

Rockliffe Manor Primary School
2020/2021 pupil premium strategy:

1. Summary information						
School	Rockliffe Manor				Academic Years	2020/23
Estimated Annual Budget		Total PP budget	£100,000	Date of most recent PP Review		July 2020
Total number of pupils	217	Number of pupils eligible for PP		74	Date for final review of this strategy	
Date for next internal review of this strategy	March 2021	July 2021	March 2022	July 2022	March 2023	July 2023

2. Current attainment
<p>Prior to school closure, last year Year 6 were on track to meet their targets. The assessment data was positive particularly in reading and writing. 50% of children on the SEND register were also achieving expected in reading and writing. 38% of disadvantaged pupils achieved the expected standard in reading while it is 50% for writing and maths (increased to 50%, 67% with SEND pupils not included in measure). There was a large gender gap at the greater depth standard with girls outperforming boys in all areas. As of spring there were no disadvantaged or white British pupils meeting the greater depth standard in reading and maths. In year 2 100% of children with EAL were meeting the Expected+ standard across reading, writing and maths. 100% of disadvantage children with no SEND needs are meeting the Expected + standard across reading, writing and maths. 96% of children with no SEND are meeting the expected standard or above in all areas. 60% of disadvantaged children were meeting the Expected + standard in reading, writing and maths however 100 % of the disadvantaged children with no SEND needs were meeting the Expected + standard in reading, writing and maths. 10% of children achieving greater depth are disadvantaged.</p>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

**The three-year strategy will be regularly reviewed and is a working document. As a result of the regular reviews some priority areas may be changed throughout the three-year span. These changes will be reported and discussed with governors*

In-school barriers				
A.	Oral language skills, communication and vocabulary development is lower for pupils eligible for PP than for other pupils			
B.	Many PP children are also on the SEND register			
C.	PP children have lower aspirations and lack resilience required to develop both learning and independence skills			
External barriers				
D.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence			
E.	Social difficulties experienced by families including housing, finance, family literacy, wellbeing and parental anxieties			
F.	Parents of PP children are harder to engage in school activities; virtually and in person			
G.	PP Children have less opportunities outside of school to visit places of interest, therefore have less experiences that can stimulate discussion and imagination			
4. Desired outcomes				
	Desired outcomes and how they will be measured	Success criteria		
		Milestone 1 (July 2021)	Milestone 2 (July 2022)	Milestone 3 (July 2023)
A.	The gap closes in oracy development between PP and non PP children.	<ul style="list-style-type: none"> -Launch Oracy framework across the school. -Launch Language link in EYFS and KS1 -Early identification of communication and language delay within the EYFS is established and timely interventions put in place - Increase in % of PP children passing the phonics screening in Year 1 and 2. - A higher proportion of PP children achieve GLD in EYFS, especially in reading and communication and language 	<ul style="list-style-type: none"> - Oracy framework is embedded throughout the school, consistent in approach in the learning environment, planning opportunities and project outcomes - PP children are more confident in articulating themselves using the tools and strategies taught throughout the curriculum - PP children are given greater opportunities to apply their oracy and communication skills, supported from their starting points with scaffolds to ensure success 	<ul style="list-style-type: none"> - Gaps close between the % of PP children and non PP children reaching exp and GD standard in reading - PP children are articulate and able to use and retain tier 2 and 3 vocabulary.

