

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carlinghow Academy
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dani Worthington
Pupil premium lead	Callum Ivel
Governor / Trustee lead	Steve Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,208
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,928

Part A: Pupil premium strategy plan

Statement of intent

At Carlinghow Academy we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education.

Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. One of the biggest barriers to learning for our disadvantaged pupils is the lack of wider experiences and therefore, as a school we aim to maximise our opportunities to provide those experiences through our curriculum design and wider school offer.

Challenges

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

Challenge number	Detail of challenge
1	Following the pandemic we have seen an increase in numbers of pupils requiring social and emotional support in order fully engage in learning
2	Attendance has always been a challenge and increased anxieties around the pandemic and periods of isolation have led to increased absences. This is in addition to parental engagement with school and ensuring maximum engagement with school events, such as parent workshops, for our disadvantaged children's parents.
3	Lack of opportunities to benefit from the wider experiences – many of our disadvantage pupils are not provided with wider experiences outside of school and these experiences have been limited further with the pandemic. As a school we need to engage children with their learning.

	and provide these pupils with experiences that will provide them with a cultural capital they need to succeed in life.
4	There has been limited opportunities for the school to engage with parents in person throughout the pandemic and as the school macadamised particularly for some of our disadvantaged families. Engaging and generating support from parents for our disadvantage learners will secure increased rates of progress.
5	Internal data tracking shows that the gap has widened for some of our disadvantaged learners in their progress and attainment in Reading
6	Internal data tracking shows that the gap has widened for some of our disadvantaged learners in their progress and attainment in Writing
7	Internal data tracking shows that the gap has widened for some of our disadvantaged learners in their progress and attainment in Maths

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All children will be emotionally ready to learn and fully engaged in the curriculum.	CPOMS tracking shows fewer behaviour incidents Children, parent and staff surveys evidence a positive attitudes to learning and behaviour End of year data reflects good or better for progress vulnerable/pupil premium children
The attendance of our Pupil Premium will have improved. The number of children with an attendance figure of less than 90% (PA) will be reduced.	Attendance figures for pupil premium children will increase over the 3 year plan to become in line with national and their non- pupil premium peers. Schools persistent absence figure is reducing year on year.
All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.	Data will evidence the impact of the opportunities and experiences provided in writing and topic work.
Pupil Premium children are supported by parents in the home with reading and homework. Parents have a positive attitude towards their child's learning and engage with school.	Reading records show increased parental engagement. SeeSaw tracking evidences parental engagement. Attendance at school events and workshops show a good level of parental engagement.

<p>Pupil Premium children's attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.</p> <p>Where data evidences there is a gap between pupil premium and non-pupil premium peers this be reduced by the end of the strategy plan.</p>	<p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p>
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Activity in this academic year

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

Teaching

Budgeted cost: **£66,749**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and coaching on EEF metacognition and self-regulation report</p>	<p>Staff will use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly. They will teach pupils specific strategies for planning, monitoring, and evaluating their own learning. Interventions will be designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>EEF - Evidence-Summaries/Metacognition and-Self-regulation</p> <p>Evidence suggests the use of ‘metacognitive strategies’ which get pupils to think about their own learning can be worth the equivalent of an additional +7 months’ progress when used well. It has found that the potential impact of these approaches is very high, particularly for disadvantaged pupils. This report reviews the best available research to offer practical advice on how to develop pupils’ metacognitive skills and knowledge, including recommendations in seven areas and ‘myth busting’ common misconceptions teachers have about metacognition.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1, 5, 6, 7</p>
<p>Programme of CPD for all classroom staff around QFT across all subjects.</p>	<p>High Quality teaching improves outcomes the latest report from the EEF provides guidance on how to implement professional development programmes with care, taking into consideration the context and needs of the school</p> <p>EEF - Effective Professional Development</p> <p>Teachers will benefit from effective CPLD using the findings from ‘Developing Great Teaching’. In using these recommendations it is more likely that it the CPLD will have a lasting impact on teacher practice and student outcomes.</p> <p>Developing Great Teaching-Summary</p> <p>This report looks at the effects of high quality professional development on teacher and students. The research sheds light on what is working and where further progress needs to be made. The research and analysis spans a young person's journey from the early years through to entry to the labour market</p> <p>EPI-Wellcome CPD-Review_2020.pdf</p>	<p>1,3, 5, 6</p>
<p>Teacher Feedback to improve Learning</p>	<p>In teachers providing meaningful feedback it supports pupil progress, builds learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery.</p> <p>EEF - Guidance-reports - Feedback</p>	<p>5, 6, 7</p>

