

Pupil Premium & Catch-Up Strategy (2019-2021)

1. Summary information					
School	Lewis Street Primary				
Academic Year	2019-20	Total PP budget	£212,520	Date of most recent PP Review	Sep 19
Total number of pupils	398	Number of pupils eligible for PP	161	Date for next PP Strategy Review	Sep 20

Academic Year	2020-21	Total PP budget	£216,200	Date of most recent PP Review	Sep 19
Total number of pupils	391	Number of pupils eligible for PP	159	Date for next PP Strategy Review	Sep 21

Academic Year	2020-21	Total 'Catch-Up' funding	£17,091
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2. Current attainment (2019)			
	<i>Pupils eligible for PP</i>	<i>All Pupils (school)</i>	<i>All Pupils (national)</i>
% achieving expected/above in reading, writing & maths (or equivalent)	56%	57%	65%
Reading progress score	+1.8	+1.5	+0.3
Writing progress score	+2.8	+3.1	+0.3
Mathematics progress score	+1.0	+1.0	+0.3

3. Barriers to future attainment	
In-school barriers	
A.	Low speech and language skills on-entry into Nursery and Reception
B.	Gap between boys and girls in C&L; PSED; Literacy and Mathematics in Reception
C.	Gap between boys and girls in KS1 in reading, writing and Mathematics
D.	Articulation (talk) and reasoning leading to improved progress and attainment in reading, writing and mathematics
External barriers	
E.	Parental engagement
F.	Issues associated with mental health and disadvantage
G.	COVID-19

A. Outcomes	Success Criteria
To raise the attainment of the PPG in CLL in the EY. This will be measured each term by the school's EY tracking system and by the speech & language team's assessments.	<ul style="list-style-type: none"> • 70% PPG achieve GLD. • 100% of PPG to move up at least one Blank Level and 65% of PPG to be Blank Level 4 by July 2020.

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
A. Nursery screening	<p>Social disadvantage and Social mobility Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.</p> <p>Use the WellComm assessment tool to:</p> <ul style="list-style-type: none"> • Wellcomm is a complete speech and language toolkit which supports practitioners working with children up to the age of six. • It enables teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed. • Using Wellcomm resources, practitioners can also enhance the skills of those children whose speech is developing along normal lines. • The aim is to increase the numbers of children whose speech, language and communication development is within the normal range. • Wellcomm provides Group Reports for comparative purposes and also individual reports to support tailored interventions. 	<ul style="list-style-type: none"> • HS (AHT) to liaise with the therapist and EY staff fortnightly. • ½ term update meetings facilitated to review progress and next steps with CTs and LSAs who deliver the sessions. • Modelling of techniques to targeted parents and cross-reference to target research group for CLL programme in Reception. • SALT will complete session observations and feedback to LSAs. 	HS with Reception and Nursery Teachers	2 x 0.2 AHT = £24,000 1 x LSA3 = £25,000 SALT = £10,500	Termly Assessment. Termly report to Governing Board.
A. Use Blank Level TALC assessments to track progress in understanding and speaking.				1 x LSA3 (5 x am per week) = £13,500	

	<p>In England, almost one child in four (23%) does not meet the expected level of language development by the age of five. Children living in poverty face a much greater risk of falling behind – one in three (35%) does not have the language skills expected of a five-year-old.</p> <p>TALC = Test of Abstract Language Comprehension (Elklan):</p> <ul style="list-style-type: none"> • Based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978). • Picture assessment. The topics for the six pictures have been carefully chosen to reflect the experiences of a wide and diverse population. • The child is shown a picture or is given four pictures to put in the correct order. The assessor asks the questions listed on the score sheet and notes can be made about the child's response. • 80% correct in a Level is considered a pass. 				
IMPACT 2019-2020		IMPACT 2020-2021			
<p>SALT assessments with Reception children undertaken in Sept/Oct by SLT (Laura Clitheroe). Children grouped accordingly and regular sessions delivered by LSA 3. Regular visits from SALT to liaise with AHT, SENDCo and LSA. Groups regularly amended as needed and children progress.</p> <p>Blank Level approaches used throughout EYFS alongside P4C and Talk strategies to up-level language skills.</p> <p>WELLCOMM assessments undertaken in Nursery in October- will be re-assessed in March.</p> <p>AHT modelled Blank Levelling to parents in Early Help Workshops with in October.</p>		<p>SALT assessments updated in December by SALT (MK), later than expected due to bubble closures, SALT absence and Summer lockdown. After grouping children were regularly given sessions by LSA3 and SALT when present. All results and progress shared with SENDCo and LT. Children were regularly re-grouped and assessed as needed. TALK, P4C and Blank level strategies continue to be taught across EYFS as part of QFT.</p> <p>WELLCOMM continued, when bubbles were present. Results vary greatly across the cohort. Blended learning S&L sessions were sent via the Tapestry learning platform by LSA 3, and well received. End of year results for SALT will be available when catch-up s complete.</p>			

