Priestley Primary School
Pupil Premium Strategic Plan
2020- 2021

SECTION 1
SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies.**

Area of Principles	School Practice
Whole-school ethos of attainment for all	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
High quality teaching for all	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
Impact driven and responsive to evidence	Effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
Ambitious leadership	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

CONTEXT

- The school has grown in recent years, 2009 = 127 spread across 5 classes to Sept 2020 = 290 spread across 10 classes. Phase 1 of our building work has been completed. Once we reach 320 children, phase two will be implemented which will take us up two-form entry (410 pupils). This means that we will have rapidly changing numbers over the coming five years which we are unable to predict. Therefore, our curriculum planning and staffing levels will have to be fluid and respond to this challenge. We have set a staffing framework for the 2020-21 academic year which will ensure that we have the capacity to respond to changing numbers as they arise.

- We serve an area of mixed housing, which includes an area of substantial social and economic deprivation. This is evidenced by Idaci information which shows that half of our children live in the lowest 30% of income households in the country. We also have a much higher percentage of pupils entitled to FSM than the national average and the impact of this is that the majority of our children start their time with us with lower than typical levels of development in key areas such as vocabulary, communication and language, physical development, managing feelings & behaviour, the world, number, reading & writing. (Development Matters, ELG's). In addition, we do not have nursery provision so our children have a mixed experience of pre-schooling and have not had the teacher led provision they would typically have in a school to ensure they were EYFS 2 ready. Although provision of a nursery setting is not currently planned in either phase 1 or phase 2, the school recognises the positive impact this might have and are in the initial stages of investigating possibilities of including a nursery in the phase 2 plans.

- The percentage of children entering the school in the foundation stage coming from a pre-school setting is 97%. Our reception intake predominantly comes from the nursery attached to the children's centre on the school site being joined by a few children from 3 other local nurseries & some individuals coming to school from a child minder.

- Teaching staff as of September 2020 includes one NQT, two fixed-term contract teachers (including the NQT) to cover maternity leaves in two experienced members of staff and 8 other teachers. We have 2 TLR holders with responsibility for Literacy and Numeracy, A DHT and the HT who has been in post since 2005. The school has progressed since 2005 from notice to improve to good in 2010, 2013 and 2018. In that time, the school has more than doubled in size.

At the time of writing this year's strategic plan in September 2020 115 out 279 pupils were in receipt of pupil premium funding which equates to 41% of the pupil population.

OVERVIEW OF SCHOOL CONTEXT							
Characteristic	**EYFS PP**	**Year 1 PP**	**Year 2 PP**	**Year 3 PP**	**Year 4 PP**	**Year 5 PP**	**Year 6 PP**
Year Group	18/43 (42%)	15/46 (33%)	10/35 (29%)	10/28 (36%)	17/40 (43%)	28/53 (53%)	17/41 (41%)
Boys	13/18 (72%)	9/15 (60%)	6/10 (60%)	7/10 (70%)	6/17 (35%)	13/28 (46%)	10/17 (59%)
Girls	5/18 (28%)	6/15 (40%)	4/10 (40%)	3/10 (30%)	11/17 (65%)	15/28 (54%)	7/17 (41%)
SEN Support	3/18 (17%)	1/15 (7%)	1/10 (10%)	2/10 (20%)	3/17 (18%)	7/28 (25%)	6/17 (35%)
EHC Plan	0/18 (0%)	1/15 (7%)	1/10 (10%)	1/10 (10%)	0/17 (0%)	0/28 (0%)	3/17 (18%)
EAL	0/18 (0%)	0/15 (0%)	0/10 (0%)	0/10 (0%)	0/17 (0%)	4/28 (14%)	0/17 (0%)
Joined School During Current KS	0/18 (0%)	0/15 (0%)	2/10 (20%)	1/10 (10%)	7/17 (42%)	11/28 (40%)	8/17 (47%)

SECTION 2
IMPACT

ASSESSMENT DATA

EARLY YEARS FOUNDATION STAGE (EYFS)			
	PPG data from previous 3 years		
	2017 - 18	2018 - 19	2019 - 2020
Good Level of Development (GLoD)	1/4 (25%)	3/5 (60%)	-
Reading	1/4 (25%)	3/5 (60%)	-
Writing	1/4 (25%)	3/5 (60%)	-
Number	3/4 (75%)	3/5 (60%)	-
Shape	2/4 (50%)	3/5 (60%)	-

The National Average for all pupils in 2019 was 71.8. There are no published national averages for pupils in receipt of pupil premium in the Early Years Foundation Stage.

