communication to go out to parents about home learning and the expectations (home learning letter).  Make the purpose of homework explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.  Set learning logs that include a variety of tasks with different levels of challenge.  Ensure that the focus is upon the quality of piece and not necessarily the quantity.  Providing feedback on learning logs that is specific and timely.  Teachers to inform parents at parents evening about the provisions their children are receiving.  New section to be added to interim reports about provision and effectiveness.  To continue to invest in schemes such as letterbox club to encourage parental support  Introduce ‘call home’ initiative to ensure good news is shared with all parents regularly via text or email.  Research in to Impact In Learning | In order to consolidate learning from school.  To create opportunities for learning to be shared with parents.  To further support/develop specific skills such as reading and spelling.  EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. | Clear guidelines and timetable set for homework/learning logs.  Good examples of work done at home to be valued and shared with the rest of the class – learning log trophy, displays.  Learning walks to monitor.  Teachers to be responsible for reporting to parents what provisions the PP children are in receipt of through parents evening and reports – monitored by SLT | Whole school |  |
| Parents to be upskilled in how they can best support their children at home and school strategies used | Range of parent workshops to be offered such as reading, maths, phonics, CHUMS, Triple P etc.  Workshops to be advertised through the newsletter, website and via class teachers.  Parents to attend parent workshops to be more aware of school strategies.  Parents guided on how best to support their child at home through meetings with class teachers. | In order for parents to support their children at home being clear on the strategies used within school.  EEF – parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. | High quality workshops to be on whole school calendar and delivered to parents following staff attendance at various CHUMS sessions  Attendance of PPG parents to be monitored.  Parent questionnaire/feedback form. | All staff |  |

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| 1. **Other approaches (whole school)** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Raise the self-belief, positive attitude and resilience of all children inclusive of PP children, making themselves more confident learners. | Use of growth mind set and mindfulness at planned times within the school day  Staff to be trained on how to use these techniques.  Use of assemblies to support this across the whole school  Further development of the PSHE and relationships curriculum across the school  Further research into KAGAN cooperative learning through cluster INSET training. | Evidence from The Children and Young People’s Mental Health Coalition  Some PP pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school – feedback from class teachers and Pastoral Support Team | PSHE subject lead to promote through areas to develop within role.  Monitoring via the mental health and wellbeing working party and SLT  Whole school training via cluster INSET day | RT  PSHE lead  SLT |  |