Assessments not re-taken in light of school COVID closure so no end of year data available. Resources were posted to parents during lockdown across the school partnership.	
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B. Outcomes		Success Criteria			
To close the gap between boys and girls in listening and attention; understanding; speaking; managing feelings and behaviour; reading, writing, number and shape, space and measures in Reception.		<ul style="list-style-type: none"> 70% of boys to achieve ELG in listening and attention; understanding; speaking; managing feelings and behaviour; reading, writing, number and shape, space and measures. 			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
B. Helicopter Stories. B. Story Scribe sessions. B. Maths Mastery and journaling.	<p>Analysis of data overtime indicate that girls out perform boys in reading; writing and maths in Reception. Introduce and embed 'Helicopter Stories' as an approach to develop children's spoken vocabulary to support reading and writing. Phase Lead models weekly Story Scribe sessions to develop children's spoken sentence structure to support reading and writing. Embed maths mastery approaches to makes links between mathematics; speaking and reasoning. Journaling now included and established in Reception, including the 'in focus' task to support problem solving.</p>	<ul style="list-style-type: none"> Reception Teacher leading on Helicopter Stories and Story Scribe. TALK consultant supporting Phase 1 staff for this academic year to embed TALK strategies. QFT provision matches the areas of need and these are reviewed on a half termly basis. Early intervention meetings delivered to N/R parents. 	<p>HS</p> <p>TALK Team & T. Page (Consultant) GL; HS; JR; TC; GS; AS; ABr & BD GS; HS; JR & TC</p> <p>HS; GS; TC & JR</p>	<p>1 x LSA3 (5 x am per week) = £13,500</p>	<p>Half termly assessments. Phase Meetings.</p>

		<ul style="list-style-type: none"> Weekly targeted family learning sessions. 			
IMPACT 2019-2020		IMPACT 2020-2021			
<p>Helicopter stories began in Reception and children enjoying being a story scribe- heightening the importance of talk and writing. All staff now TALK trained alongside P4C and newly acquired skills being observed in QFT/QAR observations across Phase 1.</p> <p>Early Help Workshops modelled how we talk, teach writing skills, reading/phonics and maths mastery approaches to our children. These were the best attended sessions in recent years. Parents of boys outweighed those of girls too which was encouraging. The REAL project began after staff training in January. Parents keen to engage and work alongside staff in their homes.</p> <p>School COVID closure cut short the opportunities for further development in all these areas/initiatives. Blended learning was tailored by staff to ensure modelled lessons were sent to parents via Tapestry, to keep these skills alive during lockdown.</p>		<p>Helicopter stories have continued in class and a new 'writing' area has been introduced in each Reception class to encourage independent scribing. These include puppets and other resources to spark the children's enthusiasm and creativity.</p> <p>Due to COVID restrictions, Early Help Workshops could not be held in school, but on-line versions were made and sent to Nursery and Reception parents/carers to view. These included phonics and reading, which staff identified as the areas most affected by closures and lockdowns.</p> <p>The REAL project was temporarily halted, also due to restrictions, but some continued on-line and in school, when feasible, with the targeted children. The results have been sent to NATCEN for their data purposes. Bubble closures and lockdowns have affected most initiatives but staff have embraced blended learning wherever possible.</p>			

C. Outcomes		Success Criteria			
To close the gap between boys and girls in KS1 in reading, writing and Mathematics.		<ul style="list-style-type: none"> 75% of PPG to achieve the expected standard or above in reading. 70% of PPG to achieve the expected standard or above in writing. 75% of PPG to achieve the expected standard or above in mathematics. 			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
C. Reading comprehension.	Analysis of data shows that there is a gap between disadvantaged and non-disadvantaged in KS1. This has highlighted the importance of instilling a love of reading in	<ul style="list-style-type: none"> Reading comprehension taught once per week. 	All KS1 staff	Lead Teacher Release (12 days) = £ 4,800	Termly reading data for each class.