YEAR ONE PHONICS CHECK			
	PPG data from previous 3 years		
	2017 - 18	2018 - 19	2019 - 2020
	3/4 (75%)	5/6 (83%)	-

The National Average for all pupils in 2019 was 84% with the national average for pupils in receipt of pupil premium in Year One in 2019 being 71%.

END OF KEY STAGE ONE (KS1)

	PPG data from previous 3 years		
	2017 - 18	2018 - 19	2019 - 2020
% achieving expected standard or above in Reading, Writing and Maths	12/15 (80%)	6/10 (60%)	-
% making expected progress in Reading	12/15 (80%)	6/10 (60%)	-
% making expected progress in Writing	12/15 (80%)	6/10 (60%)	-
% making expected progress in Maths	14/15 (93%)	6/10 (60%)	

The National Average for pupils in receipt of Pupil Premium achieving age expected attainment in Reading was 62%, in Writing was 55% and in Math's was 62% in 2019

END OF KEY STAGE TWO (KS2)

	PPG data from previous 3 years		
	2017 - 18	2018 - 19	2019 - 2020
% achieving expected standard or above in Reading, Writing and Maths	6/10 (60%)	10/14 (79%)	-
% making expected progress in Reading	8/10 (80%)	12/14 (86%)	-
% making expected progress in Writing	6/10 (60%)	10/14 (79%)	-
% making expected progress in Maths	7/10 (70%)	12/14 (86%)	

The National Average for all pupils achieving age expected attainment in combined reading, writing & maths was 65% in 2019 compared to the national average for pupils in receipt of pupil premium in Year Six in 2019 being 51%.

ATTENDANCE

	PPG data from previous 3 years		
	National average (2018/2019)	2017 - 18	2018 - 19	2019 - 2020
Overall absence	4.0	5.9	4.3	3.9
Unauthorised absence	1.1	1.8	0.9	0.6
Persistent absentees	8.2	12.4	7.2	-
Late		0.9	0.7	0.8

BEHAVIOUR

	PPG data from previous 3 years					
	National average 2018/2019			Data from previous 3 years		
	All	PP	Non-PP	2017-18	2018-19	2019-20
% Permanent Exclusions	0.1	0.27	0.06	0.00	0.00	0.00
% Fixed Term Exclusions	5.36	13.76	3.83			0.00

SAFEGUARDING			
	PPG data from previous 3 years		
	2017 - 18	**2018 - 19**	**2019 - 2020**
Number of Referrals	3	4	1
% Child Protection (CP)	1/68 (1.5%)	1/69 (1.5%)	2/89 (2%)
% Child in Need (CiN)	4/68 (6%)	5/69 (7%)	2/89 (2%)
% CLA	1/68 (1.5%)	1/69 (1.5%)	0/89 (0%)

SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)

- Access to IT
- Access to quality literature
- Attendance
- Parenting Support
- Equal access to in school enrichment experiences

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Autumn 2019 Census)	259
Total number of pupils eligible for PPG	95
Amount of PPG received per pupil	FSM Pupils = £113,520 Service Pupils = £2,100 Adopted from Care = £4,600
Total amount of PPG received	**£120,220**

SECTION 3:
LONG TERM (3 YEAR) OVERVIEW

SETTING THE PRIORITIES

Setting priorities is key to maximising the use of the PPG. Our long-term priorities are identified in our 3-year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 4). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

