

# Pupil Premium Strategy Statement

| Summary information           |                       |   |          |   |             |
|-------------------------------|-----------------------|---|----------|---|-------------|
| <b>School</b>                 | King's Meadow Academy |   |          |   |             |
| <b>Academic Year</b>          | 2020-2021             | <b>Total PP budget</b>                  | £156,020 | <b>Date of most recent PP Review</b>                  | August 2020 |
| <b>Total number of pupils</b> | 256                   | <b>Number of pupils eligible for PP</b> | 125      | <b>Date for next internal review of this strategy</b> | April 2021  |

## School context & Research base

The four learning mentor staff cost in the region of £82,500 for the last academic year and I seem to remember you have a member of teaching staff who leads on pastoral support.

In 2016/17 and 2017/18 Kinsley Academy (formerly known name) was one of the lowest performing schools regarding pupil outcomes in the country. The school converted to WAT trust from another sponsor July 3<sup>rd</sup> 2018. Leaders rightly focused energies on tackling gaps in children's learning, ensuring the school is safe for children and adults and developing strategies to ensure core subjects and basics are addressed in readiness to move the school forward.

Both the MAT and the school recognise the importance of a joined-up focus and strategy to further develop, support and improve outcomes for our most vulnerable learners and families. To this end, the PP strategy at King's Meadow aims to go beyond but still encompassing the typical support for trips, uniform and opportunities afforded to non-disadvantaged children.

Leaders have highlighted the areas below to focus upon precise key driver areas to ensure we deliver better quality outcomes for the children we serve. This piece of work is borne out of needs identified by teachers, support staff and leaders and practice going forward is influenced using research from the DFE guidance documentation, the EEF, the teacher toolkit and direction of travel from both the Disadvantaged strategy audit as well as the PP working group across the MAT.

At King's Meadow Academy, the percentage of disadvantaged pupils for whom the pupil premium provides support is higher than the national average (38% compared to a national average of 24%).

There are a number of factors affecting the Pupil Premium pupils attending our school. We believe that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. At King's Meadow, we invest time and funding in opportunities and experiences which are designed to raise our pupils' aspirations and broaden their future horizons, starting with promoting the importance of excellent attendance. Our stance remains focused on equipping teachers and other professionals working in our setting with quality CPD to ensure quality first teaching and the 'typical' provision for all our young people, disadvantaged or non-disadvantaged is at least good, with opportunities within and beyond the classroom that children have not been able to access previously.

Poor communication, language and literacy skills of so many of our Pupil Premium pupils and families is also a significant barrier. Early reading and phonics are a key priority for us from the moment pupils enter reception and this continues to be crucial for us through KS1 to ensure that all of our pupil premium pupils acquire the skills to pass through the 'reading gateway', preparing them for the wider KS2 curriculum and beyond. We strive to meet these needs by providing our Pupil Premium pupils with quality first teaching of reading and phonics whilst providing them with regular opportunities to access a wide and varied range of quality texts, starting with our fully decodable reading scheme in EYFS and KS1. Alongside this, we aim to create 'language rich' learning environments to help develop a love of literacy and promote the importance of language and good communication skills.

**Research note – The following document and actions within have been selected through judgements made by leaders and the KMA team to fit the context of the children we serve. Additionally, leaders are plotting the pathway in driving this crucial piece of work forward using the following documents, best practice and information:**

**Using evidence to Improve Pupil Premium Outcomes – Research Schools Network**

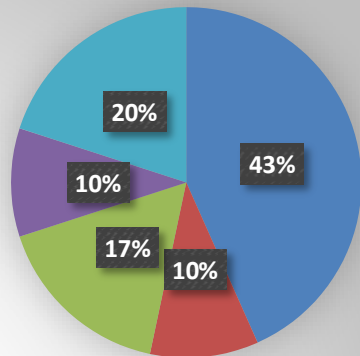
**Defining Child vulnerability: Definitions, framework and groups 2017;**

**Engaging with evidence guide 2019 – Institute for Effective Education;**

**DFE research seven building block document 2015**

**WAT Disadvantaged Pupil Review report - Sept 2019**

***Education Endowment Foundation***



- QF Teaching
- Early Reading RWI
- Counselling and Well-being
- Subsidy & Clubs
- Attendance

## Disadvantaged overview of spending

We will focus upon the areas outlined to the left in terms of how we propose to chunk our spending to facilitate change and positive outcomes for our PP children.

