

Pupil premium strategy statement for Rivermead Primary School

1. Summary information						
School	Rivermead Primary School					
Academic Year	2020-2021	Total PP budget	£65,800 (Based on 49 PP on Autumn census)		Date of planned PP Review	January 2021
Total number of pupils	421	Number of pupils eligible for PP	49	Date for next review of this strategy	Reviewed termly	

2. Current attainment - 2019-2020						
% made expected or above expected progress in:	Reading		Writing		Maths	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
Key Stage 1						
Year 1	8/9 88%	39/44 88%	5/9 56%	40/44 90%	6/9 67%	43/44 98%
Year 2	½ 50%	54/54 100%	½ 50%	54/54 100%	½ 50%	54/54 100%
Key Stage 2						
Year 3	4/4 100%	54/55 98%	4/4 100%	51/55 93%	4/4 100%	55/55 100%
Year 4	6/7 86%	50/51 98%	6/7 86%	50/51 98%	7/7 100%	51/51 100%
Year 5	9/9 100%	46/47 98%	9/9 100%	47/47 100%	9/9 100%	47/47 100%
Year 6	8/8 100%	48/48 100%	8/8 100%	48/48 100%	8/8 100%	48/48 100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Retention and application of basic skills including handwriting and letter formation, age appropriate spelling and number confidence.
B.	Individual's display a limited vocabulary with challenges relating to cultural capital understanding and language retention and application.
C.	Meta-cognition and impact of Mind-set on learning.
D.	Individual's ability to manage their Social and Emotional needs

E.	EYFS baseline assessment indicate PPG entry point for language and communication is below non-PPG	
External barriers		
F.	Attendance and number of late arrivals in the mornings and collections at the end of the day.	
G.	Parental engagement of some PP families – relating to parents evening attendance, support at home with reading, spelling and homework, modelling positive learning attitudes and supporting social and emotional needs.	
H.	Financial barrier to supporting children - Children wearing correct school uniform, PE Kit, learning resources, participation in extra-curricular clubs etc	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Monitoring</i>
A.	Increase % of children across the school with basic skills including handwriting, spelling and number skills that are age expected across the curriculum.	Basic skills spreadsheet baseline and tracking for all PPG. Baseline handwriting and spelling assessment and progress. Number sense assessments as required. Writing and SPAG co-ordinators monitoring visits, book looks, pupil conferencing etc. Performance management lesson observations and learning walks. Team meeting review sessions. Intervention analysis, observations and reviews. EduKey tracking for learning plans.
B.	PPG Children to demonstrate an increased vocabulary when speaking and writing. Exposure to experiences and learning opportunities which broaden the children's cultural capital.	Baseline assessments of PPG writing. Writing and Reading monitoring visits, book looks, planning reviews, pupil conferencing etc. Learning walks and lesson observations. Team meeting review sessions.
C.	Greater proportion of PP children demonstrating a growth mind-set and independent learning skills. Identify and address children's individual barriers to learning	Student questionnaires, Daily Check-ins and scaling, interventions observations and staff survey. Secrets of Success Provision reviews and outcome analysis.
D.	Children have the skills to manage their social and emotional needs.	My Voice questionnaires, Nurture referral forms and session notes and Wave 1 check in tracking.
E.	Children make accelerated progress with language and communication skills, reading, writing and maths to be secure by the end of EYFS	Data meetings termly, PPG progress meetins half termly. Provision tracking monitored half-termly. Team meeting notes/feedback and leadership time documented.
F.	Increase the attendance figures for PP children and reduce the number of late arrivals and collections.	Half-termly tracking of PP children and their attendance. Breakdown of reasons for absence. Increase meetings with Parents re pupil absence and support for getting children into school and collected on time.
G.	Increased parental engagement of all PP families – maintain 100% attendance at Parent/teacher consultations, support with reading, spelling and homework and support with their child's social and emotional needs.	Termly tracking of parent/teacher meetings, registers for parent information drop ins and Parent/teacher meetings for EduKey, Parent/carer Nurture information paperwork returned.
H.	All children wear school uniform and have the required learning resources to meet the curriculum and access wider school opportunities.	My Voice questionnaires, Passports for EduKey, observations, learning walk, order tracking from Admin team, Wave 1 check in tracking.