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			<ul style="list-style-type: none"> - Maintain a higher proportion of PP children achieving/ exceeding GLD in EYFS, especially in reading and communication and language 	
B.	<p>SEND children will make good progress, achieving their full potential through support such as scaffolds, appropriate challenge and timely targeted support.</p>	<ul style="list-style-type: none"> - Launch of SEND tracker and assessment tools across the school - Adults deployed to maximise support and meet the needs of a greater number of PP SEND children - Launch of a sensory rich diet which aids development - Personalised intervention timetables established, reviewed and refocused in a timely manner. 	<ul style="list-style-type: none"> - Teachers are confident in using the SEND tracker and assessment to plan and support children to make good progress - Staff are confident in the interventions they are delivering, can monitor the progress each child is making along with identifying potential barriers. - Parents are confident in supporting their SEND children at home to help them reach their potential - PP children with SEND have high quality learning journeys which address their individualised needs and removes barriers to their continued progress. 	<ul style="list-style-type: none"> - Early identification for SEND pupils needs feed into their personalised assessment and learning journeys - High quality scaffolds and support put in place ensure SEND children make good progress from their starting points - Adults are confident in the children's needs and what the children need to work on to reach their full potential - Children are challenged regardless of need, focusing on the limitless minds approach - Progress of PP children with SEND from their individualised starting points is consistent across the school.
C.	<p>PP children are aspirational and are confident and resilient to tackle new learning.</p>	<ul style="list-style-type: none"> - Launch of limitless minds approach across the school to ensure learning is scaffolded for all children to support them in making good progress from their starting points - Each classroom has growth mindset embedded and teachers teach through a growth perspective with a multi dimensional approach - Children understand the science of the brain and the importance of challenge in brain development 	<ul style="list-style-type: none"> - Teachers confidently use scaffolding, rather than differentiation to support all learners. - Children across the school are seen to take risks in their learning with quality evidence in their books. - Gaps begin to close in the % of PP children reaching exp or GD - Children can articulate the importance of resilience in their learning and share examples of how resilience has had a positive impact on them. 	<ul style="list-style-type: none"> - Increase in % of PP children reaching GD, specifically combined in reading writing and maths. - PP children are just as resilient and aspirational as their non PP peers - Improved results in all key stages, with gap between attainment of PP and non PP pupil closing

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D.	Increased attendance rates for PP eligible for PP. Less PP children will have persistent absences.	<ul style="list-style-type: none"> - Role of attendance officer redefined and developed due to staff retirement. - Attendance officer to build relationships with the school community - Targeted support and challenge to families to improve attendance and lateness - Additional support from attendance officer at the borough - Clear monitoring and communication systems in place 	<p>Reduced number of persistent absentees among pupils eligible for PP to 10% or below.</p> <p>Overall PP attendance improves and by Summer 2022 is at least 96%</p> <p>Gaps begin to close in the attainment of PP children due to their increased attendance.</p>	<p>Reduced number of persistent absentees among pupils eligible for PP is maintained at 10% or below.</p> <p>Overall PP attendance is sustained by Summer 2023 is at least 96%</p> <p>Attainment of PP children is not affected by persistent absences.</p>
E.	Ensure that families who require support and advice have the confidence to come into school to receive the necessary support.	<ul style="list-style-type: none"> - Gaining an understanding of how COVID 19 has impacted our school community - Identifying the support needed by our families and doing so in a sensitive but timely manner, virtually and in house where possible - Sign posting parents and families to known agencies - Providing parents with devices where necessary to support remote learning, online learning and virtual experiences provided by the school - Visible and relational leadership to ensure parents feel able to communicate 	<ul style="list-style-type: none"> - An increased number of families engaging with school and feeling supported. - Parental engagement begins to positively impact attendance, attainment and attitude towards school -An increase number of external agencies are known to leaders where we can signpost families 	<ul style="list-style-type: none"> - Greater number of families engaging with school and feeling supported. - Greater number of external agencies are on hand to support families in need, with the school developing confidence in where to signpost families

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		<ul style="list-style-type: none"> - Implementation of ZOR across the school to support with children's wellbeing - Development of home school liason role due to staff retirement - home school communication are maintained where face to face contact is limited 		
F.	Parents of PP children are engaged in school activities; virtually and in person	<ul style="list-style-type: none"> - Parental engagement planned to support the emotional wellbeing of our children and their families, support from JG school counsellor. - Parental engagement workshops address the gaps in learning due to COVID lockdown, focus on English, maths and reading, this will encourage support for PP children at home - Online learning platform developed to encourage parental engagement whilst face to face interactions need to be limited; platform used for learning and also to celebrate the learning in school bringing the school and community together. - Parents are targeted for engagement sessions through designated leaders/ SENCO/ home school liason officer, % of PP parents attending increases compared to non PP parents 	<ul style="list-style-type: none"> - Parental engagement for the wider curriculum planned. - Parents are forthcoming with parental engagement ideas - Parental engagement of PP children increases which impacts the attendance of PP children at school. - Online platforms will continue to be used to reach out to parents who are physically unable to attend parental engagement sessions, reaching a wider community - Parental targeting decreases as parents choose to engage more - Parental engagement sessions are delivered in a multi dimensional approach to meet the needs of all parents 	<ul style="list-style-type: none"> - Parental engagement positively impacts attendance, attainment and attitude towards school - Parental engagement planned to support the emerging needs of our children and their families. Engagement is timely, purposeful and parent voice captures the impact - Parental engagement workshops attendance increases - Less need for parents to be targeted for engagement sessions as parents are willing and enthusiastic to join - Gap closes between % of PP parents and non PP parents attending

