# Pupil premium strategy statement 2020-2023

**How Russell Lower supports 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.
* 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 Inclusion Lead, 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 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/IL monitors the effectiveness of interventions via the provision mapping tool. This is reported to Governors and the HT.
* The DHT/IL 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, although there is an understanding that additional needs, such as SEND, can sometimes impact attainment.

**How Russell Lower supports 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/IL will coordinate their provision with SLT, teachers and parents.

**Summary of July 2019-2020**

|  |  |  |  |
| --- | --- | --- | --- |
| Strengths | Development points | Continuing or new barriers | Key strategies |
| PP children are now a high priority across the school with PP mid-point meetings where action plans are created | Due to COVID-19 many of the actions from the year were not completed. Some of these will be carried forward into the next year. | Possible increase in the attainment gap between PP children and others due to COVID-19 | To quickly establish a recovery curriculum for all children using the school’s assessment tool to support this |
| Maths – due to COVID-19 we were not able to progress with this as we would have liked | To focus on improving the quality of teaching across the school in maths as well as introduce an effective maths based provision |
| A huge range of training undertaken by Pastoral Support – including DESTY Education, emotional wellbeing and bereavement training | Pastoral Support to share their knowledge with the wider school community and further improve parental engagement | Possible increase in SEMH needs due to COVID-19 | Begin holding Pastoral Support parent workshops |
| Improvement in outcomes from provisions for PP children including some highly effective ones such as Switch-On | To have clear, measurable targets in place for PP children in order to aid accelerated progress | Some PP children still not reaching ARE+ by the end of the year or making accelerated progress | To introduce PP MAPs (my action plan) or similar so that clear, measurable targets are in place for all PP children |

To see the full review of the previous year (2019-2020) please see the website.

| Summary information | | | |
| --- | --- | --- | --- |
| CURRENT PUPIL INFORMATION 2020-2021 | | | |
| Total number of pupils: | 418 | Total pupil premium budget:  Total anticipated spend: | £43,900  £41,803.18  Contingency: £2,096.82 |
| Number of pupils eligible for pupil premium: | **31 37**  22 28 PP  1 LAC  5 post LAC  3 Service | Amount of pupil premium received per child: | FSM £1,345  LAC £2,345  Service £310 |
| CURRENT PUPIL INFORMATION 2021-2022 |  |  |  |
| Total number of pupils: |  | Total pupil premium budget: |  |
| Number of pupils eligible for pupil premium: |  | Amount of pupil premium received per child: |  |
| CURRENT PUPIL INFORMATION 2022-2023 |  |  |  |
| Total number of pupils: |  | Total pupil premium budget: |  |
| Number of pupils eligible for pupil premium: |  | Amount of pupil premium received per child: |  |

| Cohort information as of SEptember 2020 | | |
| --- | --- | --- |
| CHARACTERISTICS | NUMBER IN GROUP | PERCENTAGE OF GROUP |
| Boys | 23 25 | 74% 68% |
| Girls | 8 12 | 26% 32% |
| SEN support | 4 5 | 13% 14% |
| EHC plan | 4 5 | 13% 14% |
| Total SEN need | 8 9 | 26% 24% |
| EAL | 2 | 6% 5% |

SEND Support/EHCP

Attendance issues

6

6

1

1

1

2

13

20

3

7

8

Additional needs such as EAL/SG/LAC/Post LAC

**End of Year Attainment 2019-2020 – taken from Spring term assessment due to CV- 19**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| eyfs | | | | | | | |
|  | Pupils eligible for PP | Non PP Pupils | All pupils | National average | PP Data from previous 3 years | | |
|  | 2017-2018 | 2018-2019 | 2019-20 (taken from Spring assessment point due to CV-19) |
| Good level of development (GLD) | No data available due to CV-19 | No data available due to CV-19 | No data available due to CV-19 |  | 50%  Non SEN: 67% | NA no PP children | No data available due to CV-19 |
| Rec % achieving early learning goal in reading | 40% | 83% | 80% |  | 50%  Non SEN: 67% | 0% only 1 EHCP child | 40%  Non SEN: 66% |
| Rec % achieving early learning goal in writing | 20% | 75% | 71% |  | 50%  Non SEN: 67% | 0% only 1 EHCP child | 20%  Non SEN: 33% |
| Rec % achieving early learning goal in number | 20% | 88% | 85% |  | 50% | 0% only 1 EHCP child | 20%  Non SEN: 33% |