5. Planned expenditure

Academic year		2020-2021			
i. Quality of teaching for all		ii. Targeted support			
Desired outcome	Chosen action / approach	What is the rationale for this desired outcome and chosen approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase % of children across the school with basic skills including handwriting, spelling and number skills that are age expected across the curriculum.</p>	<p>Tier 1 Teaching Professional Development and Training.</p> <p>Writing Leaders to receive training in RWI Spelling to be able to run in house training for all teachers.</p> <p>RWI weekly coaching and training for all staff delivering the RWI Phonics and reading programme from RWI Leader – Includes focused training for Interventions and 1:1 coaching.</p> <p>Training and monitoring for teaching handwriting for all staff.</p> <p>Assessment and feedback– All staff and TAs to be trained with formative and summative assessments in line with the school assessment strategy. – Particular focus on new staff to the school and NQTs.</p>	<p>We believe that by raising children’s basic skills with will increase learners confidence and fluency. This will enable them to more effectively demonstrate their learning within lessons and over time. When children are missing foundation building blocks they have greater difficulties and barriers accessing the curriculum as it progresses. By identifying and infilling any early writing, reading and number skills we aim to support the children to progress and meet age related expectations by the end of KS2. We believe adopting a 2 tier approach will achieve this with particular focus on targeted staff development and planned intervention that are trialled and supported by evidence and research.</p> <p>Supporting research for approaches chosen:</p> <p>Tier 1 RWI Phonics “Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.” and “Evidence suggests that the effectiveness of phonics is related to the pupil’s stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials”. Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.” Teaching assistants Toolkit Strand Education Endowment Foundation EEF</p> <p>Providing effective feedback through effective marking and assessment informing children of their successes and targets to work on leading to greater progress within lessons and over time. Feedback High impact for very low cost, based on moderate evidence.  https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p>	<p>Professional development timetable to outline the staff training schedule. SLT and Team leaders will have weekly PPG focus to monitor the impact of training and interventions. Feedback from team meetings will be provided to HT and DHT to inform next steps.</p> <p>Monitoring of the following: Basic skills spreadsheet baseline and tracking for all PPG. Baseline handwriting and spelling assessment and progress. Number sense assessments as required. Writing and SPAG co-ordinators monitoring visits, book looks, pupil conferencing etc. Performance management lesson observations and</p>	<p>HT and DHT to oversee CPD schedule.</p> <p>Team leaders to oversee implementation of intervention and practice within the team.</p> <p>Teachers to monitor impact on learning and progress of pupils.</p> <p>Teaching Assistants to work in partnership with learners and teachers.</p>	<p>Every 2 -4 weeks through Leadership time.</p>

