

**EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL**  
Warden Hill Primary School

# 1 Teaching

## First Quality Teaching

- Increased support staff hours for high quality interventions
- PPD for all staff
- High expectations
- Accountable of progress
- Focus- staff meetings, PPM
- Know our children-provision map

## Staff deployment

- Teachers moved with the years for continuity
- TAs deployed based on and need

## Curriculum Development

- Bespoke and knowledge rich
- SLG release
- Curriculum expertise (music, French, PE)

## Behaviour

- Positive first and the Warden Hill Way
- Training

## Vocabulary

- All subjects with a discrete focus
- Focus on tier 2
- Bedrock app, vocab ninja, pre-teach, precision teaching, black sheep narrative
- Everyone's PM target

## Leadership

- Leaders inspire and hold the teachers accountable of the progress for all.

## Context

- 72 children
- Covid-19 had a huge impact on the group
- Biggest impact on infant children



# 2 Targeted academic support

## Overcoming barriers

- Homework club
- Tutoring
- Interventions i.e. apples and pears

## Enrich Experiences

- Extra-curricular clubs
- Experiences- music, gym, swimming, PGL, extra forest school
- Art therapy, Animal adoption

## Personal development and wellbeing

- Wellbeing lead 28/71
- Increased PSHE
- Interventions i.e. Art therapy
- Mindfulness focus and yoga

# 3 Wider strategies

## Parent- Teacher Relationship

- Phone Calls and meetings with AHT
- Celebration
- MM and HT Awards

## Attendance

- Uniform
- 10 families
- Raffle
- Governor oversight

## Aims for the future

- Aspirational
- Information on careers



## Pupil Premium Statement 2020 - 2021

Pupil Premium funding is money made available to the school by the government to support vulnerable children. Schools are held accountable for how they have used the additional funding to support pupils from disadvantaged families.

**Warden Hill Primary School receives pupil premium for:**

- children that are cared for or adopted from care
- children whose parents are in the armed forces
- every pupil who has received free school meals over the past 6 years.

We will tell you if your child is eligible for the funding or you can check online using a 'Free School Meals / Pupil Premium Service' at [www.fsm.lgfl.net](http://www.fsm.lgfl.net).

Children in Reception and KS1 are automatically entitled to a free school lunch; however, registering your child for free meals will entitle them to additional support.

**The Aim of Statement**

The Pupil Premium Statement for **2020 - 2021** contains details of the outcomes and impact for the children in receipt of Pupil Premium for **2018 - 19**, and details of our planned spend for **2020-21**.

### Rationale

At Warden Hill, we aim to improve the academic outcomes of disadvantaged children of all abilities as well as ensuring that their attainment is in-line with that of their peers.

We invest the majority of our allocated Pupil Premium allowance on the quality of teaching – we believe as a school, that this matters most. The quality of education that we provide our children, is the biggest driver when we consider the impact of pupil attainment. While we firmly believe that targeted support undoubtedly has its place, we uphold a tiered approach to our spending, focusing first on **high-quality teaching**, followed by **targeted support** before moving to **whole-school strategies**. Using a tiered approach, according to the **Education Endowment Foundation**, this has shown the greatest amount of impact on children, and at Warden Hill we adopt this approach to our forward planning of our Pupil Premium spend, which has the potential to impact positively on all pupils.

All members of our school are committed to providing the very best education possible for our children. We work very closely with all of our stakeholders to ensure the children can be the best that they can be by setting high expectations and continually ensuring that children remain safe, secure and are happy. At Warden Hill Primary School, we support all our pupils. We do this by providing high quality teaching, supplemented by interventions for all children including specific targeted interventions for Pupil Premium, as well as targeting the more-abled disadvantaged children.

Warden Hill Primary School seeks to ensure the effectiveness of its use of the Pupil Premium. We understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone.

The School Leadership Team and the Governing Body, along with our Governor who is directly linked to Pupil Premium, gives pupil premium a high profile in our school. We work together to **challenge** and to **champion** their learning. We monitor the impact of all spending and interventions. We will ensure that all staff are accountable for the attainment and progress children in receipt of the pupil premium grant.

To guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children at Warden Hill using educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit. As a school, we are always striving to identify ways to spend our allocation more effectively, by being forward-thinking and keeping up to date with current research and to use this evidence-based approach to inform us.