### High Level general allocation

Funding £150k

- A) QF Teaching - £65k
- B) Early Reading and RWI - £15k
- C) Counselling & Wellbeing £25k
- D) Subsidy & Clubs - £15k
- E) Attendance & Environment £30k

| Current attainment EYFS                    |    |                                  |   |   |  |
|--|----|----------------------------------|---|---|--|
| Total number of pupils                     | 30 | Number of pupils eligible for PP | 9 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving GLD                            |    | 57%                              |   | 56%   | Figures not yet released                             |
| % achieving all learning goals             |    | 57%                              |   | 56%   | Figures not yet released                             |
| % achieving all prime areas of learning    |    | 74%                              |   | 60%   | Figures not yet released                             |
| % achieving all specific areas of learning |    | 66%                              |   | 56%   | 71%  |

| Current % achieving the expected standard in phonics at KS1         |    |   |     |   |  |
|---|----|---|-----|---|--|
| % achieving the expected standard at Y1                             |    | 42%   |     | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Total number of pupils  | 44 | Number of pupils eligible for PP<br>53% achieved standard | 15  | 100%  | 82%  |
| % achieving the expected standard at Y2 (re-sitting the screening). |    |   | 36% | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Total number of pupils  | 22 | Number of pupils eligible for PP                          | 13  | 13 re-sat tests x4 PP passed in Y2 (31%)    | n/a  |

| Current attainment KS1                        |    |                                  |    |   |  |
|---|----|----------------------------------|----|---|--|
| Total number of pupils                        | 37 | Number of pupils eligible for PP | 18 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving ARE in reading, writing and maths |    |                                  |    | 28%   | 65%  |
| Reading                                       |    |                                  |    | 39%   | 75%  |
| Writing                                       |    |                                  |    | 28%   | 69%  |
| Maths   |    |                                  |    | 72%   | 76%  |

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability)             |  |  |                         |                          |
|---|--|--|-------------------------|--------------------------|
| In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |  |  | Person/Team Responsible | Cost                     |
| A.  | Quality first teaching is still variable and not yet consistent across the academy   |  | HT                      | £65K                     |
| B.  | Over 50% of pupils are assessed as working below ARE on entry to nursery / Reception, outcomes in Ks1 phonics screening<br>The planning and delivery of phonics is not yet consistent across EYFS and KS1 for our less able readers. |  | DHT                     | £20k<br>(+Outwood grant) |
| C.  | Emotional wellbeing for many children is not always conducive to learning<br>Behaviour often a barrier for many children   |  | HT                      | £25K                     |

| External barriers (issues which also require action outside school, such as low attendance rates) |   | Person/Team Responsible               |     |
|---|---|---------------------------------------|-----|
| D.  | Financial restraints of some families and limited extra-curricular experiences when outside of school.  | SLT                                   | 15K |
| E.  | Attendance to school is low under 94% with PA figures persistently and stubbornly high over 20+% this has been a barrier the school has always had challenge to improve it has not been robustly challenged and is habitually engrained in the most severe and complex cases. | Acting AHT/ Attendance Strategy group | 25K |

| Current attainment KS2                        |     |                                  |     |                                      |   |
|---|-----|----------------------------------|-----|--------------------------------------|---|
| Total number of pupils                        | 256 | Number of pupils eligible for PP | 125 | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving ARE in reading, writing and maths |     |                                  |     | 38%                                  | 71%   |