HEADLINE AREAS FOR DEVELOPMENT 2020 – 2023

PUPIL PREMIUM AREA FOR DEVELOPMENT	TIERED FOCUS AREA	PUPIL PREMIUM DESIRED OUTCOME
Continue to raise standards at KS2 to ensure Pupil Premium pupils consistently achieve in line with their non-Pupil Premium peers.	*Teaching & Targeted Academic Support* *Small group tuition*	*By the end of KS2, Pupil Premium pupils' percentages of achievement at least in line with their non-Pupil Premium peers in Reading, Writing, GPS and Maths*
Continue to raise standards in Phonics and Reading across EYFS & KS1	*Teaching & Targeted Academic Support* *Employing a consistent progressive approach to phonic development across EYFS & KS1.* *Prioritise resourcing & training opportunities.*	*All pupils able to read fluently* • *Pupil Premium pupils achieve at least in line with their non-Pupil Premium peers in the phonics test in Year 1.* • *Pupil Premium pupils achieve at least in line with their non-Pupil Premium peers by the end of KS1*
Ensure students have access to wider opportunism not limited by funding	*Wider Strategies* *Cultural Enhancement* *Online Enhancement* *Counselling*	• *ensuring no pupils miss curriculum enriching experiences due to funding.* • *ensuring all pupils have access to online learning platforms in school at least* • *Ensuring all pupils have access to ELSA, Primary Mentoring, Music Therapy, additional provision, and Play Therapy if required.*
Continue to improve attendance and punctuality	*Wider Strategies* *Continued deployment of the Parent Support Adviser.*	*School absence rates for PPG pupils reflect positively when viewed against national averages.*
Establish a clear culture for positive behaviour and safeguarding	*Wider Strategies* *All of the above.*	*Ensure Fixed Term Exclusion and Permanent Exclusion rates remain lower than the national average for those pupils in receipt of Pupil Premium.*

SECTION 4
ACADEMIC YEAR 2020/2021 ACTION PLAN

Continue to raise standards at KS2 to ensure Pupil Premium pupils consistently achieve in line with their non-Pupil Premium peers.

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
To reduce the impact on reading of the Covid 19 hiatus and ensure pupils return to school ready to learn. • Prioritise Reading for Enjoyment first and will support the children across every strand of reading. It is also important that attention is paid to securing children's fluency and decoding, as without this making meaning is impossible	Finding the gaps in the children's learning due to COVID closures. Outcomes used to inform planning and allow for accelerated progress for most children. Work to being back on track	Pupil Voice, Reading with children. Planning Peeks & Data Reading Journeys	September 2020	VMB & all Class Teachers	
Develop reading provision across the school. • Review reading materials to ensure there are enough of each band / wide range • Completion of major overhaul of reading provision in the school. All EYFS/KS1/KS2 books (and shelf baskets) will be relabelled in line with Book Bands colour codes. • Gaps in reading provision for KS2 to be identified and new books ordered. Year 3- 6 books will be book banded. • Additional books to be purchased for new classes. • Development of bright, engaging libraries/ reading/book corners in all classrooms.	Reading provision will allow for tracking, progress and supporting judgements. Improve children's decoding skills in FS2 and KS1 so that greater focus can be given to comprehension development in Year 2 and beyond (children should be able to decode Turquoise band books securely by end of Year 1 to be 'expected'). Reading attainment and progress improve to at least target levels and meet National data figures, including for disadvantaged pupils. Engaging book corners and library areas promoting a love of books and reading	Development of reading areas in classrooms all linked to Reading Gems	October 2020	All Class Teachers	New 'Banded' books for Yr2-6
Develop reading comprehension skills in KS2 and raising the profile of reading across this Key Stage. • Class Novel Study - Use high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter. • Review reading comprehension strategies being used across KS2 – • Ensure progression of skills from Year 3 to Year 6 in line with national expectations – Supported by reading test x3. • Teach pupils to read 'between' and 'beyond' the lines by asking why and how questions, drawing	Teachers aware of high expectations in reading comprehension. Use results and question analysis to inform their judgments for Teacher assessment/planning Developed reading journals to evidence and support the children's level of reading. Using questions/activities linked to Content Domains. Evidence in planning and books purposeful follow up work linked to 'Reading Gems.' Activities and question stems.	Reading tests completed in Nov, March & June. Covid dependant learning walks Book Looks Pupil Voice Reading with children. Planning Peeks Data	Sept- 2020 through 2020/2021	VMB & all Class Teachers	Class Novels allocated linked to curriculum