<p>C. Novel based approach to teach reading.</p> <p>C. Implement vocabulary rich environments.</p> <p>C. Embed Maths Mastery approaches.</p>	<p>school and at home. The school recognises the importance of having an approach in schools that links the teaching of reading to writing as well as to grammar and spelling. To support this, the school recognises the importance of establishing vocabulary rich environments, both visually, through texts; quality first teaching and orally to support pupils who are at a disadvantage compared to pupils with an already wide vocabulary base. It also recognises the link between Maths Mastery and speaking and reasoning.</p>	<ul style="list-style-type: none"> • Reading records for all pupils. • Home reading tracked daily for all pupils. Target 85% of pupils to read at least 5 times per week at home as per the school home/school agreement. • Novel based approach across ALL classes in KS1 to ensure consistency. • Vocabulary pre-planned whilst developing planning for novel based approach. • Mathematics team supported by NWMH2. 	<p>The English Team.</p> <p>The Maths Team</p>		<p>Weekly reading cup – increase in amount of pupils reading at home.</p> <p>RAG Key Priority action plan.</p> <p>English and Mathematics Team meetings.</p>
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IMPACT 2019-2020	IMPACT 2020-2021
<p>Pre Lockdown:</p> <p>Disadvantaged achieving EXS (up to March 2020):</p> <p>Y1</p> <p>R: 10/18 56% (Non-PP = 61%)</p> <p>W: 8/18 44% (Non-PP = 53%)</p> <p>M: 9/18 50% (Non-PP = 66%)</p> <p>Y2</p> <p>R: 7/19 37% (Non-PP = 47%)</p> <p>W: 7/19 37% (Non-PP = 44%)</p>	<p>Disadvantaged achieving EXS (up to June 2020):</p> <p>Y1</p> <p>R: 7/17 41% (Non-PP = 23/34 = 68%)</p> <p>W: 4/17 24% (Non-PP = 22/34 = 65%)</p> <p>M: 8/17 47% (Non-PP = 17/34 = 50%)</p> <p>Phonics (in school data): 8/17 47% (Non-PP = 18/34 = 53%)</p> <p>Y2</p> <p>R: 8/17 47% (Non-PP = 21/36 58%)</p> <p>W: 7/17 41% (Non-PP = 16/36 44%)</p>