| A. Planned Expenditure   |  |  |   |   |
|--|--|--|---|---|
| Barrier/Problem  | Intervention Description (What are the active ingredients?)  | Implementation Activities  | Implementation Outcomes   | Pupil Outcomes  |
| <p>1) To ensure quality first teaching is consistent, expectations and understanding are in line with ARE across the academy</p> <p>2) Non-teaching staff's subject knowledge and skillset is currently limited and practice is not yet effective in order to model communication and facilitate conversations between pupils and their peers and between pupils and adults.</p> <p>3) Historical lack of high quality CPD access for teaching</p> | <p><b>Active Ingredient 1-</b> Lead all teaching staff to work with non-teaching staff on a regular basis to provide training on the use of correct language through more effective questioning.</p> <p><b>Active Ingredient 2-</b> Teaching staff will model on a daily basis how to move pupils on by using key phrases pitched at the right level through their questioning.</p> <p><b>Active Ingredient 3- WAT</b> Sch Improvement colleagues will support and challenge both the leadership team as well as 1:1 support for teaching staff</p> <p><b>Active Ingredient 4-</b> Teachers and support colleagues access high quality training with a pedagogy focus through the weekly PDM sessions with a pedagogical focus, as well as trust, authority and external providers</p> | <p><b>CPD opportunities for all teaching and non-teaching staff.</b></p> <p>CPD will be given to all EYFS staff around effective questioning and the correct key words and phrases which will aid accurate assessment and identify pupils' next steps. Formal <b>communication</b> will take place through staff meetings and weekly meeting with HT or DHT. Staff will be encouraged to communicate informally to maintain momentum.</p> <p><b>Follow up support</b> in terms of coaching will be provided by the SLT on a regular basis.</p> | <p><b>Short term:</b><br/> <b>Fidelity:</b> All staff are able to clearly articulate the ways in which communication is being promoted. Staff are incorporating more effective questioning into their pedagogy.<br/> <b>Acceptability:</b> The majority of staff experience a growing confidence in asking pupils the right questions and planning activities/designing areas that enable PP pupils to develop their communication skills.<br/> <b>Medium term</b><br/> <b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils are actively developing their verbal communication skills.<br/> <b>Reach:</b><br/> All staff are confident in their own roles in terms of developing pupils' verbal communication. Teaching staff are confident that the activities and areas they have resourced enable pupils to develop their verbal skills and that non-teaching staff are confident in</p> | <p><b>Short term.</b> Pupils will take part in more activities where they will communicate meaningfully with others and with the effective support of adults.</p> <p><b>Medium term-</b> Pupils' outcomes will improve in oracy. Pupils will be improved speakers and listeners and this will have a positive effect on their written outcomes and their understanding of instructions.</p> <p><b>Long term-</b> Outcomes for pupils will improve more rapidly as they move through reception in to KS1. 70% of pupil premium pupils will achieve the Early Learning Goals in the Prime Areas, including Literacy and maths by end of EYFS. The impact of improved teaching over time will benefit outcomes at each</p> |

|   |  |  |  |   |
|---|--|--|--|---|
| and non-teaching staff leading to and facilitating a lack of shared purpose, ethos and vision when aspiring for the most disadvantaged. |  |  | how to support pupils in these areas through effective questioning and next steps. | stage EYFS overall GLD will be near national by 2022, KS1 phonics will surpass 80% and KS2 outcomes will move closer to the National for the combined score. Both outcomes and progress measures at each phase will rise quickly and disadvantaged children will do at least as well as their non-disadvantaged peers at KMA. |
| <b>Review Progress at the end of the autumn term</b>  |  | <b>Review Progress at the end of the spring term</b> |  | <b>Review Progress at the end of the summer term</b>  |
| Pre-Christmas review:<br><br>RCo<br>LA<br>SC  |  |  |  |   |