	on personal experiences and opinions as well as those found in the text • Develop vocabulary through reading workshop sessions. Tier 1,2 and 3 vocabulary developed. • A read aloud programme- where teachers read every day for 10 minutes to their class	Through monitoring of Reading Journeys- evidence of never-heard the word grids etc and evidence in Writing Journeys that vocabulary has up-levelled. Children become more fluent and confident readers, able to decode, engage with and discuss texts. 85% +attain ARE in reading.	Test analyses			
	Develop consistent delivery of GPS curriculum across KS2. • Resources/scheme to ensure progressive and full provision of GPS curriculum in KS2 • To ensure that Grammar is taught effectively across the school (contextualised within shared writing sessions), in order to impact on the quality of pupils' writing. • To ensure that spellings are being taught systematically using the spelling scheme & the Spelling Bee programme and multi-sensory teaching	Further improve the level of GPS in writing in KS2 to ensure all pupil groups make and sustain good progress, leading to improved GPS attainment at the end of the year. 85%+ at ARE. More Greater Depth results achieved. More children confident in spelling Yr. group common exception words and year group spelling patterns.	Covid dependant learning walks, Book Looks Planning Peeks & Data Pupil Voice	Sept- 2020 through 2020/2021	VMB & all Class Teachers	Spelling Bee scheme GPS expectation grids
	Develop a writing journey across the school using a range of purpose/genre. • **Hook them in**- drama activities, extract from book listening to a piece of music or watching a film clip. • **Reading and text analysis should inform success criteria**. High-quality texts used which are vocabulary rich to exemplify excellent writing. • **Model to children how to write.** Teacher modelling – shared/guided writing. Modelling writing for pupil's progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures. • **Allow planning time before drafting.** Teach pupils to use strategies for planning and monitoring their writing • **Encourage use of word banks** - Scaffolding when needed – working walls, word banks & washing lines. • **Allow children to redraft in response to feedback.** Ongoing assessment – in learning and between learning (not just at the end of a piece) recognise and act upon the need to teach at the point of writing rather than relying on marking	More children in tune into the tone, structural and linguistic features and overall feel of the different types of writing. More children confidently able to make "key ingredients" list for the genre/ type/purpose of writing. Evidence of - story map, a boxed-up plan, an exploded plan or using a story mountain. More children using powerful/appropriate vocabulary and writer's voice Evidence of **proof reading** in their work for spelling and grammatical/punctuation errors. Evidence of **editing** in their work in order to improve it e.g. changing vocabulary, word order for effect, sentence structure. Evidence that supported writers have sentence stems or sentence openers to support their writing. Children become more fluent and confident writers, 85% +attain ARE in writing	Covid dependant learning walks, Book Looks Planning Peeks & Data Pupil Voice			

and correction to address weaknesses. Sharing. - instructing pupils to share, read, and edit each other's work. • **Build in challenge and support-** Ensure that sufficient high-quality sentence level work is undertaken. Alan Peat • **Publish children's writing for a wider audience.** This includes Extended writing (at length to apply their skills.) & Short Burst writing					
To reduce the impact on Maths of the Covid 19 Hiatus and ensure pupils return to school ready to learn. • All classes accessing the White Rose Maths Support Scheme alongside existing teacher resources during Term 1 & possibly Term 2. • Highlighted pupils will have additional maths sessions during the week during Term1 & possibly Term 2 which will focus on fluency and provide extra time for those pupils to become more confident with age propriate number expectations.	Any gaps left by the extended absence located and addressed, leaving pupils able to able access the current years learning opportunities. EYFS pupils being proficient in 1 to 1 correspondence and counting. Yr1 proficient in number bonds, Yr2 proficient in 2,5,10 & 3 x tables. Year 3 proficient in 4,6,11,7,8, 12 x tables. Yr4 focus on recapping all x tables. Yr5 & 6 proficient in general fluency.	Sept Teacher Assessment data, Nov, Mar & July data. SLT review of Additional Support Programme Pupil Conferencing & Book Looks	Sept – Nov 2020	LFB, SS & all Class Teachers	
To ensure children are secure with CPA and can decide when it is appropriate to use resources. • Term 2- Staff Meeting, revisiting training received last academic year. • Term 6 - Surgery session	Pupils able to solve more complex problems by drawing pictures & diagrams. Pupils be able to question each other clearly. Pupils will have a good understanding of manipulatives & which ones to use when & how to use a drawing to represent a manipulative. Pupils able to tackle unfamiliar questions as they are able to break it down into more manageable parts and use drawings as representations.	Sept Teacher Assessment data, Nov, Mar & July data. SLT review of Additional Support Programme Pupil Conferencing & Planning Peeks	Nov 2020	SS	Term 2 & Term 6 Staff Meeting.

