

Chase Lane Primary School and Nursery Unit

School Improvement Plan 2021-2022

I always try my best at everything!



CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2018 – 2019 which is the information available to Ofsted

1. Pages 4-6 are based on the school's teacher assessment data from 2020 – 2021 generated by the Family Fisher Trust

Number of pupils on roll	671	Number of pupils eligible for pupil premium	135	Number of pupils with statement of special educational needs (SEN) or educational, health and care (EHC) plan	73 SEN 9 EHCP's 43 1 EHCP's pending																								
Percentage of pupils on track to meet expected standard/attainment targets in RWM	Year 1	86%	Percentage of pupils on track to exceed expected standard/attainment targets in RWM	Year 1	15%																								
	Year 2	81%		Year 2	18%																								
	Year 3	84%		Year 3	16%																								
	Year 4	65%		Year 4	6%																								
	Year 5	89%		Year 5	18%																								
	Year 6	81%		Year 6	9%																								
	2019 Attainment at KS2 (% of pupils with low (L), middle (M), high (H) prior attainment)			Most recent Ofsted grade		Staff turnover over the previous year																							
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>S</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>L:</td> <td style="color: green;">33 (16)</td> <td style="color: green;">67 (15)</td> <td style="color: green;">67 (17)</td> <td style="color: green;">67 (19)</td> <td style="color: green;">0 (10)</td> </tr> <tr> <td>M:</td> <td style="color: green;">59 (70)</td> <td style="color: green;">64 (78)</td> <td style="color: green;">76 (77)</td> <td style="color: green;">83 (77)</td> <td style="color: green;">48 (25)</td> </tr> <tr> <td>H:</td> <td style="color: green;">98 (97)</td> <td style="color: green;">100 (99)</td> <td style="color: green;">100 (99)</td> <td style="color: green;">100 (99)</td> <td style="color: green;">98 (95)</td> </tr> </tbody> </table> <p>Brackets = national Green above national</p>			R	W	S	M	RWM	L:	33 (16)	67 (15)	67 (17)	67 (19)	0 (10)	M:	59 (70)	64 (78)	76 (77)	83 (77)	48 (25)	H:	98 (97)	100 (99)	100 (99)	100 (99)	98 (95)	Good		8 Teaching staff 1 admissions officer	
	R	W	S	M	RWM																								
L:	33 (16)	67 (15)	67 (17)	67 (19)	0 (10)																								
M:	59 (70)	64 (78)	76 (77)	83 (77)	48 (25)																								
H:	98 (97)	100 (99)	100 (99)	100 (99)	98 (95)																								
Percentage of pupils with English as an additional language (EAL)	63%	KS2 2019 Progress <i>(with confidence intervals in brackets)</i>			Vulnerable Groups																								
		Reading -0.7 <i>(-1.9-0.5)</i>	Writing -0.1 <i>(-1.2-1.0)</i>	Maths 0.5 <i>(-0.6-1.5)</i>	Reading 57%	Writing 63%	SPaG 74%	Maths 83%	Boys to Girls 73% (+2%)	75% (-1%)	79% (-8%)	89% (+7%)																	
						EAL 70%	83%	SEN (K) 36%	45%	55%	73%																		
						SEN (S/E) 100%	0%	0%	0%	0%	0%																		
Overall absence	2017-2018 Authorised 3.4% (3% nat') Unauthorised 0.7% (1,1 nat')			Persistent absence	2017-2018 7.9% (8.7% nat')																								

CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2018 – 2019 which is the information available to Ofsted

1. Pages 4-6 are based on the school's teacher assessment data from 2020 – 2021 generated by the Family Fisher Trust

Key Ofsted actions from last report	<ul style="list-style-type: none">• attendance improves so that it is consistently at or above the national averages for all groups of pupils, particularly disadvantaged pupils• Systematic consultation with parents is developed further to gain feedback on the effectiveness of the school's work, and to help parents have a clearer understanding of their child's progress, both academically and socially.
Key staffing areas of issue	<p>Spring 2019 appointed Deputy Headteacher for September start. Summer 2019 appointed 7 new class teachers including 4 NQT's. Admissions and attendance officer appointed to start September 2019. 1 class teacher vacancy as at September 2019. 1 cover supervisor vacancy as at September 2019.</p>
Budget information	<p>Budget is presented to the governing body on quarterly cycle. Submission is made to the Local Authority quarterly. Governors are satisfied with the current financial status and are monitoring the three-year plan on a quarterly cycle. 3 year projection remains positive although increased pension contributions will need to be monitored closely.</p>

CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2018 – 2019 which is the information available to Ofsted

1. Pages 4-6 are based on the school's teacher assessment data from 2020 – 2021 generated by the Family Fisher Trust

Key performance indicators
for the next 3 years

Quality of teaching

95% of lessons to be graded good and above 35% outstanding (excluding NQTs)

Attainment and achievement in Reading and Writing – KS2 2019 Reading 72% (73% Nat') Writing 76% (78% Nat')

Reading				Writing			
Rec	G2 80%			Rec	G2 75%		
Year 2	2S 85%			Year 2	2S 80%		
Year 4	4S 85%			Year 4	4S 80%		
Year 6	6S 85%			Year 6	6S 85%		

Progress targets

In Reading, Writing and Maths, KS2 Progress data to be in line with or above national confidence intervals set.

Early Years

Children leaving Nursery at F1 CLL: 80%

Children leaving Reception, Reading G2 for R: 80%

Attainment of Disadvantaged children in RWM – NB Tracked in all year groups, reported on the SIP for every other.

	Reading		Writing		Maths	
	Target	Outcome	Target	Outcome	Target	Outcome
Reception G2	80%		G2 75%		80%	
Yr 2 Ex	80%		2S 80%		80%	
Yr 4 Ex	85%		4S 80%		85%	
Yr 6 Ex	85%		6S 85%		85%	

Maths

Times Tables.

Year 3 know 2, 4, 5, 6, 8 and 10 x tables 90%

Year 4 know 3, 7, 8, 9 and 12 x tables 90%

Annual Attendance

Year 1 – 6 above 96%

Governors

Governors to monitor budget supporting the school in maintaining a positive financial status

CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2018 – 2019 which is the information available to Ofsted

Pages 4-6 are based on the school's teacher assessment data from 2020 – 2021 generated by the Family Fisher Trust

Number of pupils on roll	Pan 614 On roll 614 Inc' Nurs 681			Number of pupils eligible for pupil premium	135	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	87 SEN 14 EHCP's				
Percentage of pupils on track to meet expected standard/attainment targets in RWM	Year 1	71%		Percentage of pupils on track to exceed expected standard/attainment targets in RWM	Year 1	10%					
	Year 2	53%			Year 2	10%					
	Year 3	44%			Year 3	0%					
	Year 4	62%			Year 4	2%					
	Year 5	64%			Year 5	10%					
	Year 6	65%			Year 6	15%					
2021 FFT Attainment at KS2 (% of pupils with low (L), middle (M), high (H) prior attainment)				2021 FFT Data Analysis Progress			Vulnerable Groups				
	R	W	M	RWM	Reading	Writing	Maths				
L: 9ch	0% (33)	0% (67)	0% (67)	0%	-1	-7	+1	Ever 6	79%	74%	89%
M: 56ch	89% (59)	73% (64)	88% (83)	66%				Boys to Girls	74 - 87% (-13%)	65 – 74% (-9%)	74 - 85% (-11%)
H: 13ch	100% (98)	100% (100)	100% (100)	100%				EAL	77%	71%	81%
								EHCP	0%	0%	0%
								SEN	57%	43%	43%
Percentage of pupils with English as an additional language (EAL)			70% 475 ch	Most recent Ofsted grade	Good	Staff turnover over the previous year		3 Teaching staff (1 retirement) 4 Support staff (1 retirement)			
Overall Attendance	Autumn	97.7%			Persistent absence	Autumn	5.0				
	Spring	98.3%				Spring	5.9				
	Summer	95.9%				Summer	7.5				
	Average	97.3%				End of Year	4.4				

CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2018 – 2019 which is the information available to Ofsted

Pages 4-6 are based on the school's teacher assessment data from 2020 – 2021 generated by the Family Fisher Trust

	School closures due to COVID - 19		School closures due to COVID - 19
Key Ofsted actions from last report	<ul style="list-style-type: none">attendance improves so that it is consistently at or above the national averages for all groups of pupils, particularly disadvantaged pupilsSystematic consultation with parents is developed further to gain feedback on the effectiveness of the school's work, and to help parents have a clearer understanding of their child's progress, both academically and socially.		
Key staffing areas of issue	Summer 2020 governors approved and appointed 1 teacher over needs to increase quality first teaching provision to support the COVID catch up.		
Budget information	Budget is presented to the governing body on quarterly cycle. Submission is made to the Local Authority quarterly. Governors are satisfied with the current financial status and are monitoring the five-year plan on a quarterly cycle. 3-year projection remains positive although a historical miscalculation at local authority level in the pay of support staff will need to be rectified. The cost is currently unknown but likely to impact on the three-year plan.		

CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2018 – 2019 which is the information available to Ofsted

Pages 4-6 are based on the school's teacher assessment data from 2020 – 2021 generated by the Family Fisher Trust

Key performance indicators for the next 3 years

Quality of teaching

93% of lessons to be graded good and above 37% outstanding (excluding NQTs), (summer 2021)

Attainment and achievement in Reading and Writing – FFT in line with national for attainment and progress across reading, writing and maths

	Reading Outcome 2021				Writing Outcome 2021				Maths Outcome 2021		
Rec	G2	80%		Rec	G2	75%		Rec	G2	80%	
Year 2	2S	85%	77	Year 2	2S	80%	59	Year 2	2S	80%	77
Year 4	4S	85%	69	Year 4	4S	80%	72	Year 4	4S	85%	72
Year 6	6S	85%	80	Year 6	6S	85%	70	Year 6	6S	85%	79

Progress targets

In Reading, Writing and Maths, KS2 Progress data to be in line with or above national confidence intervals set.

Early Years

Children leaving Nursery at F1 CLL: 80%

Children leaving Reception, Reading G2 for R: 80%

Attainment of Disadvantaged children in RWM – NB Tracked in all year groups, reported on the SIP for every other.

	Reading		Writing		Maths	
	Target	Outcome 2021	Target	Outcome 2021	Target	Outcome 2021
Reception G2	80%	47%	G2 75%	32%	80%	42%
Yr 2 Ex	80%	69%	2S 80%	38%	80%	46%
Yr 4 Ex	85%	58%	4S 80%	58%	85%	67%
Yr 6 Ex	85%	81%	6S 85%	69%	85%	77%

Maths

Times Tables.

Year 3 know 2, 4, 5, 6, 8 and 10 x tables 90%

Year 4 know 3, 7, 8, 9 and 12 x tables 90%

Annual Attendance

Year 1 – 6 above 96%

Governors

Governors to monitor budget supporting the school in maintaining a positive financial status

Key Priorities

Achievement gaps	Lower attaining in Reading (9ch) First language English (33ch) Girls writing (37ch) Autumn term (26 ch) Disadvantaged reading (19 ch)
Key Priority 1	Maintain robust provisions to ensure the physical and mental wellbeing of all pupils and staff post pandemic
Key Priority 2	Further develop the tracking of progress for higher, middle and lower attainers
Key Priority 3	Maintain a robust breadth to the curriculum embedding foundation subject end points
Key Priority 4	Reduce the gap for disadvantaged children across the school

Key Priority 1 – (Intent) Maintain robust provisions to ensure the physical and mental wellbeing of all pupils and staff post pandemic

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
Pupil and staff surveys at start and end of year to measure impact of actions and gain insight into the physical and mental wellbeing of both staff and pupils	Ongoing	NH/SB	£300 Survey Monkey	NH/SLT X2 annually	95%-100% of surveys show a positive improvement on staff and pupils mental wellbeing	Autumn 1- pupil and staff wellbeing survey completed. Results shared with SLT and action points created. SPR' – next survey due in summer term.
Well-being leads to provide termly report to well-being governor	Ongoing	CH/JWing	UPS pay grades x2	CJ/Governors	Termly report presented to governor	CH/JWING met with well-being governor on 09.11.21 and 27.5.21. Reviewed wellbeing initiatives and survey results. Spring term 10/03/22 link governor update with staff and child well-being co-ord's 22/03/22 link governor report to governing body made available
Children's wellbeing actions						
Ensure that wellbeing activities are directed throughout the Autumn term, including; <ul style="list-style-type: none"> • Team building exercise • Reflective opportunities • PSHE lessons/feelings • Values • Celebrate excellent learning behaviours with parents. 	Ongoing	PSHE coordinator and Children well being lead	UPS pay grades x1	CH Weekly	100% class timetables include 2x weekly well-being sessions PSHE /well-being lessons evident on 95%-100% of flipcharts	All teaching staff have timetabled wellbeing and PHSE sessions weekly, focusing on reflection, discussion and opportunities for expression to improve wellbeing. Spring term – Place 2 Be booked to start in the summer term