<p>M: 8/19 42% (Non-PP = 38%)</p> <p>Interventions:</p> <p>Y1</p> <ul style="list-style-type: none"> Phonics interventions with SA ratio of 1:5 supported school target of 69%. Children were on track to achieve this but Phonic Screener was cancelled due to Lockdown. Extra Guided reading sessions with additional teacher support all children to make good progress. Impact limited due to lockdown. Boy's writing intervention for lower attainers supported accelerated progress and development of basic skills. Streamed guided reading activities tailored the teaching to specific needs. Impact supported all children to make progress and remain on track. <p>Y2</p> <ul style="list-style-type: none"> PiXL small group Maths and English ration of 1:4 improved confidence in subjects and focussed on basic skills to support accessing the curriculum. Minimal impact due to lockdown. Daily targeted readers improved engagement and confidence. Autumn Term phonics continued to ensure children were secure and ready to move onto RWInc spelling. Group of 15 began Read Write Inc spelling in Autumn 2. Guided reading activities tailored the teaching to specific needs. Impact supported all children to make progress and remain on track. <p>Post Lockdown:</p> <ul style="list-style-type: none"> Speech and Language resources were sent to families to support home learning – limited impact due to low levels of engagement. Welfare calls to all families bi-weekly improved engagement in remote learning but levels remained low due to lack of technology and challenges in maintaining pupil engagement. 	<p>M: 8/17 47% (Non-PP = 21/36 58%)</p> <p>Phonics: 8/17 47% (Non-PP = 29/36 81%)</p> <p>Interventions:</p> <p>Y1</p> <ul style="list-style-type: none"> Phonics interventions with SA ratio of 1:5 supported school target of 69%. Children were on track to achieve this but Phonic Screener was cancelled due to Lockdown. In school tracking data shows 48% of Y1 pupils are on track to pass the phonics screener with 47% of the PP pupils on track. Extra Guided reading sessions with additional teacher support all children to make good progress. Impact limited due to lockdown. Writing intervention for lower attainers supported accelerated progress and development of basic skills. Impact limited due to lockdown. Continuous provision in Autumn Term focused on EYFS framework to ensure pre-requisite skills covered, moving to National Curriculum for whole cohort January. January lockdown meant delay for whole cohort moving to Y1 curriculum – March 2021. Online videos, SeeSaw and Zoom lessons used for home learning for bubble closure to help pupils to remain on track. Additional technology provided for 4 families with some engagement from 2 of the 4 but still limited. <p>Y2</p> <ul style="list-style-type: none"> Small group PiXL interventions for Maths and Reading and all children have made progress. 2 PP children have moved to Greater Depth. Breakfast Reading Club once a week for target children to promote reading for pleasure and reading fluency. Additional teacher led interventions during Spring and Summer term for English and Maths. Targeted attendance and welfare support provided by Pastoral Team. Daily Zoom lessons for English and Maths during lockdown and bubble closures with additional technology available for 6 PP pupils. Of these 6 pupils, engagement in home learning remained low for 5 out of the 6 pupils. Paper packs were also provided as requested.
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<ul style="list-style-type: none"> • Keyworker groups in school continued with basic skills and nurture activities. Minimal impact due to challenges in varied attendance and year groups within bubbles. 	<ul style="list-style-type: none"> • Phonics lessons for all pupils during Autumn Term and additional phonics lessons for pupils who did not pass the screener in Autumn.
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D. Outcomes		Success Criteria			
To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.		<ul style="list-style-type: none"> • Pupil talk prompts to be in use consistently. • All teachers and LSAs will follow the teacher talk moves to ensure consistency and minimise adult talk to increase pupil talk. • All classes will have planned purposeful talk activities to increase the number of children taking part/sharing answers across all subjects. • P4C will be embedded into all year groups across the Partnership. • Deeper questions to be developed by children during P4C sessions. • Evidence of children using reasoning and critical thinking vocabulary across the curriculum. • Gaining the Bronze Award for P4C. • Confidence levels of children in public speaking is increased. • Audibility of children is a high priority in all lessons. • Active listening is regularly challenged. • Reflection points from 'Talk Audits' are shared and addressed in all classes. • Increase the percentage of PPG working at greater depth in reading writing and mathematics in KS1 and KS2. 			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
D. To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable.	We have known for a long time that talk is essential to children's thinking and learning, and to the productive engagement in classroom life, especially in the early and primary years. We now have additional evidence, from over 20 major international	<ul style="list-style-type: none"> • Led by established TALK Team • P4C Policy • Training – consultant support 	The English Team The TALK Team	CPD = £10,000 Cover = £9,600	RAG Key Priority Action Plan. Leadership Meeting.

<p>D. To improve the public speaking skills and confidence of all children.</p>	<p>studies, that high quality classroom talk raises standards in the core subjects as typically measured in national and international tests. <i>Robin Alexander – letter to the Secretary of State 30 September 2011</i></p>				<p>Termly report to Governing Board.</p>
<p>IMPACT 2019-2020</p>		<p>IMPACT 2020-2021</p>			
<ul style="list-style-type: none"> • Talk prompts and Teacher Talk moves are embedded. Relevant documentation is on display in all classes. • Talk activities are planned for and take place in all subjects across all year groups. • P4C is embedded from Nursery to Y6- lessons take place each week. Daily question in EYFS, lunchtime question on display in Phase 2/3 Hall. • Evidence (from lesson drop in) of deeper question forming in KS2. • Audibility is addressed by teachers (using Talk Promises) and on occasions by children too. • SAPERE Bronze award gained. • Active listening is a feature of lessons across the curriculum. • Introduction of P4C has 'energised' children's talk- the stimuli are always relevant and motivating. It was a privilege to observe P4C in action (last year). I hope that the recent lockdown has not had a long-lasting negative impact on children's reasoning and debating skills. 		<ul style="list-style-type: none"> • Talk Prompts and Teacher Talk Moves are in everyday use in all classes. Talk Promises are on display in each classroom, and are referred to regularly. Partner talk and small group talk is in regular use, by observation. • Audibility continues to be a focus. Children are reminded to use a clear voice that all can hear as part of our Talk Promises. Children challenge their peers, using a learnt phrase (“Please can you talk a bit louder?”) • Regular P4C lessons take place in all classes. The Daily Question is on display in EYFS classrooms and is a feature of lunchtimes in Phase 2/3. Children in Phase 1 vote for a question before it is debated. Those in Phases 2 and 3 form questions in small groups post stimulus, and choose the one to debate. • It is hoped that in the coming academic year we can build towards the SAPERE Silver Award. • Active listening is in use across the school and in all curriculum areas. Children are often asked to repeat what their peers have said. • Children across the school speak to larger audiences in Zoom Assemblies. Public speaking in other forms has been affected by issues around class bubble mixing this year. 			