| year 1 phonics screning check | | | | | | | |  | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 % pass phonics check | Pupils eligible for PP | Non PP Pupils All pupils | | All pupils | | National average | | PP Data from previous 3 years | | |
| 2017-2018 | 2018-2019 | 2019-20 |
| No data available due to CV-19 | No data available due to CV-19 | | No data available due to CV-19 | | No data available due to CV-19 | |  | All: 91%  PP: 75% (6 out 8 passed)  yr2 retake: 100% | All: 84%  PP: 80% (4 out 5 passed)  yr2 retake:  100% | NA due to CV-19 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| whole school – taken from spring assessment point due to covid-19 | | | | | | |  | | |
|  | Pupils eligible for PP | Non PP Pupils | | All pupils | | National average | PP Data from previous 3 years | | |
|  | | | | | 2017-2018 | 2018-2019 | 2019-20 **(taken from Spring assessment point due to CV-19)** |
| % achieving expected standard or above in reading, writing and maths | R = 59%  W = 50%  M = 48% | R = 89%  W= 82%  M= 88% | R = 87%  W = 81%  M = 86% | |  | | R =69%  W = 48%  M = 69%  Non SEN  R= 88%  W = 62%  M = 92% | R= 80%  W = 65%  M = 65%  Non SEN  R= 88%  W = 70%  M = 79% | R = 59%  W = 50%  M = 48%  Non SEN  R = 68%  W = 59%  M = 57% |
| % making expected progress in reading | No data available due to CV-19 | No data available due to CV-19 | No data available due to CV-19 | |  | | 91%  Non SEN 100% | 89%  Non SEN 96% | No data available due to CV-19 |
| % making expected progress in writing | No data available due to CV-19 | No data available due to CV-19 | No data available due to CV-19 | |  | | 76%  Non SEN 85% | 78%  Non SEN 83% | No data available due to CV-19 |
| % making expected progress in maths | No data available due to CV-19 | No data available due to CV-19 | No data available due to CV-19 | |  | | 94%  Non SEN 100% | 74%  Non SEN 78% | No data available due to CV-19 |

**Russell Lower School Teacher Assessment tracking**

**Whole School Attainment (Taken from Spring 2020 assessment point due to COVID-19)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Reading** | | **Writing** | | **Maths** | |
|  | **Non PP** | **PP** | **Non PP** | **PP** | **Non PP** | **PP** |
| **Age related expectations and above** | | | | | | |
| **FS (5)** | 83% | 40% | 75% | 20% | 88% | 20% |
| **1 (1)** | 81% | 0% | 73% | 0% | 83% | 0% |
| **2 (8)** | 93% | 75% | 87% | 63% | 92% | 63% |
| **3 (11)** | 90% | 90% | 83% | 81% | 84% | 82% |
| **4 (8)** | 96% | 88% | 93% | 88% | 93% | 75% |

**Whole School Progress (Not calculated as no end of year assessment point due to COVID-19)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Reading** | **PP** | **Writing** | **PP** | **Maths** | **PP** |
| **Good progress+** | | | | | | |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Reading** | **PP** | **Writing** | **PP** | **Maths** | **PP** |
| **Accelerated progress** | | | | | | |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |

| OTHER DATA | | |
| --- | --- | --- |
|  | Strengths | Weaknesses |
| Attendance data | |  |  |  |  | | --- | --- | --- | --- | |  | 08/11/2019 | 13/12/2019 | 27/01/2020 | | whole school | 97.31 | 96.96 | 96.84 | | PP | 96.09 | 95.52 | 95.87 | | Still some attendance issues with some families – they have been supported overt he course of the year to improve. |
| Behaviour data | Very few negative behavior logs for FS to year 3  FS: 2  Yr1: 0  Yr2: 1  Yr3: 3 | Negative behavior logs for  Yr4: 13  The majority of this is for one child with safeguarding issues. |
| Safeguarding referrals | Early intervention is in place for all children/families  1 BRIF completed  2 BIC100 completed  1 step down from CP to monitoring  1 step up from monitoring to CIN | Still a few specific cases of attendance issues for children with SG issues |