CONTEXT	
Total number on role	446
Total number of children eligible for Pupil Premium	72 (16%)
Number of eligible boys	40
Number of eligible girls	31
Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	68
Number of looked after children (CIC)	0
Number of service children	1
Number of adopted children (previously CIC)	3
Amount of Pupil Premium Grant received per pupil	£1320
Amount of Pupil Premium Grant received per pupil for CIC	£1900
Amount of Pupil Premium Grant received per pupil for Service children	£300
Amount of Pupil Premium Grant received per pupil for Adopted Children	£2300
Total amount of Pupil Premium Grant received	£87 183

# IMPACT OF PUPIL PREMIUM SPEND – 2018-2019- THE LAST STATUTORY INFORMATION

SUBJECT LONG-TERM PLAN (2-3 YEAR TIMESCALE):	<u>Children <i>eligible</i> for PP</u>	<u>Children <i>not eligible</i> for PP</u>	<u>National Average for disadvantaged pupils (Last year's figures)</u>
<b>EYFS-</b> % achieving a GLD	<b>50%</b>	<b>92%</b>	<b>57%</b>
<b>Phonics-</b> Year 1 Phonics – passing Phonics Screening	<b>100%</b>	<b>98%</b>	<b>72%</b>
<b>Key Stage 1</b>			
% achieving the expected in reading	<b>63%</b>	<b>92%</b>	<b>62%</b>
% achieving the expected in writing	<b>63%</b>	<b>88%</b>	<b>55%</b>
% achieving the expected in maths	<b>75%</b>	<b>90%</b>	<b>63%</b>
<b>Key Stage 2</b>			
% achieving the expected in reading	<b>64%</b>	<b>94%</b>	<b>64%</b>
% achieving the expected in writing	<b>73%</b>	<b>96%</b>	<b>67%</b>
% achieving the expected in maths	<b>73%</b>	<b>96%</b>	<b>64%</b>
% achieving the expected in reading, writing and maths	<b>64%</b>	<b>94%</b>	<b>51%</b>
% achieving greater depth in reading, writing and maths	<b>0</b>	<b>24%</b>	<b>10%</b>

## SUBJECT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

Using research carried out by the **Education Endowment Foundation** (an article titled “How effectively is your school spending its money?” and **The EEF guide to Pupil Premium**) we have and will be considering the following when planning our long-term plan in order to maximize the impact of our Pupil Premium funding.

1. We will be using evidence of ‘what works’ for us as at Warden Hill to inform our decision-making, focusing on the areas that make the biggest difference to our children’s outcomes.
2. We do and will plan on using a **tiered approach** to our spending, focusing on improving the **quality of teaching**, followed by **targeted support**, before moving onto **whole school strategies**.
3. Continue to improve the quality of teaching by using some of our Pupil Premium allocation to recruit and retain teachers within our school.
4. We provide all of our children who are in receipt of Pupil Premium targeted support, including our high attainers, as we now that children who are disadvantaged who achieve highly at Primary school are less likely than their peers to convert this potential into excellent grades at secondary school.

From this, our long-term plan for our Pupil Premium spend falls into the following key areas:

### Quality of Teaching

- Learning and the Curriculum

### Targeted Support

- Identifying individual barriers to learning
- Valuing personal development behaviour and welfare (Social and Emotional Learning)
- Enrichment within and beyond the curriculum
- Working effectively with parents