Aut transition for Reception to Year 1 to facilitate free flow activities leading to a carousel	Aut term	RH/Year 1 teacher's	TBC	RH/AK weekly	100% of year 1 children have access to free flow act'	Y1 transition facilitated free-flow activities alongside carousel. Completed
Develop provisions that promote healthy eating <ul style="list-style-type: none"> communications to parents lunch box leaflet drops 	Ongoing	CJ/MDA's	£2,000 school Ping	SLT to monitor on a daily basis in their phase	Leaflet drops reduce throughout the year	Regular reminders have been included in the school's newsletter. Spr' – updates continue in newsletter on a regular basis Eating vegetables campaign actively promoted in lunch serving area including daily fresh veg' display.
Embed mindfulness techniques and facilitate opportunities for pupils to reflect on their experiences end of day reflection in class end of week reflection in homework mindfulness class book	Ongoing	CH	UPS pay grades x1	CH to report to CJ half termly	100% of year groups evidence reflection activities	CH directed all teaching staff via INSET to use time during the day for mindfulness sessions and daily reflections.
Further develop opportunities for physical exercise for pupils <ul style="list-style-type: none"> further promote physical activities in core subjects actively promote Cycle Confident actively promote STARS 	Ongoing	NH/CH/JWINGROVE all class teacher's	Nil	NH termly	100% of yr 6 children offered cycle confident scheme Achieved the bronze STARS award Monitoring of maths planning provides evidence of	Spring term - Awarded TFL Bronze award for STARS initiative Jan 2022.

					physical activities	
<p>Increase timetabled slots for the teaching of reading and maths (number) skills during the Aut term. To be reviewed and considered for Spring term implementation</p> <ul style="list-style-type: none"> • x2 PM sessions reading • x2 PM sessions maths • x2 sessions phonics (year 1 only) • counting/timetables at transition times 	Aut term	All class teacher's	Nil	NH	100% of classes have timetabled additional sessions	<p>100% of classes in year 1 to 6 have planned this in for the autumn and spring terms.</p> <p>To be discontinued for the summer of 2022 – focus to be a return to the full breadth of curriculum for maximum engagement by all children.</p>
Staff's wellbeing actions						
<p>Embed consistent mindfulness techniques and opportunities for staff to reflect on their experiences/practice</p> <ul style="list-style-type: none"> • aut term well-being day • Covid risk assessment/staffroom display to sign post staff to a range of well-being resources • Staff meeting to include 5 min mindfulness activities rotated with 5 min physical activities • Regular LSA meetings including mindfulness 	Ongoing	JWing	UPS pay grades x1	JWing report half termly to CJ and governors	100% of staff have the opportunity to access well-being activities	<p>Once a week staff given a led wellbeing activity for them to take part in before INSET meetings</p> <p>School signed up and staff signposted to THRIVE app, to support all staff wellbeing</p> <p>Spring term – Staff take place in regular short activities that promote wellness in staff meeting time.</p>

<p>Provide social wellbeing opportunities for staff</p> <ul style="list-style-type: none"> • half – termly staff social activity e.g. online quiz 	Ongoing	JWing	UPS pay grades x1	JWing report half termly to CJ	100% of staff have the opportunity to access well- being activities	<p>Christmas party Staff breakfast Wellbeing day</p> <p>Relaxing of covid regulations will make this easier going forward Spring term – Christmas breakfast was provided to all that wanted to take part. Other restrictions still in place</p>
<p>Further develop opportunities for physical exercise for staff</p> <ul style="list-style-type: none"> • Staff meeting to include 5 min mindfulness activities rotated with 5 min physical activities • Termly physical staff activity e.g. forest walk, game of football 	Ongoing	JWing	UPS pay grades x1	CJ	100% of staff have the opportunity to participate in physical exercise	
<p>Provide safe places where staff can work and relax away from children</p> <ul style="list-style-type: none"> • staffroom and KS1 ICT suite to be used as a place to take refreshments • KS2 ICT suite quiet space for PPA 	Sep 2021	CJ	Nil cost	SLT to ensure that spaces are used responsibly for social distancing reasons	100% of staff have access to quiet spaces away from children	<p>There are currently 3 staff rooms as well as 2 quiet rooms for staff to work and make use of away from children Spring term – This continues to be the case and an outdoor summer area will be reopened soon</p>
<p>Provide opportunities for all staff to raise any well-being concerns anonymously to SLT via staff well-being lead</p>	Sep 2021	CJ/ JWing	UPS pay grades x1	JWing	100% of staff know they can raise any concerns anonymously	<p>The reporting system has been sign posted to all staff. It has been anonymously used by several members of staff, with points raised being actioned upon by SLT</p>