| 3 Year vision/strategy for Pupil Premium at Russell Lower School | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Long term Barriers** | **link to sdp** | **Desired outcomes** | **Success criteria Summer 2021** | **Success criteria Summer 2022** | **Success criteria Summer 2023** |
| 1. **Children’s low starting points when entering Russell Lower School including prior experiences and previous learning.** | 1,2 | PP children to achieve strong outcomes at the end of each academic year and make accelerated progress in line with or better than nationally similar children and to diminish the gap between them and ‘others’ at Russell Lower School. | Development of a ‘recovery curriculum’ across the school inclusive of PP children.  The gap in maths, reading and writing for EYFS, KS1 and KS2 children narrowing at the expected standard.  The gap in the Year 1 (now to be Year 2 due to COVID-19) phonics check to remain narrow. | The attainment gaps in EYFS, KS1 and KS2 narrows further at the expected standard for all subjects.  The year 1 phonics check gap continues to diminish and year 2 remains at 100%  Introduction of PP champions across the school | All gaps have closed or are quickly diminishing at the expected standard for all children at all stages.  The year 1 phonics check gap remains closed.  The KS1 and KS2 greater depth gap is narrowing.  Fully embedded use of PP champions across the school |
| 1. **Basic, emotional, physical and mental health needs impacting readiness for learning and self-esteem** | 3 | Children’s basic needs are being meet and they feel safe and secure both in school and at home.  Children have greater levels of emotional resilience so they are better equipped to deal with a variety of situation.  Children’s mental and physical health is supported enabling them to be in a stronger emotional state that is conducive to learning  Children have access to a range of experiences design to develop the whole child and have access to the same life experiences as their peers. | Introduction of PASS assessment to screen all children.  Further development of the Pastoral Support Team under the Inclusion Lead evidencing their impact.  Increased participation in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc. | Fully embedded and highly trained Pastoral Support Team offering high quality provision.  Learning mentors to be introduced to support children and families.  Pupils take a greater lead in running aspects of school like such as the school council and sports ambassadors.  Introduce the use of peer mentoring. | Fully embedded and highly trained Pastoral Support Team offering high quality provisions – continuation of CPD and development of opportunities to support children and families.  Embedded use of learning mentors.  Further development of use of peer mentoring |
| Children continue to be supported with their basic needs and cultural capital experiences through accessing educational visits and visitors. | | | |
| 1. **Communication and Language in Foundation Stage** – poor oral language skills in Foundation Stage which has an impact on reading and writing progress within FS and following years. | 1,2 | Improvement in children’s oral language skills in EYFS and KS1 which lead to improvements in KS2. | Greater staff training and confidence around how to support children with their language skills across EYFS and KS1 resulting in a reduction to the gap in the Communication & Language strand.  Greater direction and support given to parents on how they can support S&L at home. | The gap in the Communication & Language strand (EYFS) to continue narrowing and children’s S&L skills within KS1 to improve (ARE) as a result of quality first teaching.  Targeted provision to be developed further as required through ‘Talk for All’ Programme | The gaps continue to diminish in EYFS and KS1 and has a positive impact on other strands within EYFS such as literacy and maths in subsequent years.  Clear S&L provision within school delivered by highly trained staff. |
| 1. **Additional needs** – many of our PP children also have additional needs such as SEND/EAL/LAC/Safeguarding concerns. This results in many of these children often struggling with basic concepts and requiring additional support/provision/services in order to raise achievement | 1,2,3 | For children to access appropriate, evidence-based provisions and/or external services without delay in order to make accelerated progress. | Phasing of SENDCo into Inclusion Lead Role ultimately taking responsibility for SEND, PP, EAL, LAC, Safeguarding and Pastoral through shadowing of Deputy Head who holds these roles.  Inclusion Lead to become upskilled in all areas above through CPD both in-house and externally.  Completion of 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.  Early intervention in order to support needs through specialist teams such as Jigsaw, ASD support team, HUB, Virtual School, Ed Psych etc. | Inclusion Lead to be fully in post taking full responsibility for PP/SEND/EAL/LAC/ Safeguarding and Pastoral.  Inclusion Lead to further develop skill set and confidence through continued CPD in order to support a range of additional needs.  To develop further links with external agencies to offer more specialist training and skillset within Russell | Child within Russell are supported holistically with early identification and appropriate, effective support put in place.  Inclusion Lead to take responsibility for tracking attendance within school and carrying out initial meetings with parents. |
| 1. **Parental engagement and parenting skills.** | 1,2,3 | Parents are well supported to meet all the needs of their children both academically, socially and emotionally. | Phasing of SENDCo into Inclusion Lead Role taking responsibility for areas above meaning they are in a better position to support children holistically.  Introduction of PP MAPs so parents are aware of targets set for children and how PPG is being allocated and with what impact  PP attendance is as good as the rest of the school  Pastoral Support Team to begin inhouse Parenting workshops  To maintain links with Early Help in order to keep offering more specialist training such as Triple P and CHUMS. | PP MAPs to be embedded so parents are aware of targets set for children and how PPG is being allocated and with what impact.  PP attendance is at least as good as the rest of the school  Parenting workshops embedded across the school and a wider range is being offered  Introduction of half termly SEND/PP parents café | PP attendance is at least as good if not better than the rest of the school  Parents are fully engaged with the school and feel well supported in all areas of school life. |

| BARRIERS TO FUTURE ATTAINMENT – In-school (issues to be addressed in school) 2020-2021 | | Link to 3 year plan |
| --- | --- | --- |
| 1. | Children’s increased gaps in learning due to COVID-19 | A, |
| 2. | Poor attainment in maths (particularly non-SEN PP) – carried over from 2019-2020 | A |
| 3. | Social, emotional, physical and mental health of PP children and families and impact on readiness to learn – carried over from 2019-2020 | B |
| 4. | Inconsistent use of highly effective SMART targeted provisions across the school – carried over from 2019-2020 | A, D |