| <b>B. Planned Expenditure</b>   |  |  |   |   |
|---|--|--|---|---|
| <b>Barrier/Problem</b>  | <b>Intervention Description<br/>(What are the active ingredients?)</b>   | <b>Implementation Activities</b>   | <b>Implementation Outcomes</b>  | <b>Pupil Outcomes</b>   |
| <p><b>Context:</b> Of the 12 PP pupils who re-sat the phonics-screening test at the end of year 2, 4 of the pupils passed.</p> <ol style="list-style-type: none"> <li>The teaching of phonics from reception to year 2 is not yet fully consistent in terms of how the sessions are planned and delivered.</li> <li>Not enough time is currently dedicated in EYFS and KS1 to ensure that all pupils make it through the 'reading gate-way'.</li> </ol> | <p><b>Active Ingredient 1</b> – HT and DHT to work with teaching staff in EYFS and KS1 on a consistent, effective approach to the teaching of phonics. Approach to stem from proven, evidence-based practice taken from the lead school in Wakefield for the English Hub where 100% of Y1 children pass the phonics screening test.</p> <p><b>Active Ingredient 2</b> – The EYFS and KS1 curriculum will be adapted for pupils who are in danger of not making it through the 'reading gateway'.</p> | <p><b>CPD</b> will be given to all teaching staff around effective approaches to the delivery of phonics lessons and interventions.</p> <p>Formal <b>communication</b> will take place through staff meetings and meetings with HT, DHT or SENDCo. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Practice sessions will be led by the Reading Leader for all</p> | <p><b>Short term:</b><br/><b>Fidelity:</b> All staff are able to clearly articulate the ways in which phonics is taught most effectively and what phase each of their pupils is working at.</p> <p><b>Acceptability:</b> The majority of staff experience a growing confidence in delivering phonics lessons and interventions that are pitched in line with pupils' current phonics phase.</p> <p><b>Medium term</b><br/><b>Fidelity:</b> There is a body of evidence in terms of planning and pupils work and monitoring activities that pupils</p> | <p><b>Short term.</b> Pupils reading books will always be closely matched to their phonics phase. Pupils phonics lessons and/or interventions will be planned and delivered following a consistent whole school model.</p> <p><b>Medium term-</b> Pupils will make rapid progress in phonics lessons and through interventions. Pupils' reading will improve which will begin to impact on their work in other parts of the curriculum.</p> |

|  |   |   |   |   |
|--|---|---|---|---|
| <p>Therefore, there are pupils who enter KS2 unable to access the curriculum.</p> <p>3. The use of fully decodable reading books in EYFS and KS1 is developing but needs time to embed and show an impact.</p> <p>4. SEND provision linked to PP pupils is not yet consistent when provision maps and phonics interventions are being planned and delivered.</p> | <p><b>Active Ingredient 3</b> – The use of the fully decodable book scheme will continue to be implemented and the current range of books will continue to be added to. Teachers will work with non-teaching staff to make sure that these books are being used effectively.</p> <p><b>Active Ingredient 4</b> – Training will be delivered by the SENDCo so that SEND PP pupils' provision map targets are in line with the phonics phase they are working on and that interventions are planned and delivered using one consistent approach. EEF's Teaching and Learning Toolkit supports the use of one to one intervention and highlights the positive impact regular, focused interventions can have on pupil outcomes (+5 months for primary age pupils).</p> | <p>adults teaching phonics lessons.</p> <p>English Hub and RWI development days will occur each term to support the implementation of the phonics lessons and ensure these are taught effectively.</p> <p>Lowest 20% of children will have one-to-one sessions in the afternoons led by trained staff.</p> <p><b>Follow up support</b> in terms of coaching will be provided by the SENDCo and Reading Leader</p> | <p>are making rapid progress towards reaching the 'reading gateway' by the end of Key Stage 1</p> <p><b>Reach:</b><br/>All staff are confident in the consistency and effectiveness of the whole school approach to phonics and early reading. Staff and pupils have access to an engaging and wide range of fully decodable reading books and everyone understands how these are matched to a pupil's current phonics phase.</p> | <p><b>Long term-</b> The percentage of pupils who pass the phonics test in year 1 will be at least 83%. In year 2, 100% of pupils who re-sit the phonics screening will pass.</p> |
|--|---|---|---|---|

|   |   |   |
|---|---|---|
| Review Progress at the end of the autumn term | Review Progress at the end of the spring term | Review Progress at the end of the summer term |
|   |   |   |