Key Priority 2 – (Intent) Further develop the tracking of progress for higher, middle and lower attainers

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
The schools current IDSR identifies that middle attainers in reading and writing are less successful than their peers. The actions in this section are planned to address the issues identified in the IDSR and to further improve the use of progress data in all core subjects.						
To work alongside SBS to adapt SIMS to enable teachers to clearly track the flight path for higher, middle and lower attainers	Autumn 21	NH/SB	SBS- £550 per day	CJ Aut term	100% of teacher's engage with progress data to identify children not on target to achieve their flight path	Autumn 1- attainment sheets on SIMs adapted to track progress from the previous key stage. Spring term – Trackers have been fine-tuned and data presented to curriculum governors. Further development needed to assess progress within the EYFS
Develop the data track sheets so that flight path of higher, middle and lower attainers are monitored	Autumn 21	NH/SB	Nil	CJ Aut term	100% of the data track sheets will show evidence of tracking higher , middle and lower attainers	Autumn 1- Data track sheets adapted ready for Autumn term data track meetings. Spring term – Data track mtgs are now identifying children in the middle and higher attaining groups that are not on their flight path.
ELT to provide training to SLT to enable them to conduct data track meetings with a focus on the flight path of all children <ul style="list-style-type: none"> • Teacher's understand the purpose of tracking the flight path higher, middle and lower attainers 	Autumn 21	NH/SB	Nil	CJ Aut term	100% of SLT are confident and understand how to deliver data track meetings 100% of teacher's understand why we are tracking higher middle and lower attainers	Autumn 1- training provided to SLT and teachers. ELT on hand to support SLT during data track phase meetings. Spring term – Phase meetings and HT have completed all spring term data track meetings

Develop the termly assessment report to governors, including a section that provides information on the flight path of the higher, middle and lower attainers	Autumn 21	NH/SB	Nil	CJ Termly	The termly assessment report to governors includes the progress of the higher, middle and lower attainers	Attainment and progress reports to parents adapted to reflect change Spring term – Data shared adapted based on last year's base line assessment made in all year groups. Assessments now made based on year on year comparisons. Younger children are displaying signs that reflect the impact on their learning of the lockdowns.
Report to governors on a termly basis flight path information for HML attainers and examples of actions taken	Termly	NH/SB/CJ	Nil	CJ Termly	100% of governors understand the actions that have been taken with HML attainers	Autumn term update to governors on how the flight path system will work and be monitored. Share exemplar data track sheets with names redacted in summer curriculum gov's

Key Priority 3 – (Intent)

Maintain a robust breadth to the curriculum embedding foundation subject end point assessments

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
Embed with all staff the tool for assessing pupils against the national curriculum programs of study focusing on identifying clear end points.	Autumn 2021	NH/SB/RH/AK	x2 TLR 2B	NH to report termly to CJ	100% of year groups assessed against clear end points	<p>Assessment spreadsheets completed by subject leaders with clear end-points to be used in end of term projects.</p> <p><i>100% of year groups completed Autumn term end of topic assessments.</i></p> <p><i>100% of year groups completed Spring term end of topic assessments.</i></p>
Create the assessment sheets for all foundation subjects for the Spring and Summer terms	Spring 2	NH/SB/RH/AK	x2 TLR 2B	NH to report termly to CJ	100% of the year group assessment sheets have been created	<p>Assessment sheets created for Spring and Summer and cross referenced with curriculum maps by RH, NH and AK.</p> <p><i>Autumn term weekly assessment sheets monitored by RH- 94% of teachers have up to date weekly assessment spreadsheets. Further support required for ECT.</i></p>
Embed cross curricular writing in both Literacy and Topic as an opportunity to assess foundation learning	Autumn 2021	SB/RH/AK/TB	X3 TLR 2B	CJ	100% of teacher's to use writing as a vehicle to assess foundation subjects	<p>Possible 'core text' focus to start in Summer 1- to be discussed in SLT.</p> <p><i>Possible 'core text' focus through final end of topic project to start in Summer 1- to be discussed in SLT.</i></p>

