

Action	Intended Impact	Review	Next steps
<p>Enhanced trans for all pupils in July 4 days Class routine School day Rules expectations Baseline ass. Additional TA support full time</p>	<p>For y3 PP children to settle quickly and effectively into KS2</p>	<p>In September we experienced no reported issues of challenging behaviour. Baselines supported that 55% were below ARE. Staff consistencies ensured children were settled and knew school daily routines and expectations. Supplies needed for 4 days to cover year 6 classes. 200 per day per class £1600 spent</p>	<p>Support from maths lead shows progress, need to teach test technique. PIVATS training for all staff to help identify small steps progress. Targeted quality first teaching in all classes Supported transition via feeder school, more support for children with SEND needs. 3 days transition for all new y3 pupils in July.</p>
<p>In year 3 quality first teaching and use of additional support staff. Small group support for maths and English in the mornings.</p>	<p>To make (or exceed) expected progress</p>	<p>22 PP children in year group 1 member of year 3 team on long term sick. (TA) 1 year 3 teacher returned Spring 2 after maternity, supply in before 2nd staff to return Summer 2 after maternity.</p> <p>PB Maths average is -0.4 up from -0.6 slight improvements but still below on average. From start of year data has regressed from -0.2 to -0.4 on average Progress in Penguins is +0.1 in Spring 2 remains the same as previous assessment point, Spring 1 Reading penguins +0.1 unchanged from previous assessment point, up 0.1 from Autumn 1 PB - 0.4 up from -0.6 this is a decrease of 0.2 on average.</p>	<p>PB class teacher being supported by SLT on maths planning and teaching. CJ results were analysed and showed that more children are meeting expected standard than our teacher assessment showed. Moderation of results from assessment week 2 by SLT and data lead Writing moderation initially done in cluster now bringing findings back to school to use on year 3 writing. Look at use of extra support staff in year 3.</p>

		<p>From initial assessment in Autumn 1 the children are, on average, 0.3 behind where they were.</p> <p>Writing PB -0.5 up from -0.7 in Autumn one the class has a writing average of -0.2 this slipped to -0.7 now recovered to -0.5 still well below average.</p> <p>Penguins 0 this is 0 progress, on average, for the whole of the school year so far.</p>	
<p>For y4-6 PP pupils to make (or exceed) expected progress.</p> <p>Extra support in year 6 with extra member of support staff in the morning sessions first term. And first session last 2 terms.</p>	<p>A closing of the gap between non pp and pp children throughout the school. PP children to at least match non PP children on end of year data on progress. Attainment gap to be narrowed or even closed between PP and non PP.</p>	<p>Writing averages year 4 ,15 pupils T -0.4 -0.6 slipped back more. O +0.1 Year 5 22 children Pandas +0.3 up from 0.1 G 0.2 increased from 0 Year 6 30 Children SL -0.4 up from 0.1 KT (no data) E 0.1 up from 0</p> <p>Reading y4 T -0.2 up from -0.6 from start of school year O 0.1 up from -0.1 from start of school year Y5 P +0.3 up from 0.2 from start of school year G +0.5 up from 0.2 from start of school year Y6 SL -0.2 down from 0 from Autumn 1</p>	<p>Class teachers are to record on insight all interventions and support received by any PP child so we can monitor and it is visible to all what support is in place.</p> <p>Find out what is working well in Year 5 and implement across school if impact is maintained.</p> <p>QFT WORKING WITH ALL GROUPS Rolling programme on intervention. So not missing same sessions each week.</p> <p>Pivots training for all staff to show small steps progress.</p> <p>Learning dips, impact, progress</p>

		<p>E -0.4 down from 0 from Autumn 1 Maths Year 4 T -0.6 dropped from 0 From start of school year O 0.3 up from 0 from start of school year Year 5 from start of school year P +0.1 G +0.3 Year 6 E 0 up from -0.1 from Autumn 1 SL 0.1 up from -0.1 from Autumn 1 CJ statistics show that our PP average writing age in year 4 is 8.3 (non pp 9.0) in year 5 it is 9.1 (non pp 9.2) and in year 6 pp was 10.6 (non PP is 11.1) which is not significantly different.</p>	
<p>To use CPD to ensure all teaching is of a good / excellent standard. Maths TRG mastery maths + 2 staff members taking part in training. Whole class Guided reading. CPD positive play 8 session for 3 TA's</p>	<p>To provide opportunity and SDM meetings to focus on CPD for all teaching staff led by SLT/middle leaders and external experts. All staff have a much improved knowledge of lesson flow and fluency in session, with deep dives to push HA. Positive play now accredited.</p>	<p>Every staff meeting has been led by either a member of SLT or external expert, focus has been on school priorities</p>	<p>Constantly ensuring that all staff are consistent across, SLT monitoring this and data lead. More books for guided reading. Maths embedding across the school.</p>
<p>Using a wide range of strategies to provide support for emotional, health and well-being, This will include nurture, mentor, 1:1, ensuring smooth access to the school day and therefore progress in learning.</p>	<p>Pupils to have needs met to ensure ready to learn. All PP children are physically, emotionally and mentally ready to learn each session. Incidents of disruption in lessons, playtime and around school are reduced so more time can be spent by children on learning and the staff on working for the</p>	<p>Nurture, 1:1 positive play, meet and greet, breakfast club. Nurture children = 90% are PP 24 children of which all have completed programme and returned to class, only 2 have needed to return for more sessions. Positive play = 90% are PP out of 12</p>	<p>Work out full costing to ensure value for money, analyse Boxall profiles with staff to ensure impact. Look at areas for improvement, applications put forward for GRIP, TAPS and EHCP.</p>

