

Pupil Premium Strategy 2019 – 2021

Cottons Farm Primary Academy

Summary		
Total number of pupils on roll		111
Total number of pupils eligible for PPG		71
Amount of PPG received per pupil		£1320
Total amount of PPG received		£93253

2019 KS2 Attainment & Progress		
	Cottons Farm Primary Academy PP	National non-PP
% Achieving expected standard in Reading, Writing & Maths	40%	65%
Reading Progress Score	-5.34 (sig minus)	0.32
Writing Progress Score	-2.94 (average)	0.27
Maths Progress Score	-1.21 (average)	0.37

2019 KS1 Attainment		
	Cottons Farm Primary Academy PP	National non-PP
Year 2		
% Achieving expected standard in Reading	86%	78%
% Achieving expected standard in Writing	86%	73%
% Achieving expected standard in Maths	86%	79%
Year 1		
% Passing the Phonics Screening	67%	84%
EYFS		
% Achieving a GLD	69%	72%

Barriers to future progress and attainment for pupils entitled to pupil premium funding.	
Barrier to learning	Evidence for barrier
Pupils (particularly in Year 3, 4, 5 and 6) lack the basic Mathematical skills (a)	-Gap analysis from PUMA assessments -% of pupils on-track in Maths in internal tracking data
Pupils enter school with below average skills in speaking and understanding (b)	-Pupils, on average, on entry are assessed with speaking development within the 16-26 months bracket. -Pupils, on average, on entry are assessed with understanding development within the 22 – 36 months bracket. -Spoken English assessment done to generate standardised scores.
Pupils do not have the literacy skills required to access & enjoy reading for pleasure (c)	-Reading age data collected from standardised assessments.
Pupils have gaps in key skills in all subjects put especially in Writing and Maths (d)	-Book looks in writing show skills from earlier year groups are not embedded and these are not always picked up over time. -Puma assessment data, book looks and teacher surveys show key skills in Maths from earlier year groups are not effectively embedded.
Behaviours for learning and self-regulation resulting from social & emotional needs (e)	-Internal and external behaviour reviews
Life experiences of pupils & lack of cultural capital (f)	-Pupil voice on their experiences & informal questioning on topics covered
Attendance of pupil premium pupils (g)	-Last year attendance for whole school below national average & persistent absence for pupils entitled to pupil premium above national average

Planned Expenditure (two year)					
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier A					
Introduce skills session to teach & recap key mathematical skills	Performance on BAM objectives as measured on insight & on PUMA improves	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report	-Inset to introduce the sessions -Follow up Staff meetings to embed change -Monitoring through open book looks and development days	-TS & KM	-Skills sessions are high quality. -Effective post-teaching takes place -Pupils perform well on PUMA assessments as the cycle of forgetting has been interrupted.

					<p>Autumn 2020 Covid-19 closure meant that the skills sessions have been used to consolidate calculation skills from the previous year.</p> <p>In addition, new Can Do Maths resources have recently been introduced to further strengthen the sessions.</p> <p>Termly assessment (due for beginning of January did not happen due to latest lockdown)</p> <p>Spring 1 2021 Latest lockdown has meant skills sessions cannot happen in the same way. On return to school, skills sessions will restart and new baseline for Maths will be established.</p>
Introduce 5-part lesson structure	% of pupils on-track in Maths to increase	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report	<ul style="list-style-type: none"> -Inset to introduce the 5-part model -Follow up staff meetings to embed change -Monitoring through open book looks and development days 	-TS & KM	<p>-Termly review of Maths data (% of pupils on-track in Maths)</p> <p>Autumn 2020 5-part lesson is well established and pupils are progressing in lessons (from do it > solve it)</p>