E. Outcomes		Success Criteria			
To Increase the percentage of parents/carers involved in school life and their children's learning.		<ul style="list-style-type: none"> • 100% up-take of target PPG in parental engagement research project in Nursery (Raising Attainment of Early Literacy – REAL). • 100% up-take of target PPG in parental engagement projects in Reception. • 50% increased attendance at parental workshops for parents/carers of PPG Nursery; Reception and Year 1. • At least 85% attendance at Learner Review Days of PPG. 			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
<p>E. Home visits for ALL pupils new to the school.</p> <p>E. Participation in REAL (Raising Attainment in Early Literacy) project with target Nursery parents / carers ad their children.</p> <p>E. Stay and Play sessions for all Nursery and New Reception Parents and pupils.</p> <p>E. Attend two learner review days.</p>	Differences between parents in their level of involvement are associated with social class, poverty, health, and also with parental perception of their role and their levels of confidence in fulfilling it. We believe that we can only achieve the best for our children through developing a close relationship between home and school. There are many opportunities for parents and carers to find out about and to share in the education of their children and we are always readily available to talk to parents about any aspect of their child's development. We aim to do this in the context of a warm, welcoming and respectful ethos so that our caring ways are apparent to all who stay with us and so that our children will develop strong and positive values.	<ul style="list-style-type: none"> • CFO to work in Partnership with Class Teachers and HoS to ensure all home visits take place. • Project managed by LA and Partner School Lewis Street. Class teacher to attend all REAL cluster meetings and provide feedback. • Planned; managed and attendance tracked by AHT. <p>Release time given to ALL teachers to allow more time for indiuidaul</p>	<p>TRed & Pastoral Team</p> <p>REAL Project Team: GS & HS</p> <p>GS; HS; JR & TC</p> <p>All teaching and pastoral staff</p>	<p>£17,000</p> <p>FUNDED</p> <p>£2,000</p> <p>£6,800</p>	<p>Pastoral Team minutes.</p> <p>Half termly REAL Cluster Meetings.</p> <p>Leadership Team Meetings.</p> <p>Track % attendacne.</p>

<p>E. Termly EAL /Family Learning for parents and carers.</p> <p>E. Access a weekly Parent Counselling Service through Place2Be for targeted parents / carers.</p>	<p>Research shows that almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development. There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning. Almost all learners report improvement in their health and/or wellbeing. Family learning is responsive to identified needs. There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement and leads to stronger home-school links which are improving outcomes for learners.</p>	<p>appointments with parents and carers.</p> <ul style="list-style-type: none"> • Target attendance = 85%. • Track attendance of targeted families. • Monitor feedback from targeted families. • Highlight trends to improve early intervention strategies. • Managed by the school Pastoral Team. 	<p>HS & TRed (Children & Families Officer)</p> <p>MH (Place2Be Project Manager) with TRed (Children & Families Officer)</p>	<p>£24,000</p> <p>£11,750</p>	<p>Pastoral Team Meetings.</p> <p>Place2Be Termly Report to Governors.</p>
<p>IMPACT 2019-2020</p>		<p>IMPACT 2020-2021</p>			
<ul style="list-style-type: none"> • Home visits continue to provide invaluable information to all staff. This linked in well with the REAL project where learning began in partnership with home and school in January. Staff gained much from the training and leadership of this initiative. • Stay and Play sessions in EYFS remain a great indicator and information finding opportunity for all. This ensures a smooth transition from previous settings and from home to the school environment. • Learner Review days ensure all parents have the opportunity to liaise with staff and discuss progress , next steps and outcomes for all children. 		<ul style="list-style-type: none"> • No home visits took place due to the pandemic. However stay and play sessions and meet the teacher evening did take place safely in school. Some children were followed up with a door step visit later into the term if there were any concerns. • Home visits were greatly impacted by the Covid pandemic in the Spring Term. However, we were able to continue with remote home visits in school, liaising with parents and children via ‘in house’ interventions. • Parental engagement via Tapestry and quality conversations with parents at the school gate enhanced book talk and ideas around the ORIM framework. • There have been 100% engagement of Real children within remote home visits which has had a great impact on their literacy levels and engagement with high quality texts. 			