| BARRIERS TO FUTURE ATTAINMENT – External (issues which also require action outside school) 2020-2021 | | Link to 3 year plan |
| --- | --- | --- |
| 5. | Increased speech and language issues within EYFS on entry to Russell Lower which impact progress and attainment in that and years beyond | C |
| 6. | Low cultural capital - lack of a breadth of experiences that enable PP children to contextualize their learning – carried over from 2019-2020 | A,B |
| 7. | Two-way communication with parents regarding provisions and effectiveness – carried over from 2019-2020 | E |

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| Planned expenditure | | | | | |
| **Academic year** | **2020-2021** | | | | |
| **Overview of planned expenditure** | **Monitoring, analysis and PPGL support around PP needs: TOTAL: £2,572.80**  **Provisions/resources to support provisions: TOTAL: £9,674**  **Staffing for provision: TOTAL: £21,443.50**  **Continued professional development: TOTAL: £2,112.88**  **Schools clubs, educational visits, visitors: TOTAL: £6000**  **Total PP: £43,900 Total estimated spend: £41,803.18 Contingency: £2,096.82** | | | | |
| The three headings below enable school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| Quality of teaching for all | | | | | |
| **Intended outcome** | **Chosen action/approach/resources/timescales/cost**  **Achieved, partially, not started**  **Review – Autumn 2020** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| **A1** A higher proportion of PP children achieve the expected standard at the end of each academic year and make accelerated progress in line with or better than nationally similar children and to diminish the gap between them and ‘others’ at Russell Lower School. | The development of a recovery curriculum to be a SDP for the year 2020-2021. All year groups have implemented and are working with a recovery curriculum to address gaps and consolidate knowledge.  DH tracking the curriculum half-termly from June 1st 2020 onwards and reporting this back to staff in order to support planning. Curriculum tracking in subjects being shared with staff in order to support them in planning recovery curriculum.  Teaching staff to be trained by DH on how to track the curriculum via the assessment tool. Training video has been sent to all staff.  Teaching staff to create and review PP MAP (my action plan) across the school and personalise provisions for pupils.– termly MAP writing, half termly provision setting and review. This will begin with PP passports initially to then introduce MAPs for the summer term.  Half term mid-point PP meetings in between PPMs to continue with the PPG lead and teaching staff leading to all PP children being targeted for additional support specific to their needs, either in class or through provisions. Held within the first couple of weeks in September. All notes and actions shared with staff.  Monitoring of PP children through the assessment and monitoring cycle termly and half termly ‘book looks’. Limited opportunity for this so far but has evidenced the need for greater emphasis on PP boys presentation and pride with work.  Highly skilled and trained provision LSAs in year 2 to support children with phonics, reading, maths and writing due to COVID-19 and not taking phonics check during year 1.  1 LSA in each year group to provide regular support for PP/SEN children during core subjects and afternoon interventions as required.  Adoption of assessing and monitoring pupil progress (AMPP) and disseminated through SDMs and INSET training <https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/>  Implement some approaches from into the recovery curriculum <https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/ReceptiontoYr1transitionduringCOVID19.pdf> Baseline activities carried out at the beginning of the year to assess gaps in order to support planning in all areas. Recovery curriculum within year 1 addressing gaps from EYFS.  From Sept 2020 data there is a -17% ARE gap between PP children and non-PP children for reading, a -25% gap for writing and a -28% gap for maths. When looking at data between non-SEN PP and non-PP the ARE gaps are -10% for reading, -19% for writing and -28% for maths. It should also be noted that in some year groups for some areas PP children are attaining better than non-PP children.  **Cost: £12,493.80** | As of spring 2020 around 41% of PP children were working below ARE+ in R, 50% in W and 52% in maths. In it import to keep in mind  As of summer 2018 around 35% of our PP children were working below the expected standard in writing and maths and 20% in reading.  EEF small group tuition +4 months.  1:1 tuition/small group work and personalised learning results in a +5 months gain EEF.  Short, regular sessions (about 20- 30 minutes, 3-5 times a week) appear to result in optimum impact. | Written into the SDP and evaluation of impact termly.  Monitoring of Teaching and Learning Cycle termly.  Staff CPD/training/coaching to be delivered by SLT in SDMs and INSET days  Time to be allocated and Inclusion lead/PPGL to support  Written into whole school calendar  Phonics Lead to monitor progress of phonics via half termly tracking sheets and PPMs  Monitoring quality of teaching/curriculum  Modelling/Coaching/Training delivered by specialist phonics teacher  Inclusion Lead to review the frequency, timing and quality of provisions so that the correct level of support is in place to ensure the provision has most impact. | SLT  DH  Teachers, led by DH  Teachers, overseen by IL  SLT/teachers  PPGL/IL/teachers  Phonics Lead/PPGL/IL  SLT  SLT  SLT/teachers |  |