	benefit of the children.	£ 288 per child Meet and greet = 5 pp children 100% all children. Breakfast club = 28% of all pp in the school.	
Provide targeted interventions to address gaps and barriers in any previous learning. Inference, rapid read, 1 st class at number Maths mastery training for 2 year 6 TA's Assembly boosters to close gaps in learning 75% of children to be PP in each group. Group size 8 children.	Varied interventions (according to needs) to be provided during school, Booster classes for y6 before/after school. In class strategies and systems in place T4W etc. to ensure all children can access work. Identified gaps in learning to be addressed, using resources we currently have and individuals with relevant skills to deliver support where and when required. Seeking extra training or support if required.	Booster data from NS on maths, not available for English, Inference running with 90% of all children being PP children. 32 children took part of which 29 were PP children. Average progress all children was increase in scaled scores of 10 points After school boosters in year 6 70% of all Y6 pp children attend. Interventions continually monitored and new children take place when one is finished.	Look at Spring 2 data and Sats results for year 6 to see impact and then what we should keep and what should change for next year, review staffing to ensure correct support in each year group to match needs, rotate TA support to where most needed at times. Provided extra CPD for staff use alternative intervention.
For pupils to access a range of social/cultural/sporting experiences, visits and experiences, including religious and local heritage, outdoor pursuits and residential	Pupil's aspirations and cultural diversity and acceptance will increase, Understanding of the range of religions and groups within local and national community will develop, be more tolerant of people who have different backgrounds or beliefs to themselves.	Increase in participation at South Derbyshire Sports competitions, including, Cross country, Dodgeball, Basketball, Girls football, year 5/6 football, year ¾ football, Tag rugby, Hockey, Tri golf, Rounders, high 5 netball, Netball 7 a side, Cricket district sports, Golf Also school quiz, reading award deciders for first news. A range of trips to increase social and cultural experiences, Library, Sharpes pottery, Young voices- Whitemore lakes, church visits Data attached	Hopefully the increase in participation levels and schools continued success at this level will raise aspirations and beliefs in school, Pupils voice on what was enjoyed, and why, and the opposite if no use to the children do not do it again, all of these activities free of any charge to the children. See if more staff will be willing to run activities and clubs for the children to have a more varied selection. Be more explicit and find opportunities to learn about other faiths.

<p>For disadvantaged pupils to provide access to school library once a week (possibly holiday time?) To promote a love of reading and to encourage reluctant readers to read.</p>	<p>Children engage with reading throughout the year not just during term time. Reading data increases, a more book popular culture develops with the children. Children find texts and genres that they are keen to read independently. All children have access to a fully computerised library and can check in and out books, timetabled for all classes.</p>	<p>Shown children local library and how to use it to help increase use and reading. Read a mile, Ihub have reported that usage in 3 classes is above that of other schools nationally. Reading dog all used to help promote a love of reading, GGR sessions running alongside to promote a good range of quality texts. Modelled reading to the children, increasing data on results in KS2 including SATS, author in school to work with year groups to foster that love of reading.</p>	<p>Look at the usage of the library during term time, how may PP children using, Can we encourage more use from the. Weekly timetable for class sessions drawn up and used. Seek out local/national authors to help promote reading. Continue to monitor guided reading as we move to the whole class reading model and how this impacts on PP children and reading. Regular reading to an adult in school for PP children not reading at home. Outdoor reading area for the children. Ihub to be used more in all classes throughout the school.</p>
<p>CPD for all staff on the use of No-Nonsense spelling scheme. Implementation of the scheme across the whole school.</p> <p>Further development of T4W strategies for oral rehearsal.</p> <p>Purchase of high quality texts for class book corners and school library to immerse pupils in a language rich environment. Updated reading challenge. Introduction of reading dogs to encourage target pupils to read regularly.</p> <p>Annual subscription to Reading Eggs. Monitor home log-ons to Reading Eggs</p> <p>Pupil questionnaires Monitoring of Home-school diaries Reading awards</p>	<p>The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p> <p>Close the gap between PP and non PP children and raise standards.</p> <p>The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p>	<p>Autumn 1 – Spring 2 data attached See gap closing in many areas, Lower children improving but not quick enough, most classes are using strategies school want implemented and these are having a positive impact on children’s learning.</p> <p>SEE DATA</p> <p>Word of the day/ week taught in classes and used in sessions, topic related pyramids now being used in planning topics or modules of work.</p> <p>Ihub and reading eggs used by classes and at home to promote a love of reading, new books purchased for classes and library, reading challenges and read a mile, reading buddies, daily</p>	<p>Monitor for summer term. Look for what extra we can do to target lower attaining children, redistribution of TA (time and skills) the focus is of the use of them and how it is being implemented.</p> <p>Project Vocab</p> <p>In depth analysis of SPAG results for ks2 SATS and where weakness was, and in comparison to other schools nationally.</p> <p>Outdoor reading area, more use of the school’s library and library system, all books to be put into library, PP children to be given</p>