<ul style="list-style-type: none"> School COVID closure cut off the REAL initiative just as it was getting going- staff look forward to it's return, if only virtually. Learner Review days were not completed either, but the indications were the 1st was well attended and received by parents. 	<ul style="list-style-type: none"> 2 Learner Review days ensured all parents were contacted by telephone consultation, to discuss progress, next steps, concerns and outcomes for all children. Any further support was then advised, ready to support with next years transition. The REAL project commenced in school, in the Summer term, following on from the in house interventions. Weekly phonecalls during the lockdown and conversations with parents enabled any parents/children struggling to be referred to a weekly counselling session with Place2Be virtually. Teachers also made regular contact with these families to offer additional support.
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F. Outcomes		Success Criteria			
To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.		<ul style="list-style-type: none"> To improve attendance for PPG to 96%. To reduce persistent absenteeism of PPG. To provide emotional and therapeutic support to identified pupils and families of target PPG. 			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
<p>F. Children's and Families Officer to monitor PPG attendance.</p> <p>F. Place2Be provision for targeted pupils and their parents including the Greater Manchester Rapid Pilot for targeted Year 5 and 6 pupils.</p>	<p>Key mental health facts: Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health problems drop out of full time education by age 15. Over 90% of young offenders had a mental health problem in childhood. 1 in 6 adults have a mental health problem. The World Health Organisation predicts that depression will be the 2nd largest killer of all parents by 2020.</p> <p>Some of the reasons for this:</p>	<ul style="list-style-type: none"> There is an established Pastoral Team to whom the Children and Families Officer is accountable. Place2Be therapists' have weekly supervision. The Place2Be Project Manager is also represented on the Pastoral Team. 	<p>TRed - Children and Families Officer MH – Project Manager Place2Be Pastoral Team</p>	<p>£17,000</p> <p>£20,000</p>	<p>Pastoral Team minutes.</p> <p>Place2Be termly report.</p> <p>Termly Report to Governing Board.</p>

<p>F. Commissioned multi-agency support including the Education and Welfare Service.</p>	<p>More than 750,000 children experience domestic violence each year. Up to 1.3 million children are carrying the 'family secret' of living with parents who misuse alcohol. Almost a third of all children had been bullied twice in the past month and five per cent reported they were bullied 'most days'.</p> <p>Impact of poor mental health: Children who do not have access to support often become adults who are unable to work or make a positive contribution to the community.</p> <p>Education Welfare Service: This service is a specialist education support service which seeks to help young people and their families get the best out of the education system. EWOs work with schools and families to ensure that every school age child is receiving a suitable, full-time education by encouraging regular attendance at school. Every school has a named EWO. One of their roles is to visit school regularly and meet with the person responsible for attendance and discuss any pupils who are failing to attend school regularly. They also check that registers are being filled in properly and look for patterns in children's absences that could indicate a problem.</p>	<ul style="list-style-type: none"> The school has termly review meetings with Place2Be regional manager. The EWO service is commissioned for ½ day per week. 	<p>TRed (Children & Families Officer)</p>	<p>£4,500</p>	
<p>IMPACT 2019-2020</p>		<p>IMPACT 2020-2021</p>			
<p>Pre Lockdown:</p> <ul style="list-style-type: none"> PPG attendance Sept 19 – Jan 20 prior to COVID concerns (94.2%) 		<p>Pre Lockdown:</p> <ul style="list-style-type: none"> PPG attendance Sept 20 – Jan 21 prior to Lockdown in January 2021 (93%)# 			