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		- Engagement sessions planned to support parents with their needs		
G.	Children take part in frequent enrichment activities and visits which broaden their experiences.	<ul style="list-style-type: none"> - All children experience enrichment per term linked to their curriculum via workshops/ virtually whilst restrictions are in place - LYFTA is further embedded within the curriculum to provide children with an immersive experience they can connect to - Teachers are creative in the opportunities they provide for the children, increasingly linking with the local community to develop a sense of self within the community - Burnet News club is launch made of PP children to give them an opportunity to learn about current affairs 	<ul style="list-style-type: none"> -Regular visits planned for to enhance topics -Across the school children receive a breadth of opportunities so that when children leave in Year 6 they have a rich experience. - Children’s interests feed into the extra curricular clubs and opportunities on offer - Children can articulate the purpose of workshops, trips and visitors and the learning gained from these. - Children use learning from these experiences to show depth of learning. 	<p>All children receive twice half termly enrichment visits/ trips linked to the curriculum.</p> <p>Increased PP involvement in clubs, workshops and opportunities around the school.</p>

5. Planned expenditure

Academic year	2020/21
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A. The gap closes in oracy development between PP and non PP children.</p>	<p>2020-21</p> <ul style="list-style-type: none"> -Launch of Oracy Framework at Autumn MTP day - Termly project outcomes to have an oracy focus, MTP checks show high quality learning journeys leading up to this - Staff training on Oracy framework in Autumn 1, will follow up sessions through the academic year - Quality assuring teaching of phonics throughout EYFS and KS1 - Ensure EYFS has phonics embedded within the provision inside and out so that children are immersed in a rich dialogic environment. - Use of the blank language model in EYFS to improve C&L. - Quality whole class reading– daily in each class across the school where talk is central. In KS2 a focus on vocabulary building, using a wide range of texts and evidenced in the environment and on word banks. - In EYFS/KS1 emphasis on decoding with a clear, monitoring system using appropriate texts. KS2 children working at BAR tracked. - Intervention groups/1:1 reading implemented to focus on the needs of individual pupils to help close the gap - Use of sentence frames used consistently throughout the school in the environment and across the curriculum. Staff CPD related to oracy and language. -Launch Language link in EYFS and KS1; all initial assessments to be completed by 	<p>Children entering the early years have low levels of speech, language and communication skills. The year 1 children have missed a significant amount of time in education and this has impacted their communication and language development.</p> <p>There is a vocabulary gap between pupil premium and non pupil premium children. KS1 data shows a gap between PP and non PP in reading.</p>	<p>Half termly formal reading assessment for all EYFS and KS1 children and those KS2 children who are reading below expected standard</p> <p>From Year 2 - 6 half termly reading comprehension assessments</p> <p>Half termly phonics assessments for children in year 1 and 2, gap analysis and precision teaching/ informed interventions</p> <p>Oracy action plan identify key priorities for the implementation over time</p> <p>Regular monitoring planned; pupil voice, staff voice, observations, learning looks</p> <p>CPD opportunities for staff to further develop practise</p>	<p>AL English lead</p> <p>NC KS1 lead</p> <p>HS EYFS lead</p> <p>ZTH Senco</p>	<p>Half termly</p>
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	<p>Autumn 2, planned interventions from this implemented and embedded by Spring 1</p> <ul style="list-style-type: none"> -EYFS team and SENCO Early identification of communication and language delay within the EYFS is established and timely interventions put in place - Continuing assessment of KS1 phonics, informing intervention groups - Targeted PP children in EYFS to ensure a higher proportion of PP children achieve GLD, especially in reading and communication and language 				
	<p>2021-22</p> <ul style="list-style-type: none"> - Learning looks and learning walks show that the oracy framework is embedded throughout the school - Consistent in approach in the learning environment, planning opportunities and project outcomes across the school are evident in MTP checks - Support given to year groups who require to ensure all children are receiving high quality oracy opportunities - Pupil voice collection, learning looks and presentation opportunities show that PP children are more confident in articulating themselves using the tools and strategies taught throughout the curriculum 				

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	<ul style="list-style-type: none"> - Lesson observations will show that PP children are given greater opportunities to apply their oracy and communication skills, supported from their starting points with scaffolds to ensure success - EYFS teaching and provision supports a rich dialogic approach which will encourages a higher proportion of PP children achieving/ exceeding GLD in EYFS, especially in reading and communication and language - Parental engagement will share strategies used in school that parents can use to support oracy skill development at home 				
	<p>2022-23</p> <ul style="list-style-type: none"> - Thorough assessment of reading of PP children to identify which KPIs are needed to be focused on to meet expected/ greater depth standard - Pupil Review meetings have an oracy/ vocabulary focus, PP children are discussed and strategies put in place to further close the gaps between PP and non PP children - Opportunities planned across the school for PP children to present their tier 2 and 3 vocabulary in different contexts where possible. 				