<p>Monitor the impact of Covid catch up learning termly and review timetabling to maintain a healthy balance with breadth of curriculum</p> <ul style="list-style-type: none"> Teachers to email office manager up to timetable at the start of each term 	Termly	NH/SB	Nil	CJ	90% + of timetables show an increase of foundation subject learning across the year	<p>Catch-up to continue for the spring term.</p> <p><i>3 hours of 'topic' time to return in Summer 1.</i></p>
<p>Monitor the assessment activities planned against the curriculum overviews</p> <ul style="list-style-type: none"> Ensure activities match Program of Study to be assessed 	Ongoing	NH/SB	Nil	CJ	100% of year groups receive feedback to teachers from NH termly	<p>Assessment activities monitored by R.H and cross-referenced to curriculum maps.</p> <p><i>100% of Autumn term assessment activities planned, matched the POS.</i></p> <p>100% of Spring term assessment activities planned, matched the POS.</p>

Key Priority 4 – (Intent) Reduce the gap for disadvantaged children across the school

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
Consider PP audit recommendations, discuss with SLT and action salient points See Appendix 2 for recommendations	Ongoing	NH/SB	Nil – To work out the cost of NH salary	CJ	The audit has been shared with SLT and discussed. 100% of the salient points have been actioned	Audit recommendations taken as actions for the school improvement plan 21/22
To provide CPD to all staff using recognized research evidence, to increase staff awareness and understanding of PP performance	Autumn 21	NH/SB	Nil	CJ	The most significant gaps in year groups of between 10-20% reduce by 5-10%	Conscious and unconscious bias training scheduled for
To provide CPD to make sure teaching staff are aware of how to use conscious bias to support PP children. Strategies to include: <ul style="list-style-type: none"> • Teachers mark PP books first in the classroom • Teacher's make sure every lesson they target questions towards PP children • Give PP children responsibilities in the classroom that will impact on the learning • Acknowledge the PP children at the door and enhance their sense of value • Seek out opportunities to build upon PP self esteem 	Ongoing	NH/SB	Nil	CJ	The most significant gaps in year groups of between 10-20% reduce by 5-10%	Conscious and unconscious bias training scheduled for spring term. Spring term - All teaching staff completed conscious bias training on 10/01/22 Unconscious bias training was completed by all staff on 21/02/22 Spring term gaps reported to governors are concerning and to be monitored. They are reduced to insignificance in the current year 6 cohort.

Develop a more forensic approach to data analysis to track the flight path of the higher, middle and lower attainers	Termly	NH/SB	Nil	CJ	100% of data track meeting identify children at risk of missing their intended flight path	Spring term - Data track meetings now combine the ability to identify external factors with HML attainers.
Ensure that PP spending provides better targeted provisions based on the varying needs of year groups and individual e.g. <ul style="list-style-type: none"> Strategies to challenge more able Catch up support for those who struggle Support for those who lack confidence or self esteem Opportunities for extra-curricular support 	Ongoing	NH/SB	£161,400	CJ/NH/SB	The most significant gaps in year groups of between 10-20% reduce by 5-10%	Spring term - Greatest reductions Yr 3 R-34 to -20% Yr 4 W -25 to -19 Yr 6 M-13 to -4
Use Pupil Premium money to support children with social and emotional needs. 1 to 1 sessions with behaviour champion as special time	Ongoing	NH/SB	HP £7,437	NH	At least 6 children have had 12 week special time program per term	Autumn term- 6 PP children have received 1:1 special time with behavior champion. Spring term – TBC
To prepare and present to governors the new DfE PP statement including rationale of the school referring to research and best practice	Autumn 1	NH/SB	Nil	NH	100% of governors have seen the DfE PP statement	Autumn term-completed