<p>Improving standards in Literacy EYFS, KS1, KS2</p>	<p>This Preparing Literacy guidance report is specific to 3 to 5 year olds and supports our EYFS staff with practical evidence-based recommendations to provide every child (but particularly those from disadvantaged homes) with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p>Recommendations include the importance of high quality interactions between adults and children to develop their communication and language skills. In addition to using a range of different activities like singing, storytelling and nursery rhymes to develop children's early reading and ability to hear and manipulate sounds.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>The findings of the Literacy KS1 guidance report focuses on the theme of language and literacy in Key Stage 1 and is also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress.</p> <p>This edition provides recommendations and offers additional examples, explanations and resources to provide direct paths of action from the evidence-based guidance to classroom practice. The recommendations represent 'lever points' where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils' learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>The KS2 Literacy report offers practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. It builds on the recommendations presented in the Improving Literacy in Key Stage One report, but is specific to the needs of pupils at Key Stage 2. At Key Stage 2, pupils are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language. Many of the strategies and examples presented in the report are similar to those in the Key Stage 1 guidance report, they are often more complex and multi-staged, reflecting the increasing depth and breadth of pupils' knowledge and skills. Pupils will be able to use strategies with increasing independence and sophistication, and will increasingly be able to combine them.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf</p>	<p>5, 6</p>
<p>Teaching mathematics in primary schools</p> <p>White Rose Maths</p>	<p>This document produced by the DfE and NCTEM brings greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6. In addition it summarises the most important knowledge and understanding within each year group and the important connections between these mathematical topics. The document identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.</p> <p>Maths guidance introduction (publishing.service.gov.uk)</p> <p>This document provides an overview of the ready-to-progress criteria for all year groups as detailed in the document above. And is followed by the specific guidance for year 6.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>At Carlinghow we follow the White Rose Maths scheme, the following link contains extensive resources, curriculum planning, assessments and CPLD to ensure that the teaching of Maths is at least good.</p> <p>White Rose Maths Free Maths Teaching Resources CPD Training</p>	<p>7</p>

	<p>This document supports staff in improving Mathematics in the Early Years and Key Stage 1. It offers five recommendations for developing the maths skills of 3–7-year olds.</p> <p>The recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.</p> <p>It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</p> <p>This report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3. The decision to focus on these Key Stages was made after an initial consultation period with teachers, academics, and other stakeholders. The consultation suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages. This report is not intended to provide a comprehensive guide to mathematics teaching. We have made recommendations where there are research findings that schools can use to make a significant difference to pupils' learning, and have focused on the questions</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	
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Targeted academic support

Budgeted cost: **£90,632**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of diagnostics to support SMART IEP targets and to identify barriers to learning	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers.</p> <p>With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p>	1,3, 5, 6, 7
Targeted 1:1 and small group interventions delivered by teacher and TA's	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1, 3, 5, 6, 7
The curriculum is adapted and enhance to meet	The curriculum is written and adapted to meet the needs of our learners. The pupil premium guide is considered when deciding on which	1, 2, 3, 5, 6, 7