Continue to raise standards in Phonics and Reading across EYFS & KS1

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
To reduce the impact of the Covid 19 hiatus and ensure pupils return to school ready to learn. • Plan phonics recap and intervention for Yr2 children to find and fill gaps ready for Phonic Screening Autumn 2020. • Plan phonics recap and intervention for Yr1 children to find and fill gaps ready for Phonic Screening June 2021. • Utilise LF teaching phonic interventions via TEAMS during morning sessions to support phonic progress.	Finding the gaps in the children's learning due to COVID closures. Outcomes used to inform planning and allow for accelerated progress for most children. Work to being back on track.	Monitor phonics teaching in KS1 – termly data analysis and Covid dependant lesson drop-ins.	September 2020	EYFS & KS1 teachers, TA's & KS1 Leader	Phonic Bug LF (working from home) Access to Kingfisher Classroom & Clevertouch Board
To improve the teaching and learning of phonics and pupil outcomes. • Audit staff skills and confidence in the teaching of phonics. • Appoint a lead member of staff within bubble. • Provide ongoing CPD to further skill school staff. • Teachers and TA's delivering phonics will be appropriately trained and will deliver in a consistent way.	Percentages of Yr1 PPG children succeeding in line with their non-PPG peers in reaching the National Standard in June 2021. Yr2 PPG children succeeding in line with their non-PPG peers in reaching the National Standard in Autumn 2020.	Covid dependant learning walks & pupil conferences. Planning Peeks & Data	On-going	EYFS & KS1 teachers, TA's & KS1 Leader	
Review the teaching and learning of phonics within the school setting • Ensure that phases on Phonic expectation grid are consolidated in correct year group Ph 1-4 EYFS. Ph 5 Yr1, Ph 6 Yr2. Mapping out of Phonics learning Term by Term from EYFS to Yr2 – Expectations clear for the majority of children. What sounds do we expect children to learn by key points, so that they meet the Phonics screening check standard by the end of Y1. Plan in observations of teaching across key stage one. • Book scrutiny of children's English books 3 times a year to see if phonics is being applied and marking reflects this. • Planning scrutiny 3 times a year to ensure planning is rigorous and the pace of learning is in line with expectations.	Planning for each term is linked to expectations for year group phonics embedded across the curriculum with classroom environment has opportunities for the application of phonic phases inside and outside. PPG children in EYFS & KS1 are immersed in phonics in their environment and are referring to it in observations and work (links to cross-curricular).	Covid dependant learning walks, Book Looks, Pupil Voice, Reading with PPG children. Planning Peeks & Data	On-going	EYFS & KS1 teachers, TA's & KS1 Leader	Expectation grids and planning Bug Club Phonic Bug Phonic Play

Improve the teaching and assessment of phonics and application into reading and writing.
• Plan high quality learning environments and support for Ph1, Ph2 & Ph3 in EYFS – to include storytelling, reading aloud, singing nursery rhymes, alphabet names, alliteration, vocabulary and language comprehension.
• Plan high quality learning environment and support for Ph4, Ph5 and Ph6 across Year 1 and Year 2. To include daily phonics session using Bug Club, storytelling, reading aloud, vocabulary and language comprehension.
 	
• Ensure at Key Stage 1 that the teaching of phonics is linked to the teaching of writing as well as reading. Make clear links to writing and spelling
• Ensure that there are opportunities to apply phonics across the curriculum and the links are made explicit. Model writing etc.
 	