Autumn 2021 monitoring schedule

Appendix 1

	20/09	27/09	04/10	11/10	18/10	25/10	01/11	08/11	15/11	22/11	29/11	06/12	13/12
EYFS Phase leader		Recep book look	Nursery book look	EYFS Learning walk					Reception book look	EYFS Learning walk	Nursery book look		
CC/ P4C & Lower Phase leader					Y3 book look	H A L F	Y6 book look	Y5 book look	Y1 book look	Y4 book look	Y2 book look		
Maths/ Middle Phase leader					Y1 book look	T E R M	Y2 book look	Y6 book look	Y4 book look	Y3 book look	Y5 book look		
English/ Upper Phase leader					Y6 book look	M	Y5 book look	Y4 book look	Y3 book look	Y2 book look	Y1 book look		
Geography/ History						H A L F				1/3/5 book look	2/4/6 book look		
RE					1/3/5 book look	F	2/4/6 book look						
Music				observe music PPA		T E R M						1/3/5 book look	2/4/6 book look
Art/ D&T			ER observe Art PPA			M						1/3/5 book look	2/4/6 book look
SLT	SB/ CJ classroom walk			CJ/ RH corridor walk				SB/ CJ classroom walk	CJ/ RH corridor walk				
Disadvantaged	NH/SB PP Interviews	NH/SB PP learning walk	NH/SB PP Codes in SIMS Check (Termly)	NH/SB PP book look	SB Case studies		SB PP learning walk		SB PP book look	SB PP Interviews			

Behaviour Logs	NH Yr 6	NH/SB Yr 5	NH/SB Yr 4	SB Yr 3	SB Yr 2		SB Yr 1	SB Reception					
Foundation Subjects												SB Case studies of foundation subjects	

Spring 2021 monitoring schedule

	03/01	10/01	17/01	24/01	31/01	07/02	14/02	21/02	28/02	07/03	14/03	21/03	28/03
EYFS Phase leader		Recep book look	Nursery book look	EYFS Learning walk					Reception book look	EYFS Learning walk	Nursery book look		
CC/ P4C & Lower Phase leader		Y2 book look	Y3 book look	Y4 book look			H A L F		Y5 book look	Y6 book look	Y1 book look		
Maths/ Middle Phase leader		Y3 book look	Y4 book look	Y5 book look			T E R M		Y6 book look	Y1 book look	Y2 book look		
English/ Upper Phase leader		Y4 book look	Y5 book look	Y6 book look			M		Y1 book look	Y2 book look	Y3 book look		
Geography/ History				2/4/6 book look			H A L F				1/3/5 book look		
RE					1/3/5 book look		F					2/4/6 book look	
Science					Y 2/4/6 book look							Y 1/3/5 book look	

Music						1/3/5 book look	T E R M	PC observe music PPA					2/4/6 book look
Art/ D&T	ER observe Art PPA					1/3/5 book look							2/4/6 book look
SLT			JW/RH/CJ Classroom walk	CJ/ RH corridor walk						JW/RH/CJ Classroom walk	CJ/ RH corridor walk		

Recommendations of PP Audit July 2021

Recommendations:

1. Provide training to staff, using recognised research evidence, to increase their awareness of the nature of the issue with regard to PP performance. This may include helping them to understand the national picture of under-performance of disadvantaged pupils, the need for a school focus on attainment in every year group (especially in KS1 and with regard to prior attainment) and an understanding of the role of classbased teachers in addressing the needs of PP pupils
2. Develop a range of pedagogical approaches, which provide a conscious bias in lessons to encourage and support the learning of PP pupils. These might include targeted questioning, more detailed marking and feedback, increased challenge and raised expectations, or being especially encouraging and supportive of PP pupils' participation in their learning.
3. Develop a more forensic approach to data analysis, in terms of who is tracked (eg. more able disadvantaged), what is tracked (eg. attainment or progress) and how data is presented (ie. with a clear narrative and identifying trends).
4. Develop existing systems of provision mapping and identification of barriers to learning in order to better target interventions and expenditure where they will have greatest impact. The PP cohort in each year group is very different, in terms of size, prior attainment and current attainment gaps, so the strategies to address these gaps should also be different; for example, strategies to challenge the more able disadvantaged pupils; catch up support for those who struggle; confidence and self-esteem strategies for those whose lack of confidence may reduce their participation and engagement; encouraging participation in extra-curricular support where a pupil experiences a lack of family support.
5. Ensure that PP spending plans, and the evaluation of their impact, are specific to the changes articulated in #4 above and that these are clear in the school's internal budgetary reporting as well as on the documents published on the school website. If expenditure relates to salaries, which is a perfectly acceptable use of funding, then make clear what percentage of whose salary is being paid, and to what purpose.
6. Further improve existing paperwork related to PP by using the DfE template and by including a clearer rationale for how the school uses the grant, referring to research into best practice and nationally recognised guidance and by amending plans and evaluations in line with #3, 4 & 5 above.