### Whole School Strategies

- Attendance
- Inspiring and motivating children to consider their futures

## SUBJECT PRIORITY 1: Quality of Teaching

Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p><u>Quality of Teaching</u></p> <p><b>TARGET 1</b></p> <p>To provide good &amp; outstanding high quality teaching for all.</p> <p>To narrow the gap between disadvantaged children and their peers.</p>	<p><b>A Supportive and Inspirational Leadership</b></p> <ul style="list-style-type: none"> <li>SLT to motivate and inspire teachers to keep their expectations high of the learner.</li> <li>SLT will hold staff accountable for raising attainment rather than accepting low aspirations. 'No limits learning.'</li> </ul> <p><b>A Deliberate and Effective Staff Deployment</b></p> <ul style="list-style-type: none"> <li>Teachers moved with year groups, where possible to provide continuity, understanding of prior learning and help focus on our most vulnerable.</li> <li>TAs were deployed based on expertise in interventions and need.</li> </ul> <p><b>We Use Effective Classroom Practice</b></p> <ul style="list-style-type: none"> <li>Teachers monitor and support their PP children using data to identify pupils' needs, review progress every few weeks and address underperformance quickly.</li> <li>Teachers to establish manageable AFL strategies, which provide clear feedback for children.</li> <li>An appropriate level of challenge is crucial to allow all pupils to develop and progress their</li> </ul>	<p>The core of pupil premium should be around the quality of teaching and learning in the classroom.</p> <ul style="list-style-type: none"> <li>Pupil Premium isn't just an add-on to what goes on in our school. It is an integral part of teaching and learning and class teachers are accountable for the progress and attainment that their children make.</li> <li>Through quality first teaching and targeted interventions focusing on specific year groups will recognise that all of these children have different strengths and weaknesses and we will work closely with them to close the gap.</li> <li>It is clear that immediate feedback in the classroom comes top for impact. This strategy is also among the lowest for cost.</li> </ul> <p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies.</p> <p>From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Pupil Progress Meetings- Focus on disadvantaged groups</li> <li>SLT to ensure that all teachers have access to data that will help them to identify learning needs. (Pupil Progress Meetings)</li> <li>SLT monitor use of insight and data</li> <li>SLT to share their thinking and invest in staff training.</li> <li>Review Staff deployment and year group teams</li> <li><b>SENDSCO is the designated PEP staff member</b>, who is responsible for producing a PEP and coordinating PEP meetings with outside agencies and parents in school.</li> </ul> <p><b>Classroom Practice</b></p> <ul style="list-style-type: none"> <li>Book looks of core subjects to check level of challenge (appropriate level).</li> <li>Lesson Conversations to focus on this specific group of children to check the level of challenge (appropriate level).</li> </ul> <p><b>Weekly Agenda Item in Staff Meetings:</b></p> <ul style="list-style-type: none"> <li>Sharing up-to-date information.</li> </ul>	<p>All staff</p> <p>SLT</p>

	<p>knowledge of tasks, strategies and of themselves as a learner.</p> <ul style="list-style-type: none"> <li>• <b>Continuing Professional Development:</b> sharing strategies and examples of good practice for supporting children with teaching staff and support staff.</li> <li>• <b>Teacher-pupil talk</b> can help build knowledge and understanding of cognitive and metacognitive strategies. Dialogue needs to be carefully planned for to ensure that it is guiding and supporting learners.</li> </ul> <p><b>We Foster Exemplary and Positive Behaviour</b></p> <ul style="list-style-type: none"> <li>• New positive and robust behaviour policy</li> <li>• Positive first and focus on restorative practice.</li> <li>• Launch of the Warden Hill Way. The child friendly rules that the children can articulate.</li> </ul> <p><b>We Have an Inspirational Curriculum</b></p> <ul style="list-style-type: none"> <li>• Bespoke curriculum that centres their learning in the Warden Hill community and allows us to compare and contrast to other places, issues, and communities.</li> <li>• Curriculum development by specialists and teachers with expertise. In-house Training and external courses have shaped our curriculum.</li> <li>• SLG release time to drive the curriculum forward.</li> </ul> <p><b>A Focus on Developing Vocabulary</b></p> <ul style="list-style-type: none"> <li>• A focus on vocabulary in all curriculum areas with a discrete focus.</li> <li>• A focus on tier 2 language.</li> </ul>	<p>that we will be adopting and adapting to suit the needs of the learners at Warden Hill.</p> <p><b>Sutton Trust:</b>  <b>Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months</b>  <b>Feedback (+8 months)</b>  <b>Mastery Learning (+5 months)</b>  <b>Meta-cognition (+8 months)</b>  <b>TAs (+1 month)</b></p> <p><b>NFER 7 Building Blocks:</b></p> <ol style="list-style-type: none"> <li>1. Whole school attainment for all</li> <li>2. Addressing behaviour and attendance</li> <li>3. High Quality teaching for all – setting high standards by setting expectations, monitoring performance and sharing best practice.</li> <li>4. Meeting individual learning needs – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</li> <li>5. Deploying staff effectively – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</li> <li>7. Clear and responsive leadership</li> </ol> <p><b>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation</b></p> <ol style="list-style-type: none"> <li>1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognition knowledge.</li> <li>4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</li> </ol>	<ul style="list-style-type: none"> <li>• Sharing different strategies</li> </ul> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Hand up survey about their understanding of the positive behaviour chart and colours.</li> <li>• A reduction in reds and accidents in the accident book.</li> <li>• Pupil conferencing- Ask questions:</li> <li>• What do the colours mean on our positive behaviour chart?</li> <li>• Can you describe what the Warden Hill Way is?</li> <li>• How do you feel the behaviour is in school?</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Check curriculum maps are on the internet and up to date.</li> <li>• Check Year group mapping on internet and up to date</li> <li>• Subject leaders are able to articulate theirs 3Is</li> <li>• SLT hold a subject review and SLG create talking points.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• The teachers provide evidence for their vocabulary PM target</li> <li>• Check the use of use of strategies in class during learning conversation</li> <li>• Pupil conferences with staff having knowledge organises to hear the children use the vocabulary.</li> </ul>
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	<ul style="list-style-type: none"> <li>All teachers have this as PM target.</li> <li>Bedrock APP, vocab ninja, working walls, knowledge organisers, pre-teach, precision teaching, black sheep narrative.</li> </ul>	5. Promote and develop metacognition talk in the classroom.		
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## SUBJECT PRIORITY 2: Targeted Support