<ul style="list-style-type: none"> • PPG attendance Sept 19 – March 20 prior to school closure (94.2%) • Every child’s attendance was tracked. The EWO worked closely with the CFO to support families and put plans into place to improve children’s attendance through attendance panel meetings, letters, truancy sweeps and initiating fixed penalty notices where necessary. Two persistent absentees were on the Fast Track to Court process. As lockdown became imminent the CFO and EWO worked hard to encourage families to bring their children into school. <p>Post Lockdown:</p> <ul style="list-style-type: none"> • PPG attendance for academic year 19-20 (87%). • The Place2Be Project Manager contacted the parents of children who had been having P2B counselling in school prior to lockdown on a weekly basis. Updates were provided to the CFO via CPOMS. The Place4Parents Counsellor remained in contact with the parents she was supporting throughout lockdown. • CAMHS I-Reach Practitioner worked with two children on a weekly basis prior to lockdown to support children’s mental health, anxieties and behaviour. She recognised that one of the children was displaying traits of ASC and referred him for an assessment. The child was eventually diagnosed with ASC by CAMHS. She continued this support on a weekly basis throughout lockdown via virtual sessions to give the children consistency and stability. • The Education Welfare Officer supported the Children and Families officer throughout lockdown and continued welfare checks/calls throughout the Summer break for identified families. 	<ul style="list-style-type: none"> • Every child’s attendance was tracked. The EWO worked closely with the CFO to support families and put plans into place to improve children’s attendance through letters and attendance meetings – virtual/doorstep. During this period schools were not allowed to submit Fixed Penalty Notice Referrals unless for unauthorised holidays. The CFO and EWO worked hard to encourage families to bring their children into school. • Place2Be ran at a slightly reduced capacity as counsellors were only able to see two children instead of three due to the need for cleaning equipment in between sessions. However, the School Project Manager supported by seeing children that needed this therapeutic input, meaning that all referred children were seen. <p>Post Lockdown:</p> <ul style="list-style-type: none"> • PPG attendance for academic year 20-21 (91%). • Place2Be continued to see children during lockdown as the majority were attending school as key worker/vulnerable children. The School Project Manager made weekly phone calls to parents. Updates were provided to the CFO via CPOMS. The Place4Parents Counsellor remained in contact with the parents she was supporting throughout lockdown. • CAMHS I-Reach Practitioner continued to work with one child on a weekly basis during/post lockdown to support the child’s mental health and anxieties. Rebecca continued this support throughout lockdown via virtual sessions and post lockdown on school site. • The Education Welfare Officer supported the Children and Families Officer throughout lockdown with meetings and visits. • The Children and Families Officer carried out regular doorstep visits to families needing extra support or where concerns had been raised by teaching staff during their welfare calls/live Zoom lessons.
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G. Outcomes	Success Criteria
To enable students to access high quality small group tuition to help improve the maths & reading attainment of Year 5 & 6 pupils who	<ul style="list-style-type: none"> • 75% of PPG to achieve the expected standard or above in reading. • 75% of PPG to achieve the expected standard or above in mathematics.

are working below age-expected levels (80% of whom are PPG) thereby supporting them to fulfil their potential		<ul style="list-style-type: none"> • 100% up-take of target PPG in Tutor Trust Tutoring sessions for 15-week period • Increased pupil confidence • 70% PPG achieve ELG in reading/GLD. 			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
<p>G. Tutor Trust Tuition sessions - 15 sessions of targeted tuition for identified pupils working in groups of 1:3 with TT Tutor in Reading</p>	<p>There is good evidence that one-to-one and small group tuition can have a positive impact on attainment. However, the cost can be high. The EEF funded the Tutor Trust project as it offers a way of providing high quality tuition to schools at a competitive rate. The trial found that children who received tutoring from Tutor Trust made three months' additional progress, with attainment measured using Key Stage 2 maths scores. Exploratory analysis suggested that the approach may be particularly beneficial for children eligible for Free School Meals, and those with lower prior attainment. Maintaining continuity between classroom teaching and tutoring sessions was seen to be critical to successful delivery. This required effective communication between the class teacher and tutor, particularly regarding specific vocabulary and methods of teaching key mathematical concepts.</p>	<p>HOS and Phase 3 lead to work with Tutor trust in facilitating set up/meeting of tutors.</p> <p>Regular communication between class teachers and tutors.</p> <p>Weekly feedback sessions from tutors to teachers</p> <p>Continue to track pupil attainment and progress</p> <p>Pupil Voice</p>	<p>CK with VD</p> <p>VD/EC/HP/LD</p>	<p>Tutor Trust (2 programmes @£2500each) = £5000 (15weeks)</p>	<p>Half termly meeting with Tutors and class teachers</p>
<p>G. Additional KS2 Teacher – daily tuition for identified pupils working in groups of 1:3 in Maths</p>	<p>The additional teacher has experience of working with Upper Key Stage 2 pupils and high school pupils. He has experience of working at Lewis Street and has a solid understanding of the context of the school and the curriculum.</p>	<p>Daily feedback to all teachers</p> <p>Weekly formal feedback</p> <p>Assessment data analysis</p> <p>2 existing level 3 LSAs will access the two half days of</p>	<p>CK/VD/LSch</p>	<p>Additional teacher until Easter 2021 (24 weeks) £11,628</p>	<p>Half termly meeting with additional teacher and class teachers</p>