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<p>B. SEND children will make good progress, achieving their full potential through support such as scaffolds, appropriate challenge and timely targeted support.</p>	<p>2020-21</p> <ul style="list-style-type: none"> -Launch of SEND tracker through staff training, allow staff to explore the assessment tools in place and consider how these would relate to their cohort - SENCO provides drop in opportunities for teachers to discuss assessment of SEND children - SENCO to create an overview of SEND needs and interventions across the school - SENCO to create an intervention timetable, shifting focus from 1:1 SEND TAs to key stage SEND TAs therefore adults are deployed to maximise support and meet the needs of a greater number of PP SEND children - Sensory room redesigned to enhance provision offered - New sensory circuit established with staff training - Children are aware of their sensory needs and how sensory time can impact them - Each child receives a personalised intervention timetable, which is reviewed regularly to ensure the provision offered to them is meeting their needs, - Staff training for SEND TAs to ensure the provision they are supporting the children in accessing is delivered in the most impactful way. - Through parent’s meetings parents are aware of the interventions and support that children are receiving in school and know how to support this at home 	<p>Across the school there is a high level of SEND need, a high percentage of these children are pupil premium.</p> <p>SEND PP children receive bespoke learning journeys, it is important to ensure there is appropriate challenge within these and that no limits are placed on learning</p>	<p>Regular SEND reviews with SENCo, classroom adults and parents.</p> <p>Drop ins, learning looks and observations from SENCo followed by timely feedback will ensure SEND provision is moving forward</p> <p>New SEND assessment and tracker will show the progress of all children across the school</p>	<p>SENCo</p> <p>Class teachers</p> <p>NC/AV</p>	<p>Half Termly</p>
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	<ul style="list-style-type: none"> - Parental engagement sessions are planned to share the good practise of support in schools and give practical tips and strategies - Learning looks of PP SEND children are conducted and their progress is looked at along side their SEND assessment and the scaffolding that is in place to encourage all children are meeting their full potential - Pupil Progress meetings are conducted with a focus on PP children, meetings are redesigned to consider potential barriers, such as SEND and the strategies that teachers are putting in place to ensure no limits are placed on learning. - Early identification of SEND needs in EYFS or as soon as possible following entry to school -External support from agencies for SEND support -SENCO spends time within classrooms, taking an active role in team teaching and planning support for CT and TAs, especially with NQTs. 				
	<p>2021-22</p> <ul style="list-style-type: none"> - Training for new staff, or staff with new cohorts, to ensure teachers are confident in applying their knowledge of SEND tracking and SEND assessment to ensure that children are making good progress. - Staff workshops to ensure that teaching staff are empowered to deliver the new interventions their current cohorts require. - Intervention drop ins to monitor the quality of interventions, can staff articulate the 				

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	<p>progress the children have made due to the intervention, the next steps for that child and the potential barriers.</p> <ul style="list-style-type: none"> - Parents are confident in supporting their SEND children at home to help them reach their potential 				
	<p>2022-23</p> <ul style="list-style-type: none"> - SEND children are consistently accessing learning of the class, where appropriate, scaffolded to their level - Use of SEND tracker/ KPIs to monitor children's progress is firmly embedded within Rockcliffe Manor - Early identification for SEND pupils needs consistently feeds into their personalised assessment and learning journeys - High quality scaffolds and support put in place ensure SEND children make good progress from their starting points as evident in learning looks and observations - Adults are confident in the children's needs and what the children need to work on to reach their full potential and proactively work towards this - Children are challenged regardless of need, focusing on the limitless minds approach 				
<p>C. PP children are aspirational and are confident and resilient to tackle new learning.</p>	<p>2020-21</p> <ul style="list-style-type: none"> - Launch of limitless minds approach across the school at whole school inset to introduce the notion that no limits should be placed on learning, learning should be scaffolded for all 	<p>PP children have lower aspirations than their non PP peers.</p> <p>PP children are less confident and resilient in their learning,</p>	<p>Drop ins, learning looks and observations will monitor how the children are approaching their learning.</p>	<p>Class teachers</p> <p>Phase Leads</p>	<p>Half termly</p>

