

Pupil Premium Strategy Statement for Clifton Green Primary 2019-22

1. Summary information (May 2019)					
Total number of pupils	445	Number of pupils eligible for PP	137	Total PP budget	£182, 921
Most Recent External PP Review	May 19	Most Recent Internal PP Review	May 19	Date for next internal review of this strategy	July 2020
Responsibility	Dave Brown (Head), George Gardiner (AHT) and John Kesterton (Governor)				

Current Attainment and Progress	2019 Pupils eligible for PP (CGPS)	Pupils not eligible for PP (National)	2019 Gap	2018 Gap	2017 Gap	2016 Gap
Year 1 % achieving expected standard in phonics	70%	84%	14%	4%	9%	12%
Key Stage 1 % achieving expected standard in Reading	56%	78%	22%	28%	32%	11%
Key Stage 1 % achieving expected standard in Writing	50%	73%	23%	29%	37%	27%
Key Stage 1 % achieving expected standard in Maths	25%	79%	54%	35%	50%	20%
Key Stage 2 % achieving expected standard in RWM	38%	71%	33%	37%	41%	42%
Key Stage 2 Progress score in Reading	-2.64	0.32	-2.96	-0.97	-2.47	-7.57
Key Stage 2 Progress score in Writing	-0.15	0.27	-0.42	-0.18	-2.46	-7.42
Key Stage 2 Progress score in Maths	-1.36	0.37	-1.73	-1.10	-1.96	-8.04

2. Barriers to future attainment	
In-school barriers - in some cases the following educational barriers may prevent good progress and/or attainment	
A.	Disadvantaged pupils, especially those first entering school, may be working below age related expectations due to gaps in experience and knowledge.
B.	Disadvantaged Pupils' language skills and breadth of vocabulary can present as a barrier.
C.	Retention of prior learning and working memory can affect disadvantaged pupils more significantly.
D.	Behaviours for learning and SEMH can be a barrier to learning of disadvantaged pupils, and, as a by-product, of others.
External barriers	
E.	Attendance and punctuality among disadvantaged pupils can be an issue that affects learning.

F.	Access to 1) resources e.g. books, equipment, 2) life experiences e.g. museums, travel & 3) regular routines e.g. reading, homework, spellings are barriers to gaps closing over time.	
3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured.</i>
A.	<ul style="list-style-type: none"> I. Robust Early Identification systems in EYFS, and for in-year starters, are embedded with a focussed basic skills plan for each child. II. Robust identification of disadvantaged children and pupils eligible for Pupil Premium funding. III. Ensure ongoing assessment is precise and effective and staff have a clear understanding of previous attainment and upcoming expectations in a pupils learning path. IV. Ensure classroom teaching is precise and of a high quality to ensure pupils are making good progress (or meeting/exceeding age related national expectations). V. Ensure pupils have regular opportunities to consolidate the right basic skills through whole class and group teaching. VI. Respond rapidly with targeted teaching for pupils at a risk of underachievement. 	<ul style="list-style-type: none"> a) Early identification systems are in place in EYFS, and for in-year starters, for high risk pupils. b) Ensure EYIF forms are handed out at Nursery New starter meetings and all parents to complete at the first session. Outstanding forms to be chased up prior to starting nursery. c) Senior leadership provides quality CPD on accurate assessment for all staff. d) Moderation each term will ensure assessment is being completed accurately and consistently e) Increase the number of disadvantaged pupils meeting age-related expectations. f) The attainment gap between school disadvantaged pupils and national non-disadvantaged pupils decreases. g) Deliver appropriate CPD regularly during the working day, which facilitates development and high quality teaching. h) Learning walks and feedback forms show that teachers consistently use accurate formative assessment to adapt teaching sequences (and plans) to meet pupil need. i) Support staff are deployed and trained to support learning effectively.
B.	<ul style="list-style-type: none"> I. Ensure a tight focus on and high expectation of vocabulary development throughout school. II. Develop opportunities for oracy and speaking and listening across school. III. Develop the school reading culture, ensuring all pupils read regularly and promote a love of books and reading. IV. Improve effectiveness of working with parents to support children's learning and raise attainment 	<ul style="list-style-type: none"> a) Lunchtime will provide structure and scaffolding for speaking and listening as teachers spend 2.5 hours a week eating with children. b) Staff CPD linked to over modelling of language, interactions and language development at every given opportunity c) Approaches to embed in EYFS: Word a day, Talk for writing, Helicopter stories, modelling and interactions within AOP. d) SLT monitor that pupils read regularly (5 x a week) outside of normal class reading. e) Pupils (who don't meet above) will have opportunities for additional reading in school. f) Learning walks show that daily whole class reading skills sessions include elements of retrieval, meaning and inference to total 2.5 hours a week. g) Monitoring demonstrates that teachers provide pupils with precise feedback, which the pupils can respond to each week. h) Pupils will complete written maths reasoning activities at least once a week. i) Learning walks show that teachers set high expectations of oracy when pupils are answering questions and discussing in class. j) All parents will be sent up to date information about learning encouraging positive dialogue. Each year group provide learning prompts/activities to encourage engagement at regular intervals. k) Attainment gap between school disadvantaged and national non-disadvantaged pupils decreases.
C.	<ul style="list-style-type: none"> I. Ensure pupils consolidate basic skills. II. Ensure collaboration across key transition points e.g. EYFS –Y1 or Y2-3 III. Provide scaffolds and models to support learning and increase pupil independence IV. Provide consistent structured timetables and classroom environments (working walls and washing lines) to allow pupils to focus on learning and recall prior learning. 	<ul style="list-style-type: none"> a) Pupils will achieve higher scores in arithmetic tests at end of key stage two. b) Increase the number of disadvantaged pupils meeting age-related expectations. c) The attainment gap between school disadvantaged pupils and national non-disadvantaged pupils decreases. d) All staff will receive appropriate CPD to facilitate development and high quality teaching. e) KS2 pupils will spend 2.5 hours a week consolidating key arithmetic skills. f) KS2 pupils will have 4 hours a week discrete GPS key skills lessons.