| **A2.** Effective teaching of maths across the whole school resulting in increased maths attainment for all inclusive of PP children. | Embed White Rose Maths approach across the school. WRM is now also being taught within FS. More monitoring needed to ensure daily fluency work is in place and that practical resources are being used to support progress and understanding.  Maths lead and EYFS colleague to attend white rose maths training on reasoning and problem solving and Foundations for the Four Operations and disseminate to the rest of the staff during September 2020 INSET training. Completed. Maths lead will now need to monitor the impact of this.  To provide further training over the course of the year on other areas such as Mathematical Talk and Questioning and Developing Early Number.  Maths lead to be given dedicated time to support colleagues across the school with maths teaching and EYFS with curriculum development.  Further develop the use of Times Table Rock Stars across school to improve fluency of recall of Multiplication Tables. Now being used in years 3 and 4.  To introduce and trial the use of doodle maths to year 1 in school and at home. LB has attended trial session and has sent trial logins to year 1, maths lead and IL to determine if we think this would be a suitable product.  To purchase 15 iPads for FS so that children can access and use a variety of maths app during exploring time and structured maths activities.  **Cost: £5,215.08** | Continued need to improve the maths attainment across the school.  Having used TT Rock Stars over 2019-2020 children have improved their speed of recall of division and multiplication facts.  The use of technology promotes higher levels of engagement in pupils and feedback is immediate. | Training/CPD/Coaching provided will be tailored to ensure impact is evident and dedicated time given to attend.  Dissemination opportunities written into whole school calendar.  Dedicated release time to support  Maths Lead/Phase Leader will monitor and analyse outcomes half termly.Y4 Multiplication Tables Check 2021 outcomes will evidence impact.  Use of iPads built into daily timetable and EFYS team to evidence impact. | SLT  SLT  ML  KS2PL  KS1PL  EYFS PL |  |
| **A5** High level of language skills demonstrated by all staff consistently to support reading and writing outcomes. | Staff who have attended ‘talk for all’ course to disseminate this to the rest of the staff to improve whole school practice.  To consider further whole staff training around ‘Talk for all’. This has been discussed at SLT. It has been decided that the 2 trained LSAs in lift off to language will begin provision initially to see if further training is required.  Talk for all opportunities to be built into the weekly timetable.  Develop and implement a whole school vocabulary approach through the use of ‘closing the word gap’ materials from Oxford University Press.  English Lead foci:  To further support staff in:  Using ‘Close the Gap’ vocabulary resources, including the KS1 and KS2 activities for the classroom and using ‘word of the week’.  Use of work of the week which is progressive and challenging  Incorporating vocabulary activities into the English Lessons through development of VPG long term and medium term plans.  Delivering a ‘vocabulary’ morning.  All classes are now ensuring there is a big focus on vocabulary across the curriculum. This includes key vocabulary on all curriculum lynx, a word of the week display in each class which focuses on word type, synonyms and putting the word into a sentence. All displays in school should now include key vocabulary. Key vocabulary is now included on long and medium term plans.  Increased reading opportunities (1:1, VIPERS, daily whole class) and extra provision will focus on language acquisition and word meaning. Reading is a high priority this year for all children. 57% of PP children are receiving additional reading and/or phonics sessions.  SLT to monitor daily reading across the school including 1:1 reading, key texts being used and familiar texts being shared.  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.  Cost: incorporated within other costs. | 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  Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension | Time in SDM or INSET – feedback from staff and demonstrated in classrooms  IL to research further need to S&L provision  English lead responsibility  Monitoring and scrutiny of planning/lynx files to evidence use within lessons.  Dedicated time for EL to be out of class monitoring and developing subject.  Monitoring via the English lead and PPG lead  SLT monitoring  EL responsibility  Feedback via Evolve evidencing impact. | SLT  IL  English lead  SLT  English lead  All staff |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Targeted Support | | | | | |
| **Intended outcome (please add the letter of the barrier you intend to overcome)** | **Chosen action/approach/resources/timescales/cost**  **Achieved, partially, not started** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| **A1** A higher proportion of PP children achieve the expected standard at the end of each academic year and make accelerated progress in line with or better than nationally similar children and to diminish the gap between them and ‘others’ at Russell Lower School. | All PP children targeted for additional support specific to their needs, either in class or through provisions. This has been achieved through the PP meetings within the first couple of weeks.  New member of year 2 team to be mentored by DH to ensure practice is strong – fortnightly meetings in Autumn term, Half termly in Spring and Summer. New member of staff has settled well and is aware of the needs of PP children within the class.  Consider implementation of Russell 1:1 tutoring either through face to face or virtual means such as zoom. | Not a high enough % of PP children are achieving ARE+  To ensure new member of staff quickly develops understanding around Russell practices and high priority of PP children. | Use of provision mapping tool, PPMs and mid-point PP meetings  Allocated time to meet.  SLT to consider as part of Recovery Curriculum | Staff, IL, PPGL  DH IS  SLT |  |