	<p>Tier 2 Targeted academic support</p> <p>Assessment and baseline information collated for Basic skills to inform intervention and targeted support.</p> <p>Interventions to be planned and run for children with planned SMART targets:</p> <ul style="list-style-type: none"> • PenPals • RWI tutoring and 1:1 • Number Sense 	<p>Tier 2</p> <p>PenPals has been implemented whole school for 2 years. Progress for PP children is evident during literacy lessons and photographs of this was collated. – Current focus is to channel and personalise this provision to meet gaps in learning for all children.</p> <p>Five developmental phases provide progression for children aged 3 to 11.</p> <ul style="list-style-type: none"> • Links to GPS (Grammar, Punctuation and Spelling) underpin learning • Sky-writing and lesson warm-ups develop the fine and gross motor skills that are required for handwriting. <p>“Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. There is limited high- quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. Phonics provides a foundation for effective spelling but it is not the only skill needed. By analysing the types of spelling errors pupils make it is possible to provide support specific to their needs.” (https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-two/)</p> <p>Additional Phonics Phonics   <small>Moderate impact for very low cost, based on very extensive evidence.</small> (https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit)</p> <p>Every Child Counts intervention/Number Sense during 2017-2018 and 2019-2020 delivered strong results with improving maths ages for the children. In year 6 PP children who participated in this intervention maths age increased 2 years and 1 year 8 months.</p>	<p>learning walks. Team meeting review sessions. Intervention analysis, observations and reviews. EduKey tracking for learning plans.</p>		
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<p>Outcome B.</p> <p>PPG Children to demonstrate an increased vocabulary when speaking and writing. Exposure to experiences and learning opportunities which broaden the children's cultural capital.</p>	<p>Tier 1 Teaching Professional Development and Training.</p> <p>Early Years – 4 staff, 2 teachers and 2 TAs to be trained with Nuffield Early Language Intervention</p> <p>Oracy Voice 21 project Train 2 Teacher with Stage 1 of the Oracy 21 Programme to join the Oracy Leads. Continued professional development through SLA and Network meetings to share practice and research. Staff development sessions for all staff regarding Oracy practice and curriculum development.</p> <p>Reading and Writing leader development – SLA work group meetings to discuss effective practice and research across the borough. Effective findings shared across the school.</p> <p>Tier 2 Targeted academic support</p> <p>EYFS NELI Assessment and intervention in place for children identified.</p> <p>Wave 1 provisions to be planned for PPG children during reading lessons to identify and outline practice to ensure vocabulary retention.</p> <p>Wave 2 pre-teaching vocabulary for reading and curriculum subjects for identified children.</p> <p>Daily memory retrieval practice for children with difficulties accessing the vocabulary. Cultural capital development.</p>	<p>From reviews of SATS and assessment information it was discovered that children found accessing texts about contexts they were unfamiliar with and including vocabulary they were not aware of had significant impact on their ability to access and comprehend texts. The school has implemented varied approaches across the school to improve and increase children's vocabulary however this now needs to be personalised and tailored to meet the needs of all learners and focus on developing cultural capital.</p> <p>Supporting research for approaches chosen:</p> <p>Tier 1 Rational for involvement with the NELI training programme and intervention "NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called LanguageScreen. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant. In order for NELI training to be accessible across England in a socially distanced and self-paced manner, an online training model has been developed.</p> <p>Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England." Nuffield Early Language Intervention Projects Education Endowment Foundation EEF</p> <p>"Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). "Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>Professional development timetable to outline the staff training schedule. SLT and Team leaders will have weekly PPG focus to monitor the impact of training and interventions. Feedback from team meetings will be provided to HT and DHT to inform next steps.</p> <p>Monitoring to include: Baseline assessments of PPG writing. Writing and Reading monitoring visits, book looks, planning reviews, pupil conferencing etc. Learning walks and lesson observations. Team meeting review sessions.</p>	<p>HT and DHT to oversee CPD schedule.</p> <p>Team leaders to oversee implementation of intervention and practice within the team.</p> <p>Teachers to monitor impact on learning and progress of pupils.</p> <p>Teaching Assistants to work in partnership with learners and teachers.</p>	<p>Every 2 -4 weeks through Leadership time.</p>