**C. Planned Expenditure**

| Barrier/Problem   | Intervention Description<br>(What are the active ingredients?)   | Implementation Activities  | Implementation Outcomes  | Pupil Outcomes  |
|---|--|--|--|---|
| <p>1. Some of the children that attend KMA have suffered trauma or upset.</p> <p>2. Many children have moved areas and a significant few require deep therapeutic support in order to access learning and function in a mainstream setting.</p> | <p><b>Active Ingredient 1</b> – HT to Audit child wellbeing and implement measures to support our most vulnerable.<br/>HT/ DHT and Learning mentor Support team to identify cohort 1 of pupils to benefit from counselling in school.</p> <p><b>Active Ingredient 2</b> – HT to work with Place 2 Be in order to this Wellbeing offer for our children by Summer term 1 2022</p> | <p>Termly CPD will be given to the all teachers in regards to the planning and delivery of Place2Be so the resource is used effectively.</p> <p><b>Follow up support</b> for pupils will be provided by the families Mentor and HT.</p> <p>HT to meet Place 2Be in Spring Term 2022.<br/>Facilitate timeline to advertise, recruit and appoint a qualified</p> | <p><b>Short term:</b><br/><b>Fidelity: Staff and other stakeholders understand the need and buy-in for this course from action from all stakeholders (SLT coms re the direction of travel in this stand).</b></p> <p><b>Acceptability:</b> staff experience a growing confidence in being able to talk about the progress that targeted pupils are making in reading, writing and maths and they are increasingly able to talk about what pupils' next steps are. Specifically, either</p> | <p><b>Short term.</b> Pupils will speak positively about new resources and interventions and communicate how they are having an impact on their learning.<br/>Colleagues aware of planning to recruit and appoint for x2 days a week.</p> <p><b>Medium term-</b><br/>P2Be colleague starts working x2 days a week<br/>Induction carried out</p> |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <p><b>Active Ingredient 3 –</b> A coordinated team within KMA looking at the needs of our children in addition to SEN, EAL, potential AP children to look at child health and mental wellbeing beyond our mainstream curriculum and extra-curricular programme.</p> | <p>counsellor to start at KMA in April/May 2022.</p> | <p>identified children of those that have self-referred to the P2Be counsellor.</p> <p><b>Medium term</b><br/> <b>Fidelity:</b> Outcomes for identified children will improve (Even softer outcomes such as attendance, behaviour, rapport, resilience etc... not just academic).<br/> <b>Reach:</b><br/> All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils in regard to identifying and supporting children.</p> | <p>Staff can see the benefit on individual children<br/> Parents understand the benefit of the resource<br/> Children self-refer Cohort 1 of identified children regulate behaviour more consistently through improved wellbeing.</p> <p><b>Long term-</b> Earlier identification of pupils and families, EYFS and KS1 children. Extending this resource beyond children to families and parents.</p> |
|--|---|--|--|---|

| Review Progress at the end of the autumn term         | Review Progress at the end of the spring term | Review Progress at the end of the summer term |
|---|---|---|
| <p>Pre-Christmas review:<br/> RCO<br/> LA<br/> SC</p> |   |   |

**D. Planned Expenditure**

| <b>Barrier/Problem</b>   | <b>Intervention Description</b><br>(What are the active ingredients?)  | <b>Implementation Activities</b>   | <b>Implementation Outcomes</b>   | <b>Pupil Outcomes</b>  |
|--|--|--|--|--|
| <ol style="list-style-type: none"> <li>1. Pupils typically experience limited opportunities to visit places of interest outside the area in which they live.</li> <li>2. Financial restraints for some families mean that pupils are unable to take part in clubs and competitions outside of school.</li> <li>3. Financial restraints for some families mean</li> </ol> | <p><b>Active Ingredient 1 –</b> A proportion of funding to be used to subsidise school visits, residentials and visitors to school for all pupil premium pupils. Evidence taken from the EEF’s Teaching and Learning Toolkit supports that collaborative learning through such experiences have a consistently positive impact on pupils.</p> <p><b>Active Ingredient 2 –</b> Pupils able to participate in after school clubs either for free or at a significantly subsidised rate. After school clubs</p> | <p>Office staff to manage number of pupil premium pupils attending visits and residentials so that funding is distributed correctly.</p> <p>PE Extended Schools Lead to monitor pupil’s participation in after school clubs and whether the variety of clubs meets the needs of pupil premium pupils.</p> <p>PE Leader to identify children to become Sports Leaders. Put in place an induction process for these leaders with</p> | <p><b>Short term:</b><br/> <b>Fidelity:</b> All staff to be aware of how the pupils in their class are being supported with resources to help them to be prepared for school and helping them to continue their learning at home. All staff to have a knowledge of how pupils are being supported to take part in clubs and visits<br/> <b>Acceptability:</b> All staff experience a growing confidence in being able to talk about the progress that targeted pupils are making in reading, writing</p> | <p><b>Short term.</b> Pupils participation in lunch and afterschool clubs will increase and pupils will speak positively about the range of clubs that are on offer. Some pupils will attend homework club and this will have a positive impact on their work in class. Pupils will also speak positively about the music lessons they attend.</p> |