<p>Nuffield Early Language Intervention (NELI) A 20-week programme helping schools deliver one-to-one and small-group support for Reception children whose spoken language skills may have suffered as a result of the pandemic</p>	<p>Building on the prior relationships with staff allows for good communication and for the consistency in approach for teaching key mathematical concepts and the progression in knowledge and understanding.</p> <p>An independent evaluation by the Education Endowment Foundation (EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds <u>by an additional three months</u>. These results suggest the programme could be a promising way to help children catch up when schools reopen.</p> <p>193 schools across England took part in the large-scale effectiveness trial of the <u>Nuffield Early Language Intervention</u>. The trial tested the programme in everyday conditions and the findings have a very high level of security, which means that the EEF has a high level of confidence in the results.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>training and use the detailed lesson plans enabling her to lead the short, structured sessions with small groups of reception-age pupils.</p> <p>The LSAs are based in the Reception classes and know the children well; they are knowledgeable and experienced in SP & L approaches.</p> <p>NELI Overseen by the Phase 1 lead and Reception Class teacher Monitoring and evaluation based on gap analysis and needs of classes as to small group input.</p>	<p>HS (Phase 1 lead) with YB and SA</p> <p>HS with YB/SA</p>	<p>LSA cover x 2 (@ £1500 each) - £3000 Three 30-minute sessions per week are delivered to groups of five children during the Spring and Summer terms (20 weeks).</p> <p>EY LSA3 £1,500 (20 weeks) Early Years Teacher £100 per week £2,400 (24 weeks)</p>	<p>Half termly meeting with LSA and class teachers Monitoring of progress and attainment.</p> <p>Half termly meeting with LSA and class teachers Monitoring of progress and attainment.</p>
<p>IMPACT 2020-2021</p>					
<p>Tutor Trust</p>					

Y5 – focus on Reading comprehension skills – literal comprehension: retrieval and inference; vocabulary development; following up on Quality First Teaching. Pupils remained on track. Some sessions were missed during the Autumn Term due to Tutor absence – completed in Spring 2 by different tutor. Impact was limited. 2 children moved EXS between Autumn and Summer Term – 23/45 51%.

Y6 - focus on Reading comprehension skills – literal comprehension: retrieval and inference; vocabulary development; following up on Quality First Teaching. Pupils remained on track. Some sessions were missed during the Autumn Term due to Tutor absence – completed in Spring 2 by different tutor. Impact was limited. 5 children moved EXS between Autumn and Summer Term – 32/47 68%.

Additional Teacher

Maths focus on arithmetic and calculation skills for Y5 and Y6 children carried out in groups of 1:3 daily. In Y5 9 additional pupils achieved EXS by Summer term – 24/45 51%; in Y6 15 additional pupils achieved EXS by Summer term – 31/47 66%. A target group of Y6 pupils working at Greater Depth received 2 lessons per week focusing on reasoning and applying arithmetic skills – 6 pupils achieved GDS by Summer term (12%).

The Y6 teachers provided additional early morning fluency sessions focusing on multiplication and division for 12 targeted pupils to improve recall and speed.

NELI

NELI training completed by 2 LSAs during Autumn term and Spring Term. January lockdown, staff isolation and 3 Reception bubble closures impacted on staffing and time available to complete assessments, therefore, intervention has not been started. To be started in 2021.

Ongoing interventions for Speech and Language and Phonics with LSA3 show progress made by all pupils with 58% on track for Reading and 49% on track for Writing. Speech and Language therapist bought in to deliver speech and language sessions and direct 1:1 sessions for all children. Those who need 1:1 interventions are followed up with in house daily sessions.

All nursery children are assessed via WELCOMM speech and language tool and then have 3 weekly targeted interventions in accordance with their WELCOMM level. 16 Nursery children no longer need WELCOMM intervention.