					<p>Impact of Covid-19 has been greater on PP pupils and as such improvements are not yet seen in the data.</p> <p>Spring 1 2021 Latest lockdown – 5 part model is being used in remote learning but impact hard to assess</p>
Embed use of Times Tables rockstars	% of pupils secure in times tables for their year group to increase	Effective use of Times Tables rockstars seen in other schools	<ul style="list-style-type: none"> -Re-introduce to teachers -Share with parents expectations around use at home -Class teachers to monitor each child's use 	-TS & km	<p>-PPM conversations and data used to monitor times table performance</p> <p>Spring 1 2021 Maths lead to collect TT data on return to academy from lockdown</p> <p>Maths lead investing time in ensuring higher levels of engagement with times table rockstars</p>
Barrier B & C					
Continue rocket reader scheme to encourage pupils to read regularly at home.	% of pupils reading regularly at home to increase.	Evidence of use of scheme at previous school lead staff member has worked at.	<ul style="list-style-type: none"> -Introduce scheme to staff members. -Ensure resources for the scheme are handed out. -Monitor classes use of rocket reader scheme. -Incorporate rocket reader badges into celebration assembly. 	TS	<p>-1/2 termly to track reading in each class through collecting in and analysing whole class reading trackers.</p> <p>Autumn 2 2021 50% of pupils reading 3 times or more regularly at home (increase 25pp from Autumn 2018 but a slight dip from Summer 2 2020)</p>

					<p>Impact of not having whole school assemblies in person impacting on engagement.</p> <p>Lack of reading events as well.</p>
Invest in high quality texts for reading for pleasure.	<p>% of pupils reading regularly at home to increase</p> <p>Pupil voice to report pupils enjoy selection of books available</p>	Teresa Cremin Open University research & community of engaged readers	<p>-Compile lists of books on a regular basis that need updating .</p> <p>-Source books from Amazon & Book people.</p> <p>-Launch new books in assemblies or through teacher recommendations.</p>	CM	<p>Pupil Survey once per term during reading development day</p> <p>Autumn 2020 Pupil voice shows pupils enjoy the selection on offer in the library and especially the new non-fiction books. Still some investment needed in AR books</p>
Ensure proper implementation of Accelerated Reader scheme.	<p>Pupils reading ages on STAR assessments (higher % with chronological age and reading age inline)</p> <p>Fewer pupils with low engagement and low quiz scores (assessed on weekly reports)</p>	Evidence of AR (when well implemented) at other schools.	<p>-Designate TA (BD) to coordinate distribution of weekly AR reports.</p> <p>-Monitoring of AR time for pupils in year 2 and above.</p> <p>-Regular assessment of AR bookstock to ensure level and age appropriate reading material</p>	CM	<p>-Termly monitoring of STAR reading assessment data.</p> <p>Autumn 2020 On return to school, very low percentage of pupils on track on reading. No gap between apart from Yr 6.</p>
Ensure story time happens in every year group.	-Pupils to be exposed to high quality story time everyday	Teresa Cremin Open University research & community of engaged readers.	<p>-Train staff on selection and reading of high-quality texts.</p> <p>-Monitor whether story time is happening on a regular basis</p>	CM	<p>-Learning walks during development days to assess impact and quality of story time.</p> <p>Autumn 2020 Spot checks showing story times happening in every classroom</p>

<p>Direct teaching of vocabulary across the school day.</p>	<p>-Pupils to know more words as assessed on vocabulary assessment.</p>	<p>Isabel Beck – Bringing words to life research</p> <p>Alex Quigley – Closing the vocabulary Gap</p> <p>Hart & Risley word gap research</p>	<p>-Staff training on the rationale behind direct vocabulary instruction</p> <p>-Vocab assessment to be used to identify pupils with largest vocab deficit.</p> <p>-Introduction of word webs to display new words</p> <p>-Use SEEC model in reading lessons to teach new words</p> <p>-Monitoring of word webs, SEEC model and revision of vocabulary through development days.</p>	<p>CM</p>	<p>-Results compared to benchmark of vocabulary assessment</p> <p>Autumn 2020 Benchmark happened in Autumn 2020 Pupil Premium pupils on average have a vocabulary 3 years below their chronological age.</p> <p>Re-assess in Summer 2</p>
<p>Direct teaching of reading/ phonics for the first 40 minutes of each day.</p>	<p>-% of pupils on-track in reading increases.</p> <p>-% of pupils passing Yr 1 phonics assessment increases.</p> <p>-In Writing books, evidence of KS1 pupils applying phonics knowledge consistent with the stage of their learning</p>	<p>Doug Lemov et al – Reading Reconsidered</p> <p>KS1 Literacy Guidance report & EYFS Language guidance report highlighting the importance of systematic synthetic phonics</p>	<p>-Implementation of T&L guides for reading and writing</p> <p>-RAP implemented for reading and phonics</p> <p>-Monitoring through development days and open book looks.</p>	<p>TS (reading) & HH (phonics)</p>	<p>-Review of data on PIRA, teacher assessment and phonics.</p> <p>Autumn 2020 32% on-track Yr 1 phonics 60% on-track Yr 2 phonics 0% on-track EYFS phonics</p> <p>Low levels on-track in Reading following pandemic. Gap between NPP and PP in Year 6.</p> <p>-Review of books to check for evidence of application of phonics knowledge</p> <p>Autumn 2020 Training delayed until Summer term in light of COVID-19 recovery plan.</p>