<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>
<p><b>Targeted Support Target 2</b></p> <p>Along with high quality teaching, to have in place targeted TA intervention in each year group during the year.</p>	<p><b>A Focus on Overcoming Barriers Through Targeted Support</b></p> <ul style="list-style-type: none"> <li>To increase attainment for Pupil Premium children through small group work led by TA support. A range of systematic and high quality interventions such as black sheep narrative, apples and pears and precision teaching. See provision map for the specific individuals.</li> <li>To provide extra-curricular tutoring to 6 children delivered by their class TA.</li> <li>Homework club to help with their home learning.</li> </ul> <p><b>Monitoring effectiveness of interventions</b></p> <ul style="list-style-type: none"> <li>Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</li> </ul>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies.</p> <p>From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something that we will be adopting and adapting to suit the needs of the learners at Warden Hill.</p> <p><b>Sutton Trust: Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months</b>  <b>Feedback (+8 months)</b>  <b>Mastery Learning (+5 months)</b>  <b>Meta-cognition (+8 months)</b>  <b>TAs (+1 month)</b>  <b>NFER 7 Building Blocks:</b>  <b>3. High Quality teaching for all – setting high standards by setting expectations,</b></p>	<p><b>Class Interventions</b></p> <ul style="list-style-type: none"> <li>See PP provision map.</li> <li>Class teachers and TAs have oversight of the interventions and the progress each individual makes tracking through insight.</li> <li>Class teachers and teaching assistants to have high expectations of all and apply the 'all children will get it' by the end of a lesson/series of lessons.</li> <li>SENDCo to take in intervention tables and Intervention planning and evaluation documents and meet with TAs re the impact of them.</li> <li>End of each block of 10 weeks intervention reviewed by TA and class teacher and adjustments made.</li> </ul> <p><b>Extra-curricular Tutoring</b></p> <ul style="list-style-type: none"> <li>Class teachers and TAs have oversight of the interventions and the progress each individual makes tracking through insight.</li> </ul>	<p>All staff SLT SENDCo</p>