		reading and the library being available 4 lunchtimes a week for children to access. Home school diaries and awards monitored weekly.	chance to access more often and be able to have and enjoy high quality texts. Monitoring of guided reading sessions to support this.
Staff training on high quality feedback, verbal and written comments. Staff training Develop the involvement of pupils in self-assessment and target setting	The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	Low on entry average progress is 0.1 up from 0 many still working well below national average, feedback and marking policy change has been implemented and staff have been given training on it. Self-assessment and target setting of the children, by the children is improving not consistent yet. Visualizer training for all teaching staff to assist with feedback to class at start of sessions.	Year 6 PP children performing best overall, look into what has been successful and why, what can be implemented across the school next. Teacher feedback on no written marking.
Review and implement a revised foundation curriculum (Cornerstones) Developing a mastery approach in ALL lessons	The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	Subject leaders are monitoring the implementation of cornerstones and ensuring we are providing coverage at the engage and develop phases. We are not providing enough opportunity for the express and innovate sessions.	End of year collect all data from subject leads and compare the impact on PP v no PP. Express and innovate stage needed for GDS PP children.
Staff training on developing the use of reasoning and the use of Singapore Bar. Identification of pupils for targeted intervention including 1stclass@number. TA support in Maths lessons	The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	TRG work with Ns and JS support from Maths hub Nottingham, Expert session during SDM, Flow of lessons and more of an emphasis on reasoning, Focused interventions in assembly time and booster groups to deal with misconceptions.	Look at end of year data to see over all progress in maths, closing gap, consistency across the school. Ensure this good work continues to be embedded and used by all learners to progress learning.
The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.	Revised homework policy Strategies employed by IM includes letters sent home for 92% not 90% On day phone calls. EWO referrals	15 pp children have attendance of below 90%, of these 12 have had panel meetings and for those	Continue to work with and liaise with KP and families to ensure that these numbers ALL start to decrease

		children attendance has improved. See data attached for more info. (attendance) only one child is -0.1 all others 0 or +	and attendance moves back in line or above national average. New attendance board in hall to promote this.
The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum	Attendance at nurture group and/ or one to one counselling/ mentoring sessions for PP pupils to work through issues, develop strategies for dealing with circumstances and provide support to help them meet their targets and life goals. Further CPD for staff and whole school implementation of Growth Mindset strategies.	Collect data from nurture team, improvement evident in year 6 children, reduced issues around attendance and behaviour, 15 children 13 PP 87% Improvement in all Boxalls.	Check y3-5 and Boxalls for evidence. Look to expand if possible to more children and implement more if we can.
1:1 tuition Small groups Interventions Support for LA PP pupils during topic lessons Interventions may be delivered outside of normal lessons. Progress and attainment tracking data Work scrutiny Monitoring of LA pupils	The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations. The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	See attached maths data Majority of boosters and interventions are run at a minimum of 75% pp children to be included. Work scrutiny in maths and English carried out regularly by mats and English leads, with feedback provided. Management time used for this. Directed TA or teacher to work with PP during topic and other sessions alongside Maths and English. LA groups monitored on Insight with notes dictating what support is offered to the children.	Look at the overall impact of all interventions; what works has biggest impact to what as least. Changes to staffing and timings to try and ensure maximum value for money, timetables being looked at to ensure no slippage.
Inclusion Mentor to monitor pupils and follow up quickly on absences .First day response provision. Clear procedures for dealing with attendance. Breakfast Club offer for PP pupils to ensure they are at school on time and ready to learn.	The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.	Positive communication links between KP and families and getting them into school to find out what the problem is and why, refers to EWO or Social care if appropriate.	Continue to ensure KP has this time to help reduce persistent absentees Especially with PP children and families. With early support stopping more responsibility will be

		Incredible years course for staff £495 + £249	on school to put in and buy EWO support. IM and inclusion TA'S to provide support to PP children and families. TF to continue Incredible years course.
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