<p>Staff training on reading for pleasure to develop subject knowledge around books.</p>	<p>-Pupil voice on reading4pleasure to confirm change in pupil attitudes to enjoyment of reading</p>	<p>Teresa Cremin Open University research & community of engaged readers</p>	<p>-SLT to attend reading rocks and LAUK events -Ongoing training on for staff on R4P to they are kept on to date with most recent research</p>	<p>CM</p>	<p>Review of R4P attitudes in staff and pupils to assess impact of training (termly) Autumn 2020 Staff understand the importance of reading and reading for pleasure. Staff promote reading in their classes. More knowledge of children's literature would help staff develop further</p> <p>Pupil's report, generally, that they enjoy reading. Where pupils do not enjoy reading it is often issues with finding texts that they enjoy – additional teacher knowledge to make good recommendations needed.</p>
<p>3 book themed off curriculum weeks per academic year.</p>	<p>-Pupil voice on reading4pleasure to confirm change in pupil attitudes to enjoyment of reading</p>	<p>Teresa Cremin Open University research & community of engaged readers</p>	<p>-Plan and publicise reading weeks in advance of happening. -Invite author in once per year.</p>	<p>CM/TS</p>	<p>Evaluation after each reading week to assess impact and success – has it changed attitudes? Autumn 2020 Book weeks have changed attitudes and introduced children to new genres (e.g. sports based fiction) and new areas of non-fiction interest.</p>

					Last book week, war themed, pupils report high levels of enjoyment but missed the parental events after school
Reading gladiator book club implemented for pupils already at expected standard in Year 6	-Increase in pupils achieving high score in KS2 reading assessment	Evidence of success of Reading Gladiator in Monty Primary Academy (as discussed in visit to school to speak with English lead)	-Appoint a leader of the club -Selection Yr 6 pupils for whom the club is most relevant -Run club on weekly basis	AH & KM	-Measure the mock and then final SATs performance of pupils who are subject to the group Autumn 2020 Unable to measure due to covid-19 lockdown
Rhyme time to be held daily in EYFS	-% of pupils achieving expected in "communication & language" objectives to increase	Research from Wendy Wheldon where Rhyme Time has been successfully implemented at other schools	-Implement slot in the timetable each day -Wendy to monitor the running of the session and provide training as and when is needed.	WW	-Measure increases in communication and language objectives compared to benchmark Autumn 2020 Pupils entered FS2 and FS1 below their chronological age in C&L. 44% at 22-36 months and no children at ARE Rhyme time happening daily and planned for in long term plans.
1:1 reading in KS1	-Reading fluency for all pupils (assessed by teacher hearing readers) to improve for pupils in Yr 1 and 2	KS1 Literacy Guidance Report	-TA and teacher time to be dedicated to hearing readers -Monitoring of reading diaries to assess undertaking of the 1:1 reading	HH	-PPMs used to discuss and assess reading fluency Autumn 2020 Evidence seen in diaries of 1:1 reading happening with all pupils and pupils

Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier D					
Embed whole class feedback strategy in Writing	<p>Overtime pupils work improves (errors picked up on and addressed are not repeated)</p> <p>Evidence of purple pen to correct errors and make extended improvements</p> <p>% of pupils on-track in writing increases</p>	Clare Sealy blog about the effectiveness of strategy in her school.	<p>-Create policy outlining how whole class feedback is to work</p> <p>-Introduce the policy to teachers through INSET day</p> <p>-Monitor use of strategy in open book looks and development days</p>	-CM & TS	<p>In Development Days review how feedback is working in books</p> <p>Review % of pupils on-track in writing</p> <p>Autumn 2020 Development days show evidence of purple pen in pupils books in all classes – extended in upper KS2. Further editing of innovations still needed.</p> <p>% of pupils on track impacted by lockdown. 33% of PP on-track in Autumn 2019 (up from 18% in Autumn 2018)</p>
Embed whole class feedback strategy in Reading	<p>Overtime pupils work improves (performance on key toolkits gets better)</p> <p>Evidence of purple pen to correct errors and make improvements</p> <p>% of pupils on-track in reading increases</p>	Clare Sealy blog about the effectiveness of strategy in her school	<p>-Create policy outlining how whole class feedback is to work</p> <p>-Introduce the policy to teachers through INSET day</p> <p>-Monitor use of strategy in open book looks and development days</p>	-CM & TS	<p>In Development Days review how feedback is working in books</p> <p>Review % of pupils on-track in Reading</p> <p>Autumn 2020 Evidence of purple pen in all classes. In Year 3+, more evidence/ CPD is needed on whole class</p>

					<p>feedback during close reading lessons</p> <p>% of pupils on track in reading impacted by lockdown. 33% were on-track in Autumn 2019 (increased from 17% in Autumn 2018) down to 13% in Autumn 2020.</p>
Embed re-teach, check and challenge feedback in Maths	<p>% of pupils on-track in maths increases</p> <p>Evidence of re-teach and check purple pen</p>	Effective use of strategy in previous school	<p>-Create policy outlining how whole class feedback is to work</p> <p>-Introduce the policy to teachers through INSET day</p> <p>-Monitor use of strategy in open book looks and development days</p>	-KM & TS	<p>In Development Days review how feedback is working in books</p> <p>Review % of pupils on-track in Maths</p> <p>Autumn 2020 Mixed use of language of re-teach, check and challenge. Pupils are correcting work but unclear how scaffolded the corrections are (unable to do learning walks).</p> <p>% of pupils on track in maths impacted by lockdown. 38% were on-track in Autumn 2019 (up from 25% in Autumn 2018) down to 6% in Autumn 2020</p>
Ensure effective use of cold and hot tasks for assessment	-Units of work clearly build on performance in cold task.	T4W strategy developed by Pie Corbett	-Outline use in T4W Teaching & Learning guide.	-CM	-Use development days and open book looks to

	-Hot tasks show progress within a unit (skills identified as needing teaching have been taught and used correctly in hot write).		-Introduce in staff meeting. -Monitor through open book looks		review on an at least termly basis. Autumn 2020 Cold writes and short assessment pieces were well used in A1 2020 to work out gaps that had developed during the lockdown. Books showed that the key gaps identified were taught in Autumn 2020. Greater emphasis on post-teach is still needed.
Ensure effective use of standardised assessments to inform teaching	Tests being used as a tool for informing future teaching	Effective use of strategy in previous school	-Introduce at INSET day -Follow up in staff meeting	TS	-Use development days to check up on how well standardised assessments are being used Autumn 2020 Following assessments being used -Can Do Maths assessments -PIRA -PUMA -AR assessments Evidence in development days that -Reading cycles adapted -T4W targets adjusted -Skills sessions mapped out based on gaps
Use of start and end point assessment to measure	SLT able to assess what interventions work for which pupils	Effective use of strategy in previous school-	-SLT to discuss all interventions running and how to ensure	HH	-Review interventions at the end of each term in SLT