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	<p>children to support them in making good progress from their starting points</p> <ul style="list-style-type: none"> - Follow up CPD each term to monitor the successes of the limitless minds approach and identify barriers/ next steps for each class - Each classroom has growth mindset embedded and teachers teach through a growth perspective with a multi dimensional approach, this will be identified through learning walks and observations. -MTP checks show opportunities for multi dimensional teachings, these will also be evident in learning looks - Sessions planned at the start of the school year to teach children the science of the brain and the importance of challenge in brain development - Exciting and engaging global curriculum and access to learning - Staff mentors for identified vulnerable pupils - Effective deployment of support staff to assist pupils in their learning - PP children are given frequent opportunities to share and present their learning, as well as tackle new experiences and learning 	<p>often having a low sense of self.</p>	<p>MTP checks will show regular opportunities for the children to build resilience planned for throughout the curriculum.</p> <p>Pupil voice will show the children's aspirations</p>	<p>SLT</p>	
	<p>2021-22</p> <ul style="list-style-type: none"> - Learning looks show that teachers confidently use scaffolding, rather than differentiation to support all learners. - CPD celebrates the success of children, the progress made and the gaps closing between PP and non PP children 				

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	<ul style="list-style-type: none"> - Data shows that gaps begin to close in the % of PP children reaching exp or GD - Pupil voice collection shows that children can articulate the importance of resilience in their learning and share examples of how resilience has had a positive impact on them. - Relevant learning experiences enhanced with external visits and visitors - Opportunities for pupils with work with pupils from other schools collaboratively and in competition. 				
	<p>2022-23</p> <ul style="list-style-type: none"> - Frequent opportunities for children to develop leadership and presentation skills - Targeted support for more PP. pupils to reach the GD standard in RWM - Opportunities for pupils to learn about professional careers through topics - Opportunities to work with secondary schools/FE and HE - Open days for parents/ training parents on curricular expectations. 				
Funding allocation	<p>2020-21 = ***** 2021-22 = ***** 2022-23 = *****</p>		3 year funding allocation		*****
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>D. Increased attendance rates for PP eligible for PP. Less PP children will have persistent absences.</p>	<p>2020-21</p> <ul style="list-style-type: none"> - Role of attendance officer redefined and developed due to staff retirement. - Attendance officer to build relationships with the school community - Targeted support and challenge to families to improve attendance and lateness - Additional support from attendance officer at the borough - Clear monitoring and communication systems in place - Targeted support and challenge to families to improve attendance and lateness. - Support from Home – school liaison officer and DSL - Additional support from Attendance officer at the borough - Clear monitoring and communication system 	<p>Children’s attainment and attendance improves when families are engaged with the school</p> <p>When children are absent from school significant gaps are formed in their learning and in their confidence and resilience.</p> <p>Children also socially are anxious on their return.</p>	<p>Monitoring of data to record number of families supported, improved attendance and links with local and school community.</p> <p>Ensure the HSLO receives up to date training.</p> <p>Parental questionnaires to monitor impact.</p> <p>Range of parent workshops in the classroom so parents can learn with the children/informal coffee mornings to form parent relationships</p>	<p>HSLO</p> <p>AV/NC</p> <p>WW</p> <p>Office staff</p>	<p>Half termly</p>
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	<p>2021-22</p> <ul style="list-style-type: none"> -New attendance officer has built strong relationships with the community. -Targeted support and challenge to families to improve attendance and lateness. - Barriers to attending school spotted in families and support given before absence becomes an issue - Support from Home – school liaison officer and DSL - Additional support from Attendance officer at the borough - Clear monitoring and communication systems in place 				
	<p>2022-23</p> <ul style="list-style-type: none"> -Parents feel empowered to seek support when attendance and punctuality appear to become a problem -Targeted support and challenge to families to improve attendance and lateness. - Barriers to attending school spotted in families and support given before absence becomes an issue - Support from Home – school liaison officer and DSL - Additional support from Attendance officer at the borough 				