| **A2.** Effective targeted provision/teaching of maths resulting in increased maths attainment. | Purchase of 10 Third Space 1:1 maths tutoring slots subsidised by Government funding. See separate report.  If Doodle maths appears to be having impact in year 1 to begin using as year 2 targeted provision to support fluency practice in school and at home.  **Cost: £3003.50** | 1:1 tuition/small group work and personalised learning results in a +5 months gain EEF.  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 | DH to initially oversee the running of Third Space tutoring.  Maths lead to implementation and report back on impact of Doodle maths. | DH  ML |  |
| **A1,2,3,4 & 5** Provisions continue to have greater impact and improved outcomes. | Inclusion Lead (SLT) to co-ordinate, analyse and evaluate all PP provision and assess the level of impact.  Provision LSA to continuing delving provisions across KS2 and work on producing Switch-On guides for reading, writing, sentence work and light touch.  Staff to observe more experienced colleagues delivering provisions in order to upskill staff. PPGL has discussed with staff need for LSAs to shadow SO lead in areas such as handwriting to ensure all provisions have high outcomes.  IL to complete bank of research based, high quality, effective provisions for use within each year group to ensure there is consistency and progression across the school.  Inclusion lead to deliver further training around MAPs and effective provision planning to ensure targets are measurable, achievable and short term with clear starting and end points, including both the parents and child in the process. Support has been provided to all staff via email this term due to CV-19 restrictions. Further support provided on an individual basis to staff needing support. This will need further work next term to ensure provision outcomes are SMART at all times.  Inclusion Lead/Phase leaders/PPGL to ensure provisions being set up are evidence based and having impact.  Staff to be encouraged to challenge children further by creating and running provisions for GD. This has been discussed at PP meetings however staff are currently focussing on the recovery curriculum in order to address gaps caused by the lockdown period.  Provision planning to be saved on the LP (good examples on there to refer to) for all academic provisions and pastoral support.  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.  Inclusion lead to monitor and conduct PM for all LSAs who will be delivering provisions across the school to ensure they are highly effective. Initial PMs have been held to set targets for the year.  **Cost: £7,824.40** | 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 ensure that leading LSAs are clear on the expectation and outcome of the provision.  To further develop good practice across the school  Switch-On provisions have been highly successful across Year 2 and KS2 within the school | Allocate sufficient time for PL/PPL/IL to analyse provisions on a regular basis and ensure good practice is shared.  Intelligent analysis of hard and soft data through the school’s robust school monitoring cycle, provision will be continuously evaluated.  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  Progressive and appropriate provisions across the school  Utilise the resources from the Switch-On, rising stars maths, precision teaching, helicopter stories provisions.  Clear baseline prior to provision and final assessment to evidence impact.  Phase leaders/PP lead to monitor that planning is being provided.  Discussions with LSAs carrying out provisions.  Written into whole school calendar and IL responsibilities | IL  MW/SLT  IL  IL  IL  IL/PL/PPGL  Teachers  Teachers  IL/SLT |  |
| **B3** Children’s emotional well-being, basic, physical and mental health needs are quickly identified and appropriately supported so children feel safe and secure both in school and at home and ‘ready’ to learn. | Further development of and continued use of Pastoral Support Team supervised by the Inclusion Lead in order to monitor impact.First Pastoral team meeting has taken place in Autumn 1 and impact will start to be monitored more closely moving forward. Pastoral team regularly informally meet with SLT to discuss cases and for further support around procedures such as structured conversations.  Further develop the accessibility of nurture clubs over lunchtime period for KS1/KS2 children.  CHUMS/CAMHS/Jigsaw or other external agencies to support with complex/extreme pupils SEMH needs. Referrals have been made to CHUMS for specific children. Jigsaw are involved with 1 PP child.  Continued investment in programs such as Education Desty as supported by the Virtual School to support emotional needs of vulnerable children.  Pastoral Support Team to develop role of Desty Mentors. Desty mentoring has now been able to begin again. See separate report.  Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.  Access to EH and additional resources such as The Need Project as required. PPGL/IL use these services as required. Few families regularly supported by The Need Project. One family being supported by EH.  To provide additional spaces for LAC and PP children at breakfast and after school clubs.  Training for key staff to develop understanding of trauma/emotional coaching and how to support. Emotional coaching for all staff on 2/11/20 via Best Academy.  Monitoring of behaviour and appropriate follow up responses such as structured conversations/direct work with children. Monitored weekly by DH/PL and structured conversations held as required. 3 PP children currently being worked with.  **Cost: £4546** | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavourial issues can be effective in supporting improvements to their learning.  Feedback from parents in previous years.  Evidence from The Children and Young People’s Mental Health Coalition  Evidence shows that children growing up in disadvantaged environments or affected by ACES during early childhood is linked to poorer Social, Emotional and Behavioural outcomes for children. | Supervision meetings written into school calendar  Referral system to access Pastoral Support including lunchtime clubs/activities in place. IL/PPGL to monitor  Inclusion Lead to monitor effectiveness of targeted support provided by external providers.  Overseen by IL/DH  Office staff to ensure appropriate families receive financial support they are offered and refer this to PPL/Safeguarding lead as deemed necessary  DH to direct/arrange additional training | PST/IL  PST  IL  IL/DH  PST  Office/DH  DH/IL  DH/IL  DH  DH |  |
| **B3&6**. Children have access to a range of experiences designed to develop the whole child and have access to the same life experiences as their peers to promote high aspirations and develop Cultural Capital. | Varied educational visits including residential trip for to Y4.  Opportunities for visitors – authors, engineers, University, artists, theatre productions.  Offer a variety of before/after school clubs to promote higher levels of engagement in sporting and social activities. ??% of PP children involved in extra curricular clubs such as drama club and multisports in order to support children’s Social, emotional, mental and physical health.  Encourage PP children to participate in wider responsibilities, opportunities and enrichment activities e.g. School Council/Buddying/Sports Ambassadors/extra curricular clubs/music lessons.  Financial support to access the above.  **Cost: £5000** | EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled.  Pupils eligible for PP access the same life chances as their peers, participating in school trips and through these first hand experiences apply their new skills for new learning across the curriculum.  Impact on curriculum, for example in writing recounts about visits – purpose for writing to improve children’s experience of the world.  Feedback from parents in previous years. | Tracking and evaluating experiences will occur to ensure all visits and visitors are purposeful and experiences are progressive via Evolve  PPG/IL lead will analyse participation and act upon pupil/parent voice to ensure our extra-curricular offer is engaging and varied.  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 residential trips 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 | DH  DH  PPGL/IL |  |
| **C5** Improvement in children’s oral language skills particularly in EYFS and KS1 to support reading and writing outcomes. | Daily reading for all PP children in EYFS. This is currently regular reading (at least 3 times a week).  FS phase leader to monitor and further develop opportunities across EYFS provision to promote the acquisition and development of language.VIPERS are being used when teaching key textsand when reading individually with children. New vocabulary is introduced using ‘Word of the week.’ Talking Partners is already in place and Colourful Semantics will take place at the end of the Autumn 2nd term.  FS to continue to use helicopter stories and talk for writing opportunities where appropriate.CM will be cascading to JP and this will begin during Spring 1st term.  In EYFS to develop more structured home support to explain home learning and opportunities to ‘talk’ at home.Instructions sent home to explain Purple Shelf reading books – children use picture books to tell their own story. Bookmarks explaining how parents can support their child’s reading through questioning are sent home with the children’s first reading books. Learning Logs/Show and Tell begin during Autumn 2nd term - these are explained during Reading and Writing Workshop and there are instructions on the inside cover.  SALT action plans to be delivered during session time. LSA’s/Inclusion Lead to support. SALT support is now in place for a 6 PP children. Part of the PPG is also being used to fund additional private SALT for a PP child.  To consider further specialist training around ‘Talk for all’/ELKLAN. This has been discussed at SLT due to CBC offering funding support. However this requires intense training (which the school cannot afford in terms of man power currently. We have decided to proceed with lift off to language and then re-evaluate later in the year. | Baseline information on pupils joining Russell indicates that communication and language continues to be an area of weakness on entry.  Oral language interventions are deemed to provide +5 months impact on pupil achievement. EEF. | Daily timetable  FS phase leader to support staff with planning and will monitor delivery.  Communication and Language data will be regularly analysed (half termly), and monitored via observations and pupil progress meetings (termly).  All children in EYFS are baseline assessed. Children targeted for support and progress monitored by Inclusion Lead. | FS staff  FS PL  FS Staff  FS PL  FS staff/IL  IL |  |