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<p>Outcome C.</p> <p>Greater proportion of PP children demonstrating a growth mind-set and independent learning skills. Identify and address children's individual barriers to learning</p>	<p>Tier 1 Teaching Professional Development and Training.</p> <p>Staff development sessions for all new staff and NQTs on Growth Mindset practice and principles.</p> <p>Jackie Beere CPD training on Meta-cognition for all teachers.</p> <p>Further staff CPD inhouse training on Meta-cognition and practices at Rivermead.</p> <p>Tier 2 Targeted academic support</p> <p>Whole class lessons about Growth Mindset, the brain and how to manage our thinking to support positive learning experiences.</p> <p>Staff Growth mindset audit for PPG chn - baseline to monitor progress and plan next steps.</p> <p>Secrets of success intervention for KS2 chn who still need to make progress with their use of growth mind-set and independent learning skills.</p> <p>My Voice questionnaires with DHT to identify pupil's attitude towards learning and school.</p> <p>Daily Check-in meetings. Either during lessons or social times to support positive learning experiences.</p> <p>Tier 3 Wider Strategies</p> <p>Parent information sessions about Growth mindset and how to support chn development with this at home</p>	<p>Rivermead works hard to promote a healthy growth mindset with our children so that they feel positive about their learning and have strategies and confidence to overcome challenges. Over the years of teaching about Growth mindset we have observed improvements with our children learning attitudes as they develop some meta-cognition strategies. We have noticed that some PPG children sometime have greater challenges with their mindset and require additional support to develop the skills.</p> <p>Supporting research for approaches chosen:</p> <p>Tier 1</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Meta-cognition and self-regulation  <small>High impact for very low cost, based on extensive evidence.</small></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>“Changing Mindsets sought to improve academic attainment by supporting pupils to develop a ‘growth mindset’: the theory that intelligence is not a fixed characteristic, but can instead be increased through effort. The independent evaluation found positive impacts on reading and maths scores for Year 5 students, when the approach was delivered through six structured workshops.” https://educationendowmentfoundation.org.uk/school-themes/character/</p> <p>My Voice Questionnaires completed annually and pupils identified successes and barriers to learning and attitude to school. These are shared with the teacher and reviewed termly. Progress is evident through tracking spreadsheets and each year evidence of progress can be seen.</p> <p>Daily check ins for learning or social has supported children's access and engagement within lessons over the years and evidences through scaling on tracking paperwork.</p>	<p>Professional development timetable to outline the staff training schedule. SLT and Team leaders will have weekly PPG focus to monitor the impact of training and interventions. Feedback from team meetings will be provided to HT and DHT to inform next steps.</p> <p>Class teachers complete Growth mindset audit after October half term and plan further wave 1 or 2 support as required.</p> <p>Information tracked on EduKey.</p> <p>Check in paperwork reviewed weekly by DHT.</p>	<p>HT and DHT to oversee CPD schedule.</p> <p>Team leaders to oversee implementation of intervention and practice within the team.</p> <p>Teachers to monitor impact on learning and progress of pupils.</p> <p>Teaching Assistants to work in partnership with learners and teachers.</p>	<p>Half-termly</p>