|  |  |   |  |  |
|--|--|---|--|--|
|  |  | training on how to support other children and the sports activities they will be leading. Organise the sports clothing. |  |  |
|--|--|---|--|--|

|   |   |  |   |   |
|---|---|--|---|---|
| <p>that pupils do not always have the correct uniform and/or PE kit.</p> <p>4. Pupils do not always have access to resources which allow them to continue their learning at home. Financial restraints and lack of awareness means that pupils do not always have access to reading books, stationary or the means to buy revision guides.</p> <p>5. Pupils do not regularly complete their homework, read their book and learn their weekly spellings.</p> | <p>to be more varied, linked to sport and the wider curriculum to accommodate a wider set of pupils' interests.</p> <p><b>Active Ingredient 3</b> – Sports Leaders to be in place to support lunch times and after school clubs with funding being allocated to supply them with KMA sports clothing</p> <p><b>Active ingredient 4</b> – A lunchtime homework club to be run, giving pupils a place where they can work in a quiet, supportive environment.</p> |  | <p>and maths and they are increasingly able to talk about what pupils' next steps are.</p> <p><b>Medium term</b></p> <p><b>Fidelity: Termly</b> Standardised scores from practice SATs will show that an increasing percentage of pupil premium pupils achieve combined ARE, GLD or phonics screening (or any outcome based on age).</p> <p><b>Reach:</b></p> <p>All Staff are confident in the consistency and effectiveness of provision for pupil premium pupils in reading, writing and maths. Core subject leaders closely monitor the impact that improved planning and new, bought resources have on outcomes.</p> | <p><b>Medium term-</b> Participation in lunch and afterschool clubs will have increased significantly and there will be more pupils attending homework club and this will continue to support pupils to make accelerated progress in lesson. Year 2 and 6 pupils will have access to new revision guides and they will feel supported in their revision. Pupils will have made good progress in their music lessons and continue to enjoy the experience.</p> <p><b>Long term-</b> There will be no gap between the number of PP and Non-PP pupils attending school clubs. Homework club will be well established and teachers and pupils will be able to evidence how this has impacted on progress in lessons. (compared to 2018/2019).</p> |
| <b>Review Progress at the end of the autumn term</b>  |   | <b>Review Progress at the end of the spring term</b> |   | <b>Review Progress at the end of the summer term</b>  |
| <p>Pre-Christmas review:<br/>RCo<br/>LA<br/>SC</p>  |   |  |   |   |
| <b>E. Planned Expenditure</b>   |   |  |   |   |
| <b>Barrier/Problem</b>  | <b>Intervention Description</b><br>(What are the active ingredients?)   | <b>Implementation Activities</b>                     | <b>Implementation Outcomes</b>  | <b>Pupil Outcomes</b>   |