impact of any interventions	SEND pupils to make progress on their PLPs		assessment at start and end -TAs to be trained to run assessments -SLT to review data with regards to test performance		Autumn 2020 Interventions have start & end point assessments. This, along with traffic light system in place, means effective of progress within an intervention is established. Impact of interventions on classroom learning is not currently well assessed – next step is to integrate interventions into class teachers responsibility with teachers reporting at PPMs on how interventions are going.
Effective use of AFL strategies in lessons to ensure support is given to pupils who need it & challenge to those ready for it	In lessons all pupils to be supported appropriately based on assessment information	Effective use of strategy in previous school-	-Introduce in staff INSET -Follow up with staff meeting to embed change -Use open book looks to check on how AFL is working -Learning walks to observe strategies in action	TS	-Reviewed regularly in development days Autumn 2020 Effective AFL strategies are seen. Questioning, mini-plenaries, live marking, talk partners and extended teaching where necessary. Improvements in the quality of talk in partner talk is needed.
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier E					
Re-drafting of behaviour policy	Behaviour good and incidents of poor	Drafting based on EEF guidance report and Charlie Taylor checklist	-Share and discuss the research with colleagues	TS	-Use pupil and staff voice to evaluate perceptions around behaviour

	behaviour are appropriately managed		<ul style="list-style-type: none"> -Evaluate the current behaviour policy -re-draft policy -Share with SLT and teachers -monitor the use of the policy 		<p>-Monitor types of incidents and amounts of behaviour incidents on CPOMs</p> <p>Autumn 2020 Only 14% of pupils are responsible for a incident of poor behaviour on CPOMs. This has decreased from 32% in Autumn 2018.</p> <p>The main incidents of poor behaviour are defiance and disruption in classrooms. 8% of pupils are responsible for such incidents. These pupils have all experienced significant ACES.</p> <p>Pupil voice shows that behaviour has improved since 2018; however, pupils still feel that a small minority of pupils disrupt lessons. They recognise that some pupils find it harder to concentrate than others.</p>
Implementation of soft landings in morning for vulnerable learners	Learners have calm start to the morning	Used effectively in previous year	<ul style="list-style-type: none"> -Identify who would benefit from soft landings -Decide on best "soft landing" for each individual child 	HH	-Monitor types of incidents and amounts of behaviour incidents on CPOMs (for children with soft landings)

			-Monitor impact on incidents in first hour of the day		<p>Autumn 2020 Soft landings in place for 1 pupil in Autumn term (reduced due to covid-19 restrictions). This pupil still had multiple disciplinary infractions and exclusions. Pupil left in Autumn 2</p>
Friendship group at lunchtime	Learners are supported to avoid issues at lunchtime	Used effectively in previous year	<ul style="list-style-type: none"> -Identify children who would benefit from friendship group -Rota pupils for different days to ensure good mix of personalities -Monitor friendship group provision -Provide training for staff running sessions if required 	HH	<p>-Monitor types of incidents and amounts of behaviour incidents on CPOMs (for children in friendship group)</p> <p>Autumn 2020 In Summer 2019, key pupils attending friendship group (5 pupils) had a significant reduction in incidents of poor behaviour at lunchtime. Violent conduct only displayed by 2 pupils. In Autumn 2018, all 5 pupils had at least 3 incidents of violent conduct. Only 1 pupil in the 5 had a fixed term exclusion (all 5 faced exclusion in Autumn 2018)</p> <p>Lunchtime club unable to run autumn 2020 due to Covid-19 restrictions</p>

<p>Breakfast club to continue free of charge</p>	<p>Learners have a calm start to the morning</p>	<p>One of EEF guidance reports recommendations</p>	<ul style="list-style-type: none"> -Identify children who would benefit from free breakfast club -Review the provision currently on offer -Invest in staffing and equipment to ensure smooth running 	<p>HH</p>	<ul style="list-style-type: none"> -For pupils attending due to behaviour concerns monitor behaviour incidents on CPOMs on a regular basis <p>Autumn 2020 Breakfast club provided free of charge to any PP pupils who request a place.</p> <p>Breakfast club needs more resources and staffing as currently it does not seem to be having a positive impact (or negative) on pupil behaviour (i.e. those attending breakfast club are not improving their behaviour quicker than those who didn't attend).</p> <p>Breakfast club unable to run in Autumn 2020</p>
<p>Traffic light system to identify vulnerable pupils at risk of exclusion</p>	<p>Behaviour of pupils at risk of exclusion is successfully managed</p>	<p>Part of LA strategy to help the highest need pupils</p>	<ul style="list-style-type: none"> -Identify pupils who are vulnerable to exclusion -Create wellbeing plan for everyone on red or amber -Share wellbeing plans with all parties -Monitor wellbeing plans on a regular basis 	<p>HH</p>	<ul style="list-style-type: none"> -Monitor behaviour incidents for these pupils on CPOMs. -Review plans on a half-termly basis <p>Autumn 2020 Only 2 pupils had fixed term exclusions in the Autumn term. In Autumn</p>