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<p>Outcome D.</p> <p>Children have the skills to manage their social and emotional needs.</p>	<p>Tier 1 Teaching Professional Development and Training.</p> <p>Nurture assistants access Nurture networks and CPD as required.</p> <p>In-house training and monitoring for new staff on supporting children's social and emotional needs.</p> <p>Tier 2 Targeted academic support</p> <p>My Voice questionnaires with DHT to identify pupil's attitude towards learning and school.</p> <p>Daily Check-in meetings. Either during lessons or social times to support positive learning experiences.</p> <p>Nurture 1:1 check ins, Nurture Group and 20:20 Lunchtime Nurture sessions. With SMART targets identified and shared with parents for all children receiving provisions.</p>	<p>Rivermead strongly believe that a happy child is a happy learner. We understand that social and emotional challenges will form barriers to learning and access to lessons and learning.</p> <p>Nurture has been run throughout the school for a number of years supporting children with their social and emotional needs. For the last 6 years 100% of children who attended Nurture have made academic progress in Reading, Writing and Maths. Feedback of improvement in their social and emotional wellbeing were also noted.</p> <p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence. </p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>“Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.” Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p>	<p>Professional development timetable to outline the staff training schedule. HT and SENDCo to oversee training opportunities for Nurture assistants.</p> <p>Half termly and as required meetings between Nurture assistants, class teachers and SLT to feedback progress against targets and plan next steps.</p>	<p>HT and SENDCO to oversee CPD schedule.</p> <p>DHT and SENDCO to oversee referrals and organise groups with Nurture Assistants.</p> <p>Team Leaders and class teachers to be informed and to monitor progress against targets.</p>	<p>Half termly and as required.</p>
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<p>Outcome E</p> <p>Children make accelerated progress with language and communication skills, reading, writing and maths to be secure by the end of EYFS</p>	<p>Tier 1 Teaching Professional Development and Training.</p> <p>Early Years – 4 staff, 2 teachers and 2 TAs to be trained with Nuffield Early Language Intervention</p> <p>CPD Opportunities for Staff Maths Mastery: Specialist knowledge for Teaching Maths Early Years Programme</p> <p>NQT programme and inhouse support by NQT mentor, Teacher trainee lead and team leader</p> <p>Tier 2 Targeted academic support</p> <p>EYFS NELI Assessment and intervention in place for children identified.</p> <p>RWI Assessment and 1:1 for children not on track for expected.</p> <p>Baseline assessment completed and used to inform steps and targets. Wave 1 and 2 interventions for fine motor, number as required.</p>	<p>Through our own research into our school data and further reading it is clear that securing strong progress and data for children in EYFS is crucial.</p> <p>“The research is clear: a child’s early education lasts a lifetime. Done well, it can mean the difference between gaining seven Bs at GCSE compared with seven Cs.7 What children are taught during Reception – the curriculum – is therefore hugely important. Such rewards are by no means guaranteed.”</p> <p>“Put simply, by the end of Reception, the ability to read, write and use numbers is fundamental. They are the building blocks for all other learning. Without firm foundations in these areas, a child’s life chances can be severely restricted. The basics need to be taught – and learned – well, from the start.”</p> <p>Bold beginnings - The Reception curriculum in a sample of good and outstanding primary schools (publishing.service.gov.uk)</p> <p>Supporting research for approaches chosen: Tier 1 Rational for involvement with the NELI training programme and intervention</p> <p>“NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils’ oral language, called Language Screen. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant. In order for NELI training to be accessible across England in a socially distanced and self-paced manner, an online training model has been developed.</p> <p>Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.” Nuffield Early Language Intervention Projects Education Endowment Foundation EEF</p>	<p>HT and DHT to work with EYFS Leader to map out and plan required CPD.</p> <p>Team leader to provide regular mentoring and coaching for NQT within the team.</p> <p>Half termly meeting for NQT and Trainee teacher lead.</p> <p>Meeting with Teachers and SEND team to track pupil progress and implement wave 2 and 3 as required.</p>	<p>HT and DHT to oversee CPD schedule.</p> <p>Team leaders to oversee implementation of intervention and practice within the team.</p> <p>Teachers to monitor impact on learning and progress of pupils.</p> <p>Teaching Assistants to work in partnership with learners and teachers.</p>	<p>Every 2-4 weeks</p>