|   |  |  |   |  |
|---|--|--|---|--|
| <p>1. Attendance to sch is low for the w/s. Persistent absence rates are stubbornly high. The school has not been robust in challenging or supporting in the key area</p> <p>2. Pupils have a limited view of future opportunities outside of Kinsley/Fitzwilliam. Some pupils have little or no experience of parents/family members having a job</p> <p>3. Many of our pupils suffer with poverty of expectation. Many have suffered traumatic experiences in early life. They have a limited understanding of how their life can change for the better and the routes they need to take to achieve this.</p> <p>4. The site and curriculum have not been 'fit for purpose' for a significant period of time.</p> | <p><b>Active Ingredient 1</b> – appoint a dedicated leader through TLR and Learning mentor responsible for attendance. Very clear rewards and incentives for better attendance, better signage and communication and more robust sanctions/reporting.</p> <p><b>Active Ingredient 2</b> – PSHE and aspirational assemblies programme to further develop curriculum provision surrounding aspirations and life beyond the classroom and locality.</p> <p><b>Active Ingredient 3</b> – Review and re-write the behaviour for learning policy with a relentless reward focus. 'Flood the school with positivity' with Dojo rewards linked to learning, our community, &amp; attendance. Establish and embed a rewards assembly with awards linked to outcomes as well as a roll of honour board for young people to aspire to achieve. Parental classes and meetings.</p> <p><b>Active Ingredient 4</b><br/>High quality, though-provoking signage linked to good attendance. Introduce a 'calm room' called the Meadow to be used purely as a therapeutic stress reliever for children in crisis NOT as a timetable exclusion room. Create a learning Zone console club to further engage children as a reward club.</p> | <p>Appoint Behaviour Learning and Attendance Mentors<br/>Embed attendance strategy meeting fortnightly with SC, RC, AA, MS with AA and MS meeting weekly.<br/>(HT, Ast-HT, Attendance Mentor, EWO).</p> <p>Lead staff in implementation of BFL policy</p> <p>Decoration and re-designation of some rooms in the school</p> | <p><b>Short term:</b><br/><b>Fidelity:</b> All staff to be aware of how pupils' aspirations are being raised/developed through assemblies. Staff seeing improved communication with the school regarding absences.<br/><b>Acceptability:</b> Staff experience a growing confidence in being able to see the plans and foundations regarding how pupil's aspirations are being raised through greater expectation and the children's entitlement to a better resourced and better performing school.<br/><b>Medium term</b><br/><b>Fidelity:</b> Staff and pupils will see the improved facilities both for engagement re curriculum and improved attendance and for response to crisis with the calm-room and handling plans.<br/>Pupils will be able to speak about a wider range of future opportunities linked to the assemblies, after school club and be able to talk about the rules in the sch as well as sanctions and rewards.<br/><b>Reach:</b><br/>All staff are confident in the strategies which are in place to raise pupils' aspirations and can talk about specific pupils and how the strategies are having a positive impact of them and their outlook on the future. Measures taken by the school empower teachers to focus on QFT and improve outcomes in the classroom. Families currently at the school and prospective families locally understand the expectation surrounding attendance and the culture and ethos of the sch is communicated widely.</p> | <p><b>Short term:</b><br/>Attendance will improve with our key focus families where attendance is below 90%. Reporting and data analysis surrounding attendance will improve and be reliable data.<br/>There will be strong take-up on the afterschool club and pupils will attend regularly and speak positively about what the sch offers extra-curricular as well as within the curriculum. Children will be enthused about Dojo rewards and rewards assemblies generating a positive feel, ethos and further sense of belonging.</p> <p><b>Medium term:</b><br/>Rooms will be used for better purposes be-it the learning zone being established as part of the rewards as well as the Meadow room for children in crisis. The school is in a better position to respond to the needs.<br/><b>Long term:</b> Attendance target at the EO Year will be met 95% and persistent absence will be close to being halved to around 10%.<br/><br/>The school will have better systems, approaches and package to engage children very early and have an increased 'buy in' from the parent community.</p> |
|---|--|--|---|--|

|   |  |  |   |  |
|---|--|--|---|--|
|   | <p><b>Active Ingredient 5</b> - Delivery of afterschool clubs and lunchtime clubs through our staff to develop better participation and engagement in sports and Forest School from February '22 onwards and offer additional encouragement to attend and do well 'enjoy and achieve'.</p> |  |   |  |
| <p><b>Review Progress at the end of the autumn term</b></p> | <p><b>Review Progress at the end of the spring term</b></p>  |  | <p><b>Review Progress at the end of the summer term</b></p> |  |
| <p>Pre-Christmas review:<br/>RCo<br/>LA<br/>SC</p>          |  |  |   |  |