					<p>2018, 6 pupils had a fixed term exclusion.</p> <p>Well being plans are being used to support these pupils and greater involvement of teachers in writing the plans has meant they are more closely followed.</p>
CARROT's reward system to be implemented	Pupils become more courteous and respectful around school	Used effectively in previous school	<p>-Explain how carrots work to adults</p> <p>-Roll out to pupils in an assembly</p>	TS	<p>-Staff and pupil surveys about pupil behaviour around school</p> <p>Autumn 2020 1st half of the academic year, carrot system working well. Only 18% of pupils had a behaviour incident on CPOMs.</p> <p>Pupils report to enjoying winning carrots and staff report that the carrots have improved children's courtesy towards them</p> <p>Since covid-19 pandemic, carrots have had to be suspended. When school fully returns, carrots will be implemented just for lunchtimes for specific bubbles.</p>
Buy in support from Educational Psychologist to support vulnerable learners	Pupils with particular needs are given expert support	Used effectively in previous year	<p>-Identify 3 pupils most at need of support</p> <p>-Implement all recommendations</p>	HH	<p>-Monitor behaviour incidents for these pupils on CPOMs</p>

			-Monitor implementation		<p>Autumn 2020 6 additional sessions purchased to be used for pupils with SEMH needs. Assessments made for Ed Psychologist, integrated into wellbeing plans.</p> <p>Too soon to assess the impact of the sessions on behaviour of the pupils involved.</p>
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier F					
Subsidy of trips & experiences linked to class projects	Pupils from disadvantaged backgrounds to experience new things outside of their normal experiences	OfSTED research paper around the importance of cultural capital	-Medium term plans for each class to carefully plan trips and experiences	CM	<p>Pupil voice on the impact of the trips and experiences they have</p> <p>Autumn 2020 Previous academic year, 10 pupils supported to go on residential trip</p> <p>Trips have been impacted by Covid-19 pandemic with no trips taking place since 2019</p>
Subsidy of Year 6 annual residential trip	Pupils from disadvantaged backgrounds to experience new things outside of their normal experiences	OfSTED research paper around the importance of cultural capital	-Medium term plans for each class to carefully plan trips and experiences	AH	<p>Pupil voice on the impact of the trips and experiences they have</p> <p>Autumn 2020 Previous academic year, 10 pupils supported to go on residential trip</p> <p>Trips have been impacted by Covid-19 pandemic</p>

					with no trips taking place since 2019
Implementation of cornerstones curriculum	All pupils to have good coverage of knowledge across the curriculum	<p>Mary Myatt “The Curriculum”</p> <p>EEF Guide report recommendation on Cognitive Load Theory</p> <p>OfSTED research paper around the importance of knowledge rich curriculums</p>	<p>-Long term plans for each year group to ensure good coverage of national curriculum knowledge</p> <p>-Use of new short-term planning tool informed by cornerstones resources</p> <p>-Twilight training for staff on theory behind new curriculum</p> <p>-Follow up staff meetings to embed key parts of the curriculum</p>	CM	<p>Pupil voice following topics to assess how “sticky” the knowledge is</p> <p>Autumn 2020 Curriculum has been implemented to</p> <ul style="list-style-type: none"> -History -Geography -Science -Art -DT <p>Progression documents created which show the end point of knowledge for each subject. Curriculum overview created with golden threads and concepts in place.</p> <p>Training provided by CM on memory and strategies for remembering more.</p> <p>Pupil voice (2019-2020) showed pupils remembering more of what they are taught.</p>
Embed British values, citizenship and diversity into the wider curriculum	Pupils to have an understanding of what British Values are in context	Effective use of this strategy in previous school	Work with staff to unpick what the British Values are about.	CM	Pupil voice to assess pupils understanding of British values