	<ul style="list-style-type: none"> <li>To use INSIGHT and recent online assessments/paper assessments to establish a baseline.</li> <li>To use progress matrices on INSIGHT to identify children who are vulnerable in achieving ARE to establish interventions.</li> <li>Teachers and Teaching Assistants to be mindful of children who their Pupil Premium children are so that they can focus on them in class to ensure that they are accessing the curriculum like their peers.</li> <li>Identify gaps in learning from tests and devise interventions based on these.</li> </ul>	<p>monitoring performance and sharing best practice.</p> <p><b>4. Meeting individual learning needs</b> – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p> <p><b>5. Deploying staff effectively</b> – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p>	<ul style="list-style-type: none"> <li>SLT to monitor progress through PPM.</li> <li>SLT to monitor the provision map and ensure support for all</li> </ul> <p><b>Homework Club</b></p> <ul style="list-style-type: none"> <li>Access to extra support</li> <li>Monitor the register of who is attending</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Teacher and TA monitor effectiveness and progress</li> <li>SLT monitor Insight, PPM and pupil conferencing.</li> </ul>	
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<p><u>Targeted Support</u></p> <p><b>Target 3 Personal Development</b></p> <p><b>To create confident and more resilient children</b></p>	<p><b>We create a positive, supportive and resilient community that helps develop the personal development of all.</b></p> <ul style="list-style-type: none"> <li>• Our teachers know the children that they are teaching inside out. We are confident in this.</li> <li>• Our teachers are clear about the issues facing our disadvantaged children and strive to consider the interventions, including interventions for our higher-attainers, which work. (see barriers to learning PP provision map)</li> <li>• Increased PSHE time</li> <li>• A focus on mindfulness through yoga, assemblies and in class.</li> <li>• Wellbeing and mental health leads, who develop the culture of the school.</li> <li>• 28/71 Pupil Premium children access support from our Pastoral Lead. (pastoral support book)</li> <li>• Specific resources have been purchased to support learning within the curriculum</li> <li>• Specific resources have been purchased to support confidence – particularly in Reception. Books and fancy dress outfits that are linked to an individual's interests to encourage resilience and confidence when coming to school every morning and leaving their parent at the door.</li> <li>• Art and craft boxes bought for art therapy.</li> <li>• Drawing and talking interventions to support the children's wellbeing and give them a voice.</li> </ul>	<p><b>NER 7 Building Blocks</b></p> <p><b>4) Meeting individual needs</b></p> <p><b>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation</b></p> <p><b>1- Developing self-regulating learners</b></p> <p>Developing children who are resilient, confident learners and have strong attachments.</p>	<p><b>Monitor the effectiveness</b></p> <ul style="list-style-type: none"> <li>• Provision maps</li> <li>• Attitude to learning survey/pupil conferencing</li> <li>• Book looks of Class PSHE book</li> <li>•</li> </ul>	
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<p><b>Targeted Support Target 4</b></p> <p><b>To ensure an effective relationships when working with parents to support their children's learning.</b></p>	<p><b>We Develop the relationship between school and parents.</b></p> <p>Schools and parents have a shared interest in doing the best for their children. We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage with school and members of the team.</p> <p>Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive to do the following recommendations to ensure effective working relationships.</p> <ul style="list-style-type: none"> <li>• As a staff be resourceful and creative about the resources that are sent home to support parents with home-learning.</li> <li>• Along with resources that may be sent home for children, a guide for parents on how to support their child with any specific resources</li> <li>• We would like to start sending home Xpressions - our effective app (communication tool) with parents - to share celebrate successes during the week to promote positive interactions</li> <li>• Consider more intensive support when and if needed</li> <li>• Phone calls with AHT for celebration.</li> </ul>	<p><b>We have used the Education Endowment Foundation's guidance report in structuring this target and in particular their four practical and evidence-based recommendations.</b></p> <ol style="list-style-type: none"> <li>1. Critically review how we already work with parents</li> <li>2. Provide practical strategies to support learning at home (some of which are documented to the left - we have chosen the most suited suggestions to suit our children at our school)</li> <li>3. Tailor communications to encourage positive dialogue about learning</li> <li>4. Offer more sustained and intensive support where needed</li> </ol> <p>The evidence available also suggests that if school communications are well-designed with parents this can be effective in improving attainment and a range of other outcomes, such as attendance (another key target).</p>	<p><b>Monitoring effectiveness</b></p> <ul style="list-style-type: none"> <li>• Setting a positive example to staff.</li> <li>• Working with staff on positive framing using the Walkthru Series.</li> <li>• Support class teachers in their dealings with any parents.</li> <li>• Ask teachers to be the ones to send the weekly messages to parents of those children who we wish to continue to motivate and develop a positive relationship with.</li> <li>• Parent survey on communication and school- teacher relationship.</li> </ul>	
<p><b>Targeted Support Target 5</b></p>	<p>We will create rich experiences that develop the children's cultural capital and attitudes to learning.</p>	<p>It's not just about the quality of the teaching - it's about inclusion and quality of access. It has been consistently reported that there are wider benefits on attitudes to learning and well-being to</p>	<ul style="list-style-type: none"> <li>• Audit participation in extra-curricular activities. Check the up-take of children eligible for Pupil Premium in</li> </ul>	<p>SLT</p>