i. Other approaches

Desired outcome	Chosen action/approach	What is the rationale for this desired outcome and chosen approach?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Outcome F.</p> <p>Increase the attendance figures for PP children and reduce the number of late arrivals and collections.</p>	<p>Half-termly attendance tracking – record of reasons for absences recorded on SIMS.</p> <p>Letters information parents of attendance figures if they fall below 96% and if children are late to school on 3 occasions.</p> <p>Meeting/telephone calls with Miss Sloan to information share regarding attendance. Meegint/telephone call with class teachers to outline impact on learning and any support the child may need to feel motivated into school.</p> <p>If emotional difficulties are identified Inclusion team to work with families to support attendance through a focused programmes.</p>	<p>Good attendance at school is vital for pupils to achieve their full educational potential. It ensures there is continuity of learning which makes progress and retention easier. It also helps with continuity of relationships with peers and friendships.</p> <p>From observations children who arrive to school on time appear calmer in class, settle quicker and are more engaged with their learning.</p> <p>The attendance figures for 2019-2020 were: 2019 - 2020 Whole school – 95.72% Authorised absence 3.71% Unauthorised absence 0.55%</p> <p>PP – 94.40% Authorised absence 4.74%</p>	<p>Dates booked in the diary for attendance reviews and late.</p> <p>PPG attendance printed half termly for PPG lead to review – SLT to then speak with staff in planned team meetings and meetings/conversations arranges as required.</p>	<p>Admin team supported by SLT Pupil Premium Champion</p>	<p>Half termly</p>
<p>Outcome A.</p> <p>Increased parental engagement of all PP families – maintain 100% attendance at Parent/teacher consultations, support with reading, spelling and homework and support with their child's social and emotional needs.</p>	<p>Track and follow up booking meetings, staff to be flexible with times for Parent and Teacher consultations sessions. (Opportunity to engage in dialogue with all parents regarding pupil's progress and learning, required support from home, reasons for this and ways to work collaboratively with school.)</p> <p>Covid – Safe meetings and telephone consultations for PPG families unable to access meeting content via online platforms.</p> <p>Parent information sessions relating to phonics, reading, writing, maths and eSafety. Uploaded online. Print out available for Parent teacher consultations. Curriculum school news printed for those without access to computers.</p>	<p><i>“Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research using data from the National Child Development Study (NCDS) to explore the effect of parents’ involvement on achievement at 16 in English and Maths (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.”</i> https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf</p> <p>By increasing parental interest in pupil's learning, progress and targets both academically and socially/emotionally will lead to them supporting and positively impacting their child's achievement and progress.</p> <p>Parental involvement Moderate impact for moderate cost, based on moderate evidence.</p> 	<p>2020-2021 attendance to be tracked and collated. PP champion to track bookings and class teachers to arrange follow up meetings for those not booked on. Notes from sessions to be collected by SLT and review parental comments and support. Registers at all parent information</p>	<p>Admin team, PP champion Class teachers and SLT.</p>	<p>Termly.</p>

	<p>Meetings with parents as required offering support for home learning. 'Home learning support' club available for parents/children who require it.</p> <p>Send Nurture information paperwork to parents with information letter. Parents to complete short survey/answer questions re their social/emotional needs. Telephone communication and meetings to share progress.</p>	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Previously some PP parents informed teachers about difficulties they had with their children completing homework (not having relevant technology, challenging behaviour/attitude or from them not having the required skills and/or knowledge to support them.) Lunchtime homework sessions took place and PP children completed their home learning on time.</p> <p>Establishing positive home learning habits while in primary school helps to develop independence skills and supports the transition to secondary school.</p> <p>Previous communication with Nurture team during was warmly received by the PP parents. Paperwork was completed and returned by 100% of PP parents of children attending Nurture.</p>	<p>sessions to be completed. Home learning support club register to be collated and tracked on EduKey. Nurture paperwork collated and reviewed during termly meetings.</p>		
<p>Outcome G.</p> <p>All children wear school uniform and have the required learning resources to meet the curriculum and access wider school opportunities.</p>	<p>For children currently eligible for FSM or whose parents have met with the school to inform them of current financial difficulties, the school can offer support in funding trips, accessing good condition uniform and learning equipment for children if required. For children currently on FSM support can be provided to enable children to access one club if there is a particular interest and cannot be financially supported by their parent.</p>	<p>School uniform can instil pride; encourage identity with, and support for, school ethos; ensure pupils feel welcome; protect children from social pressures to dress in a particular way; and nurture cohesion. From observations we can see that children who are wearing the appropriate school uniform appear more confident within the school environment and when interacting with their peers.</p> <p>Since offering support with clubs and extra-curricular activities children are more confident to talk about their hobbies and interests and mention these on the Pupil Passports for EduKey and during the My Voice Questionnaires.</p>	<p>This approach is currently in place from last year and will continue. Monitor information shared during PP check-ins.</p>	<p>Admin team and SLT</p>	<p>Half termly</p>

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.