<p>the needs of all PP learners</p>	<p>strategies to use and is focused on the 3 areas of high quality teaching, targeted academic support and wider strategies. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>This EEF/SEND report presents five recommendations for mainstream schools seeking to improve their provision for pupils with SEND. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full members of the school community who have a rich and positive experience. https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	
<p>Accurate assessment of pupils working below standard of national curriculum tests</p>	<p>The engagement model is used for assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.</p> <p>The engagement model has 5 areas of engagement: exploration realisation anticipation persistence initiation</p> <p>These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential. https://www.gov.uk/government/publications/the-engagement-model</p>	<p>5,6,7</p>

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

Budgeted cost: **£ 53,548**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify ways to remove barriers to and support social and emotional development. To include explicitly taught lessons on Social and Emotional Learning and provide a pastoral team support to work 1:1 or with small groups of children.</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>Purchasing of resources to support emotional and social interactions with children including outdoor equipment to promote team games and positive social interactions.</p> <p>Integrate a whole school approach to monitoring children's behaviour and emotional needs by subscribing to the CPOMS tracking system</p>	<p>1, 2, 4</p>

	which will allow a holistic approach to understanding the needs of our PP children.	
Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge and cultural capital they need to succeed in life	Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). This report found from their analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	3
Funding of Breakfast clubs and Milk in Ks1	The EEF evaluation has found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/ Carlinghow Academy benefits from a fully funded breakfast club provided by the Huddersfield Town Foundation and with school contributing to the staffing costs. Breakfast Clubs Trust Fund Town Foundation Free Breakfasts For Kids (htafcfoundation.com)	1, 2, 4, 5, 6
Monitor and support families with attendance	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> • 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; • more intensive programmes for families in crisis. https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	1, 2, 4

Total budgeted cost: £210,928

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

In 2020/21 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF Literacy, Mathematics, Behaviour and Pupil Premium report in order to maximise wave 1 teaching. We continued to enhance our nurture support and wellbeing provision, through the support of our Learning Mentor and Safeguarding Officer.

Funding was used to enhance the skills of teaching staff and availability of resources, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential.

The school continued to support our Pupil Premium families during the lockdown and school closure period in range of ways with 37% of Pupil Premium children attended in-school key worker provision. 78 devices (Ipad or laptop) were loaned out to children during lockdown or periods of isolation to ensure engagement of online learning. The online learning platform Seesaw was used to provide the children with a range of home learning activities. This was supplemented with paper learning packs for those children and families who are unable or had difficulty accessing digital learning. Participation in home learning was tracked by class teachers and SLT and telephone calls were made to families that did not engage.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nuffield Early Language Intervention (Neli)	Eiklan - OUP

Ongoing reflective review

Date	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term	<p>Meta Cognition strategies introduced to children.</p> <p>High quality First teaching.</p> <p>Improving standards</p> <p>Use of diagnostics to support</p>	<p>Maths coordinator reembedded 3 before me strategy.</p> <p>Trust training day sessions on approaches to teaching and learning and subject leadership and padlet site resource.</p> <p>S and L interventions.</p> <p>Use of setting in classes.</p> <p>Reading lead closely monitoring phonics progress.</p> <p>Adaptations to curriculum to embed reading/VIPERs into learning journey.</p> <p>Assessment cycle closely monitoring impact of sets.</p> <p>New curriculum introduced with mixed age classes and reintroduction of trips/visits (pantomime, Pirate day, Eden camp, Egypt WOW day, Residential).</p> <p>Engagement model training undertaken by SENDCO.</p> <p>All staff working with ability groups focussed on closing gaps rather than covering year group content.</p> <p>SEN monitoring shows children making good progress towards IEP targets.</p> <p>Parent coffee mornings reintroduced.</p> <p>Therapeutic story writing course undertaken.</p> <p>Range of meetings held with parents to improve attendance and engagement</p>	<p>Subject leaders developed skills to plan for sequences in their subjects. Padlet site offering a range of resources. Key areas of teaching and learning.</p> <p>Not all children fit into sets and need for pastoral support and adult relationships needs to be reviewed.</p> <p>All subject leaders need to ensure same depth of curriculum planning to make the curriculum work.</p>	<p>Ensure this is effectively used across sessions.</p> <p>Use PM process to monitor impact on teaching and learning.</p> <p>Ensure constant revaluation of sets to ensure needs of all children are met through sets.</p> <p>Ensure further support for ETA's teaching groups with planning and marking.</p> <p>Curriculum to be evaluated termly to ensure it still meets ever changing needs.</p> <p>Continued monitoring of SEND provision.</p>