Disadvantaged children will have the same enriching educational experiences as their peers.	<ul style="list-style-type: none"> <li>Residential and other school visits, uniform costs and additional sundries are subsidised for disadvantaged children currently in receipt of PP.</li> <li>To also assist costs for tuition (music, swimming, gym).</li> <li>To subsidize adopting animals to develop reading.</li> <li>To consider other events in the school calendar for PP children (for example Forest School opportunities).</li> <li>Consider the participation of PP children in extra-curricular activities.</li> </ul>	<p>the child when accessing the wider curriculum. Ensure participation in all relevant residential and day trips. Close the Gap in participation rates between PP children and non PP children. Self-esteem and confidence improves for those children involved. The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p> <p><b>Sutton Trust</b> Arts participation Low impact for low cost, based on moderate evidence. +2 months Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months</p>	<p>these clubs. Work closely with the PE Subject Leadership Group.</p> <ul style="list-style-type: none"> <li>Teachers to continue to be vigilant when noticing and realising the talents and interests of children who are eligible for Pupil Premium funding and encourage them to participate in our teacher-led or external agency led extra-curricular clubs. (Equal opportunities)</li> <li>School business manager will oversee the financial support offered to subsidise school residentials for disadvantaged families.</li> </ul>	
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### SUBJECT PRIORITY 3: Whole School Strategies

<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>

<p><b><u>Whole School Strategies</u> Target 6</b></p> <p><b>Improved attendance of disadvantaged children</b></p> <p><b>To maintain that no PP child's attendance drops below 94%</b></p>	<p><b>We promote a positive culture and children, who are motivated to come school.</b></p> <ul style="list-style-type: none"> <li>Funding and personalised strategies to be decided to support pupils and families as and when individual circumstances arise.</li> <li>Weekly raffle - children will be entered into the weekly raffle if they have had 100% attendance for a week. The raffle prize is an age appropriate book (also promoting quality literature).</li> <li>We also recognise those children who have had 100% attendance for the whole of the academic year.</li> </ul>	<p><b>NFER 7 building blocks</b></p> <p>2- Behaviour and attendance- If children are present, then learning can take place and progress follows</p> <p>Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.</p> <p>Specific identified disadvantaged children continue to be a group whose attendance needs improving.</p> <p>Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience.</p>	<ul style="list-style-type: none"> <li>Attendance figures reported to Governors.</li> <li>Close liaison with class teachers and admin staff.</li> <li>Communication between admin, SLT, relevant class teachers and parents is key. Conversations with parents to offer support where appropriate.</li> <li>Breakdown of attendance reports in order to monitor persistent absenteeism.</li> </ul>	<p>SLT Admin staff VS – Pastoral Support</p>
<p><b><u>Whole School Strategies</u> Target 7</b></p> <p><b>We aim to broaden horizons and raise aspirations, giving our children a wide range of experiences of the world including the world of work.</b></p>	<p>We aim to carefully plan a careers fair for our Upper Key Stage 2 children.</p> <p>We would like to ask volunteers in one afternoon in the Summer Term to informally speak to the children about the profession that they find themselves in.</p> <p>It would be amazing to see the children talking and listening to the volunteers.</p>	<p>Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience.</p> <p>It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their</p>	<p>Keep an open dialogue with the children about their future aspirations, particularly our Year 6 children in the Summer Term when they are readying to transition on to Secondary School.</p> <p>Teachers to encourage a culture of <i>you can achieve anything</i> linked backed to our 'no limits learning'.</p>	<p>SLT</p>

Children will then hopefully make the link between what they do in school every day has a part to play in their exciting futures where they could become the next scientists, teachers, politicians, vets.

From this, we are aiming to take our Year 6 children to Kidzania (<https://kidzania.co.uk/>) for a class residential.

#### What is KidZania?

Designed for children aged 4-14, KidZania blends learning and reality with entertainment. During your 4-hour experience, children can independently choose from a number of real-life activities and test their skills in a variety of professions.

The children learn the value of hard work and money during their experience at Kidzania.

options open for as long as possible. And there is a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life.

A survey carried out by the National Association of Head Teachers, in 2017, stated that that giving children the chance to meet people from the world of work and hearing about their life journeys can help them understand the relevance of subjects they are studying – and in so doing improve motivation and attainment.