| **D3, 4&5**For children’s additional needs to continue to be quickly be identified and appropriate evidence based provision and/or services put in place to avoid long term widening needs and accelerate progress. | Phasing of SENDCo into Inclusion Lead role taking on responsibility for all areas of inclusion such as PP, Safeguarding, Pastoral. This will further support children’s holistic needs being met –time two meetings a half term to aid handover. IL has attended a range of training and has shadowed DH in a number of areas such as PEP reviews and core group meetings. IL has now taken on responsibility for LAC children within the school.  Inclusion Lead to shadow DH in PPG lead and Safeguarding roles in order for a smooth handover across the year through developing understanding around and a relationship with vulnerable families. IL has attended a PP Governor review meeting in order to observe the process.  Inclusion Lead to attend CPD around PP and Safeguarding.  Continued close working with all external agencies such as early Help, Education Psychologist, Speech and Language.  Inclusion lead/PPG lead to track progress of all PP children. All of the above services are utilised in order to support PP children as and when required. Progress of PP children is tracked half termly either via PP meetings or PPMs.  Inclusion lead to monitor and support with adaptations being made for SEND/PP children across the school. This has begun and is positively impacting some PP children such as carrying out recommendations by occupational therapy such as use of pencil grip, ergonomic pencils provided, toilet frame installed, steps marked  Completion of 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.  **Cost: £1250.40** | Tracking across previous years has identified that some PP children who also have additional needs do not reach the expected standards and/or make accelerated progress.  SEND Code of Practice (2015)  To ensure PP SEND children make the best possible progress | **Specific time allocated for DH and IL to meet.**  **DH to direct IL to relevant training.**  **IL job description.**  **Robust monitoring of provisions taking place with analysis of soft and hard data to inform use of effective provisions moving forward** | DH/IL  DH/IL  IL  IL  IL |  |
| **E6** Parents feel well supported and have the skills to meet the needs of their children. | To continue to monitor attendance and work with parents to ensure this is high for PP children. Where needed send letters, make calls or arrange face to face meetings with parents of pupils with low attendance and carry out structured conversations agreeing targets from improvements. Follow up further with attendance officer if needed. A lot of work has been done with one particular family to support attendance and try to establish a dual registration.   |  |  | | --- | --- | |  | end of Aut 1 | | whole school | 97.94% | | PP | 95.97% | | PP minus above child | 98.11% |   Review current incentives for attendance – assembly awards, website.  Provide lots of opportunities for parents to engage in learning – EYFS Tapestry/Open mornings/workshops around phonics, maths and reading. This has been done through the use of recorded workshops due to CV-19. Workshops covered so far are FS reading and writing and KS1 phonics.  PP feedback from parents has been canvassed using Google Forms and then supplemented with a paper copy with a 65% response. Views have been added to the tracking grid and shared with staff.  To continue to work with Early Help and other agencies to offer support/positive parenting strategies and training such as Triple P and CHUMS parent sessions.  Pastoral Support Team to begin parents workshops around areas such as anxiety and behaviour.  Introduction of PP MAPs via IL training. Initial introduction of PP passports.  Ensure high attendance at parents evenings. These were held virtually and all PP parents attended.  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  **Cost: £1450** | Clear evidenced link between attendance and attainment. NfER briefing for school leaders identifies addressing attendance as a key step.  Overall attendance and persistent absence are in line with nationals, however, there remains a small in school gap for PP children when compared to others.  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.  Parents from some lower income families who are eligible for pupil premium face many challenges in their own lives. This can sometimes impact on their own parenting skills which in turn impacts on the outcomes for their own children. | DH monthly analysis of attendance data and action plan review to ensure timely intervention occurs to improve any attendance issues.  SLT discussion and agreement on whole school approach  Pastoral Support Team, through support of Inclusion Lead, map out plan for workshop/training for year  Target parents selectively, matching workshops closely to parents’ /children’s needs. Review attendance levels at workshops/drop ins.  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.  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 | DH  SLT  Phase Leaders  DH/IL  PST/IL  IL/teachers  SLT  DH  IL/PST  DH/IL |  |

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| Other approaches | | | | | |
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| **B3** Children have greater levels of emotional resilience, self-belief and positive attitudes resulting in them becoming more confident learners. | Introduction of PASS (pupil’s attitude to self and school) screening across school in order to determine target children but also support the understanding of all children’s needs and attitudes in furthering develop teacher/student relationships. A trial of this has been carried out with 2 PP children. This could be rather time consuming for children who struggle with reading and would rely on children being honest with their self-reflection. Consideration also needs to be given to whether these offer any additional information that we do not already known about the PP children? Possibly consider other ways of gaining pupil voice.  Use of growth mind-set and mindfulness at planned times within the school day.  Further staff training on techniques.  **Cost: £1020** | 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 PSHRE subject lead.  Learning walks, pupil voice, class displays, applied in assemblies and staff meetings. | SLT/PPL/IL  PSHRE lead |  |