<p>IEP targets.</p> <p>Pastoral team/1:1 intervention.</p> <p>Cultural capital</p> <p>CPOMS</p> <p>Breakfast Club/Milk</p>	<p>(11 TAF meetings,13 CIN meetings,1 CP review conference,4 Core groups, 10 attendance meetings, 12 meetings with parents, 1 Emotional wellbeing clinic, 2 professionals meetings, 1 strategy meeting, 1 parent drop in session 2 families with food parcels/ uniform) alongside daily phone calls and door step visits to keep children in school. Meetings with wider agencies (Police, NSPCC, BBEST, CAFCASS, Living Streets,) 14 x children on attendance plans working with ABSO)</p> <p>Full range of after school clubs (sports, youth club, choir, chess, Spanish, German, homework etc.). Trips reintroduced. Assembly offer reintroduced.</p> <p>Fully operational again. Additional member of staff employed to allow 2 children on EHCP to attend.</p> <p>Subscription of CPOMS and whole school training.</p>	<p>Organisation of clubs is time consuming.</p>	<p>Look to streamline organisation process/electronic system.</p>
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<p>Spring Term</p>	<p>Teaching</p>	<p>-Staff continuing with subject leadership and teaching and learning MAT CPD.</p> <p>- Metacognition activities continue to be embedded in school.</p> <p>-Phonics lead developing systems and monitoring the progress of children more closely.</p> <p>-English lead boosting the focus on reading across school.</p> <p>-Talk through stories implemented in EYFS.</p> <p>-Maths lead delivered manipulatives training.</p> <p>Migration to Arbor system.</p> <p>Continuation of sets and small groups.</p>	<p>-Expert knowledge on giving feedback to children and strategies to focus on assessment of children has improved progress at set and class level.</p> <p>-Children's resilience is being noticed more and adults visiting school are commenting on the independence and learning behaviours seen.</p> <p>Fantastic outcome in phonics screening (80.6%) showing the work done by phonics lead has worked.</p> <p>-Reading is now seen as a priority across school by all (evidence in pupil voice) and is visible in classrooms. English praised at recent SIP visit.</p> <p>High levels of vocabulary evident in EYFS.</p> <p>Staff made aware of strategies to make maths more practical.</p>	<p>-Ensure evidence of the outcomes of this is discussed in PM mid-year reviews.</p> <p>-Look at strategies to ensure these skills are applied to test/formal situations.</p> <p>Look at provision for Y1's for their screening check and Y2 resit.</p> <p>-How do we develop consistency of reading areas and make reading time more engaging?</p> <p>Do we need a Vocabulary policy or document to ensure this vocab follows through school with these children?</p> <p>Monitor use of manipulatives in school.</p>
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	<p>Targeted academic support.</p>	<p>High stake of PP children at RAPPAM meetings.</p> <p>Pastoral team continuing their work with a real push on attendance.</p> <p>Story writing for vulnerable PP children.</p> <p>Parental engagement of PP parents.</p> <p>Clubs/Trips/Visitors/Workshops.</p>	<p>A much simpler and user friendly system that allows staff (not just assessment lead) to clearly evaluate their PP learners progress.</p> <p>Children are in fluid groups that target gaps in learning and knowledge and support staff working with a range of children allowing teachers to target PP children more.</p> <p>Staff are becoming more skilled talking about the next steps for their PP children.</p> <p>New attendance strategy introduced to closely monitor attendance and raise profile in school.</p> <p>Story writing sessions continuing with new children.</p> <p>New parent workshop and cooking workshops have been well attended with PP parents being</p>	<p>Consider long term implications of moving children to ensure they receive all curriculum coverage.</p> <p>Ensure Arbor system makes this even easier.</p> <p>Head of school to work closely with Pastoral lead to monitor attendance concerns.</p> <p>Deputy head of school working with Pastoral assistant to ensure the outcomes of these sessions are as desired.</p> <p>Some hard to reach parents still not engaging which the pastoral lead is working to get them to attend events.</p>
	<p>Wider strategies</p>			