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	- Clear monitoring and communication systems in place				
Funding allocation	2020-21 = ***** 2021-22 = ***** 2022-23 = *****	3 year funding allocation		*****	
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Ensure that families who require support and advice have the confidence to come into school to receive the necessary support.	2020-21 Parents have a first point of contact through HSLO offering advice and support on a range of domestic issues and provide links with the support agencies	As a school we have always supported our community. During the lockdown period we had to begin to support families in different ways. Through regular communication we were able to assess the changing	Monitoring of data to record number of families supported, improved attendance and links with local and school community. Ensure the HSLO receives up to date training.	ZTH NC/AV WW JG	

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	<p>Visible leadership so that the community can approach leaders if they require support</p> <p>Counsellor and play therapist offer weekly support to pupils and families, as well as SENCO</p> <p>Half termly parent workshops and coffee mornings across the school</p> <p>Use of CPOMs for whole school communication</p> <p>2021-22</p> <p>Parent workshops set up to meet the needs of the school community.</p> <p>External agencies provide support and advice in a forum facility so parents are aware of what help is on offer should they need.</p> <p>Leaders reach out the the local community to gain a better understanding of the support that is available for our parents</p> <p>2022-23</p> <p>Plan parental engagement to meet the needs of the community</p>	<p>needs of the community and plan accordingly ways to support this. During these challenging times it is important that we offer a range of support.</p>	<p>Parental questionnaires to monitor impact.</p> <p>Range of parent workshops virtually at the moment, then in the classroom so parents can learn with the children/informal coffee mornings to form parent relationships</p>		
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	<p>Continue to raise the profile of the support that parents can access</p> <p>Begin to include the PTA in planning events or sessions to meet the presenting needs.</p>				
<p>F. Parents of PP children are engaged in school activities; virtually and in person</p>	<p>2020-21</p> <p>Scheduled parental engagement in place, delivered virtually by JG and CAMHs</p> <p>Parent voice collected to identify what the parents would like engagement sessions on</p> <p>Set up of parent G Drive, with support issued on how this is accessed and used.</p> <p>Use of social media to promote engagement sessions</p> <p>Parents targeted for sessions and encouraged/reminded through face to face interactions and phone calls</p> <p>2021-22</p> <p>Parental engagement for the wider curriculum planned, informing parents of the themes the children will be learning about.</p>	<p>When parents are engaged with the school attendance improves as well as parental attitude towards education. This will then ensure PP children and their education and discussed in a supportive nature at home and that attendance improves.</p>	<p>Monitoring of data to record number of families attending sessions.</p> <p>Parental voice collected to monitor impact.</p> <p>Range of parent workshops virtually at the moment, then in the classroom so parents can learn with the children/informal coffee mornings to form parent relationships</p>	<p>ZTH</p> <p>NC/AV</p>	<p>Half Termly</p>

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	<p>Parental voice collected to aid planning of forthcoming sessions</p> <p>Online platforms utilised to reach more parents</p> <p>Engagement sessions are recorded and uploaded onto online platform</p> <p>2022-23</p> <p>Parental engagement offer is broad in its coverage</p> <p>Parents approach the school with ideas</p> <p>Continue to raise the profile of the support that parents can access</p>				
<p>G. Children take part in frequent enrichment activities and visits which broaden their experiences.</p>	<p>2020-21</p> <p>Review PP uptake on school clubs and allocate specific spaces to PP children, offering these at discounted prices</p> <p>Enrichment activities are in place eg: music tuition in place for children with pupil premium</p> <p>Enrich children's opportunities by inviting more guest speakers to</p>	<p>Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work. Accelerated progress made by vulnerable children as they develop positive attitudes to learning through engaging experiences.</p>	<p>Curriculum maps show engaging hooks involving educational trips/visitors half termly</p> <p>Twitter will document experiences children are receiving</p> <p>Pupil voice will capture the impact this has had on children</p> <p>Learning in books will show uplifted vocabulary gained through these experiences</p>	AV/NC	Half termly

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	<p>speak to the children, virtually and weaving these through learning journeys so they are purposeful</p> <p>2021-22</p> <p>Pupil leadership opportunities are extended through collaborating with children in other Inspire schools</p> <p>Review of current external visits and visitors to ensure a wide range of experiences and representation</p> <p>2022-23</p> <p>A strong partnership with higher education establishments eg: universities to enable visits for children</p>				
Funding allocation	<p>2020-21 = *****</p> <p>2021-22 = *****</p> <p>2022-23 = *****</p>	3 year funding allocation		*****	

6. Review of expenditure	
Previous Academic Year 2019/20	
Funding amount: £	Proportion of disadvantaged pupils in the school = %
i. Quality of teaching for all	

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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

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