Identification of children who are not making the required progress
• Phonics screening assessment 3 times per year.
• Assess children's phonic knowledge in EYFS & KS1 children.
• In Y2, assess only those who did not pass the national threshold.
• Record assessment on tracking tool. Identify the performance of groups (FSM/non-FSM, prior attainment, term of birth etc)
• Agree assessment dates.
 	
Use assessment data to identify which phonemes children are having difficulty with- plan interventions and catch up.
	More cohesive and consistent approach to the teaching of phonics across EYFS & KS1. resulting in quick paced lesson and use correct terminology. Improvement in outcomes in phonics for all pupils and groups.
	
	85%+ of PPG Pupils achieve in Yr1 Screening in June 2021
	90% of PPG Pupils achieve Yr2 Re-test June 2021.
	
	Improvement in pupil's sound discrimination and oral blending/ segmenting.
	
	More children decoding unfamiliar words with accuracy.
	
	A dynamic approach to grouping pupils to help focus effort and improve teaching efficiency.
	New interventions from data:
	   ➢ January 2020
	   ➢ April 2021
	Provision of appropriate intervention in place to support progress.
	Higher % of children leaving KS1 reading fluently.
	EYFS Book band - Yellow
	Yr1 Book band – Turquoise
	Yr2 Book band – Lime
		Pupil Voice Reading with children. Planning Peeks Data	Baseline – Sept 2020 Dec 2020 March 2021 Final Data June 2021	EYFS & KS1 teachers, TA's & KS1 Leader	Phonic assessments for each phase.

Ensure students have access to wider opportunism not limited by funding

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
Research, plan, book and cost trips & experiences linked to the classroom learning planned for the academic year. • Review curriculum overview for the academic year across the school and research possible learning experiences that could enhance pupil engagement & understanding. • Book & cost the trips for each cohort across the academic year, totalling and then aggregating the total amount as a termly cost to parents. • Set a heavily subsidised cost to those pupils in receipt of PPG or other known families.	Trips & experiences affordable to everyone with parents able to budget with advanced notice at the start of each academic year. All children able to access the numerous trips & visitors attached to the school's curriculum.	Attendance registers Pupil Voice	Sept 2020-July 2021	SLT Members & DR	

Continue to improve attendance and punctuality

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
• Use previous data for the past 2 years to ascertain trends during each academic year. Look to action against any potential findings • Use the previous data to locate a target group of families to work alongside with a particular focus on the persistent absence group, using the Parenting Support Adviser to engage. • Termly School Attendance Meetings held, initial meeting held by the Parent Support Adviser, followed by a final warning meeting led by the Headteacher.	Historic trends located and addressed during this academic year with target families located and being engaged in the improvement process. End of academic year PPG absence rate being less than 4%.	Termly review of attendance data. Weekly 'inter class' Celebration Assembly Awards. Reporting to Governors Termly	Oct/Nov 2020 Sept 2020 – July 2021 Sept 2020 – July 2021	AMB AMB & PM AMB & PM	Weekly allocated Parent Support Adviser time.

Establish a clear culture for positive behaviour and safeguarding

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
Highlight PPG pupils at risk of either Fixed Term or Permanent Exclusion locate/signpost /provide support in a preventative manner as required. • Termly SLT meeting set aside to discuss possible vulnerable pupils and programmes of support to be put in place the following term. **SLT to maintain a current overview of vulnerable pupils across the school for safeguarding, social emotional & academic reasons.** • Termly SLT meeting set aside to discuss possible vulnerable pupils and programmes of support to be put in place the following term. **Safeguarding training to remain up to date for both Designated staff members and all other staff members working within the school setting.** • Review Designated staff members training needs at the start of the year and ensure appropriate training is booked & attended. • Ensure time is set aside to update all the other staff members as part of the annual training programme.	No Fixed Term or Permanent Exclusions recorded for the academic year. The functioning alongside outside agencies to ensure all children remain safe and continue to thrive. All staff remain current & therefore vigilant lead by senior experienced members of staff who have the most current updated safeguarding available.	SLT Meetings taken place each term with appropriate staff members invited. September 2020	Sept 2020 – July 2021 September 2020	AMB AMB	Scheduled SLT Meetings LA Safeguarding Training Schedule Teacher Development Day