			<p>targeted. Coffee mornings are helping with PP parent's engagement in school.</p> <p>A fantastic range of events and clubs have taken place with PP funding ensuring PP children have been able to engage. After school clubs have been oversubscribed!</p>	
Summer Term	<p>High quality First teaching.</p> <p>Improving standards</p>	<p>-Teachers have now completed the cycle of MAT wide training on effective teaching and the impact of this is visible through staff performance management and follow up activities from the sessions.</p> <p>Changes to the English curriculum are now embedded with a positive outcome from OFSTED on Reading/English.</p> <p>New Maths leader is now working on developing the agreed action plan for Maths further to ensure high quality teaching is consistent in this subject.</p> <p>Setting structures and fluidity of these groups has had a positive impact on progress and attainment data.</p>	<p>-Staff confidence to participate fully and share ideas in sessions has been looked at during the final session.</p> <p>Use what we have learnt this year to contribute to the structure of setting in new academic year.</p>	

<p>Use of diagnostic s to support IEP targets.</p> <p>Pastoral team/1:1 interventi on.</p>	<p>Engagement model programme being rolled out across school effectively. SEND are being closely monitored and we are now looking at migrating these to Arbor to ensure the system is efficient for tracking.</p> <ul style="list-style-type: none"> • TAF meetings. • CIN meetings. • Core groups. • CP conferences. • Parents calls and meet-ings. • Safeguarding supervision meetings/ paperwork. • CPOMS monitoring every month. • Paperwork for CP confer-ences, meeting minutes and referral paperwork. • Virtual schools network meetings. • Attendance- Home visits, bringing children to school, parent meet-ings, professionals' meet-ings, monitoring of PA children, penalty notices. • Living streets. • Mode shift stars, initial meeting and due to set up. • Mission Christmas appeal funding. • Cash for kids grant. • Break and lunch duties/ first Aid. • Northorpe Hall referrals. • School nurse referrals. • MHST meetings. • Uniform exchange refer-rals. • Uniform drop in. • Liaising with other ser-vices, housing, early help, social care, Barnardo's young carers, police. • BE BEST. 		
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	<p>Cultural capital</p> <p>CPOMS</p> <p>Breakfast Club/Milk</p> <p>Attendance.</p>	<ul style="list-style-type: none"> • Community cohesion meetings. • One to one work with children. • Coffee mornings. • Northorpe hall drop ins. • Family links delivery and planning. • Cook and Eat. • Eid Party. • Good to be green planning/ set up. • Ongoing parent events. <p>Contributions made towards 5/6 Trip to Lotherton Hall and EYFS Trip to the deep. Uniform is continuing to be provided to ensue starting points are equal.</p> <p>This is being used effectively across school and the Pastoral lead has recently tightened up on staff actioning and following up events to ensure these are completed.</p> <p>Continuing to be funded in school</p> <p>HUGE push on this in school. Attendance figures in school have improved and the rate of persistent absenteeism has reduced. Pastoral Lead is closely monitoring and working with Attendance officer to tackle this further. New attendance board, attendance tab on website, review to attendance policy and higher stakes on rewarding good attendance have been used this term.</p>	<p>We need to review the categories used on CPOMS to ensure accuracy of recording and making sure data is reliable and reflective of the work done in school.</p>	
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