			<p>-Plan in British Values into the wider curriculum where links are meaningful and real.</p> <p>-Introduce Pride books for each class to capture key learning around British values, citizenship and diversity</p>		<p>Autumn 2020</p> <p>Pupil voice shows that more work is still needed on British values – next steps, to relaunch when launching Harmony Pledge.</p>
Implement the Harmony passport to provide for broader development of pupils.	Pupils exposed to a range of experiences as part of the curriculum	Effective use of strategy in other Harmony Trust schools in Oldham	<p>-Finalise the content of the passport.</p> <p>-Introduce into assembly.</p> <p>-Plan in meaningful links to the wider curriculum to incorporate the passport and link it to #discoverYOURincredible</p>	CM	<p>Pupil voice to assess the impact of the passport experiences</p> <p>Autumn 2020</p> <p>Harmony Pledge mapped onto the wider curriculum</p> <p>Pledge stickers created to mark key pledge experiences and lessons</p> <p>Class books introduced to showcase and record key pledge/ PSHE learning</p> <p>Pledge display created in hall</p> <p>Pupils becoming increasingly aware of the pledge.</p>
Implement stand-alone RE lessons to ensure understanding and appreciation of diversity.	Pupils exposed to high quality RE lessons that help them appreciate and respect different religious viewpoints	Effective use of stand alone RE lessons in previous school	-Create long term plans based on national curriculum and needs of pupils at CFPA.	TS	<p>Pupil voice to assess the knowledge retention from RE lessons</p> <p>Autumn 2020</p>

			-Implement lessons and teaching & learning guide.		Stand alone RE lessons are now taking place that are sequenced into an RE curriculum that builds towards an end goal of knowledge and skills. Development days, books show high quality learning linked to the curriculum. Pupil voice – pupils able to recall key knowledge about RE topics
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier G					
Implement weekly attendance meeting with inclusion manager & principal	Vulnerable pupils with poor attendance are continuously tracked and their attendance improves	Effective use in previous school year	-Set times for the meetings -Record minutes and actions -Review meetings on a termly basis	KG	Attendance data of vulnerable pupils tracked Autumn 2020 Attendance for PP pupils was 94.95% (compared to 96.27% for non PP) Attendance meetings are taking place on a weekly basis, actions are followed (according to policy). Data for Summer 1 will be used to confirm if this trend needs further action.
Introduce new attendance rewards	Pupils feel incentivised to come to school	Effective use in previous school	-Use school council to research what rewards incentivise pupils	KG	Attendance data of vulnerable pupils tracked Autumn 2020

			<ul style="list-style-type: none"> -Purchase & acquire the required rewards -Regularly refer to rewards in assemblies to ensure they are an incentive 		<p>Attendance rewards issued on a weekly basis (dip in the box)</p> <p>Pupil voice shows pupils like winning an individual prize and the class trophy.</p> <p>Lack of face to face assemblies may reduce effectiveness of the rewards</p>
Buy in support from EWO to support pupils who are persistently absent	Pupils who are PA or at risk of PA are intervened with and their attendance improves	LA strategy to ensure effective escalation	<ul style="list-style-type: none"> -Identify referrals in weekly attendance meetings -Contact EWO in a timely fashion -Follow up referrals and ensure school supports all actions 	KG	<p>Attendance data of vulnerable pupils tracked</p> <p>Autumn 2020 10.99% of school classed as PA and 80% of those pupil premium</p> <p>This is high and suggests more action is necessary to address value of attendance amongst disadvantaged learners.</p>
Rewrite attendance policy with new attendance escalation system	Policy is clear to parents and pupils and is consistently applied	Strategy recommended by Wendy Wheldon as used in previous school	<ul style="list-style-type: none"> -Research what is working and what could work to improve attendance -Re-write policy -Re-draft based on feedback -Implement policy and share with parents 	TS	<p>Attendance data of vulnerable pupils tracked</p> <p>Autumn 2020 Policy is now in place and being used by all staff members dealing with attendance.</p>

					<p>Policy has enabled swifter action when needed to address poor attendance.</p> <p>Pandemic has made face to face meetings impossible which might have reduced their effectiveness.</p>
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