	<p>V. Give all pupils time to focus on metacognition as part of the curriculum, especially during September.</p> <p>VI. Focussed assessment in transition (July and September) to identify retention issues.</p>	<p>g) Learning walks and book scrutiny will show appropriate scaffolds and reference points to allow for independent work.</p> <p>h) Transitions from EYFS to Y1 will be smooth due to improved collaboration between year groups.</p>
D.	<p>I. Ensure that pupils needs are met so they are ready to learn</p> <p>II. Work with external agencies to meet the needs of families and pupils to reduce barriers.</p> <p>III. Improve effectiveness of pastoral/behaviour team and support, especially during non-structured times.</p> <p>IV. Have more effective use of ELSA and mentoring</p> <p>V. Better identify needs of pupils whose SEMH influence their own and others learning.</p> <p>VI. More effectively plan strategies for those identified pupils using Learning Plans.</p>	<p>a) Analysis by Behaviour Lead shows Behaviour support runs planned session each week, including in unstructured break times of appropriate quantity and quality.</p> <p>b) The number of incidents behaviour support responds to during the week (on average) is reduced.</p> <p>c) Inclusion Support Worker will continue to meet and keep records and safeguard logs of support given to families and work with external agencies.</p> <p>d) Class Chart analysis will show improvements in behaviour of most vulnerable children and will be completed on a half-termly basis.</p>
E.	<p>I. Disadvantaged pupils will meet or exceed national expectations for attendance and punctuality.</p> <p>II. Increase the range of structured activities within breakfast club and the attendance of disadvantaged pupils to breakfast club.</p>	<p>a) All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%).</p> <p>b) Parents will be informed each term of their child's attendance</p> <p>c) The school will contact parents more proactively if attendance slips.</p> <p>d) Families to engage with Inclusion Support worker.</p> <p>e) Breakfast club will be offered for free to more priority pupils on more days.</p> <p>f) Persistent absentees number for the academic year will be reduced</p> <p>g) Pupils will be able to speak about what being in school and a good level of attendance means to them and for their future</p>
F.	<p>I. Ensure a broad and rich curriculum which inspires the children to learn and encourages lifelong learning with the development of language as a key focus.</p> <p>II. Have a clear understanding of which barriers affect which pupils through updated barriers document, shared with all staff.</p> <p>III. Homework Clubs provide space, structure and resources for pupils where needed.</p>	<p>a) Pupils at Clifton Green will complete a passport of activities (related to increasing cultural capital) by the end of key stage 2.</p> <p>b) Disadvantaged pupils will attend at least one enrichment activity each academic year and this will be tracked through school.</p> <p>c) Subject leaders learning walks and tracking of coverage and progress will evidence that the curriculum is broad and links to reading.</p> <p>d) Each term, pupils will do a trip, local visit or experience a visitor in school.</p> <p>e) Inter-school house competitions will promote competitive sport for all.</p> <p>f) Pupils will have the opportunity to visit a university during their time at Clifton Green.</p>

4. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will we and who will review implementation?
A i) Robust Early Identification systems in EYFS, and for in-year starters, is embedded with a focussed basic skills plan for each child.	-EYFS lead to work with teachers to identify and aid sign up for PP with eligible families. -Baseline assessments used to identify children working below ARE that attend other settings -Teachers to carry out assessments on in-year starters within two weeks of arrival. -Basic skills plans created based on initial assessments.	Formative assessment will allow for children's needs to be met. To secure funding needed in order to ensure work can be completed	-EYFS Leader and AHT will monitor PP numbers and sign up. -SLT to collect assessments of new starters and monitor basic skills plans -EYFS lead to oversee pilot baseline scheme -EYFS lead to analyse baseline data and share with SLT -EYFS plan adaptation monitored by lead	PV/DB	Review 1 30/9/19 (tbc)
A ii) Robust identification of disadvantaged children and pupils eligible for Pupil Premium funding.	-Administration team, EYFS lead and SLT to identify families eligible for Pupil premium funding and support sign up. -SLT to identify groups within cohort of PP eligible children and use this to individualise and focus planning and other work	To secure funding needed in order to ensure work can be completed	-AHT to termly review PP sign up and report to SLT -SLT to monitor groups within cohort of PP eligible children as part of weekly monitoring	GG/NJ/LG	Review 1 1/12/19 (DB)
A iii) To ensure assessment is precise and effective and staff have a solid understanding of previous and upcoming expectations in a pupils learning path.	-Directed time to build awareness of progress trajectories in order to identify what gaps there are in learning so teachers can meet needs effectively. -Writing assessment criteria used consistently throughout the year in all year groups. -Ensure consistency of assessment methods across school -2 summative assessment dates during the year -To ensure that staff collaborate in a proactive way across key transitions such as Y2-3 and EYFS-Y1.	Meta-Analysis of research by John Hattie breaks down quality teaching into: •Pupils having clear goals/objectives. •Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. Shirley Clarke (Assessment Expert)	-Monitor use of Edukey and feedback sheets. -Moderation and triangulation of information to ensure sound assessment. -Staff CPD time to allow for cross phase moderation. -Staff CPD to focus on assessment. -Half-termly monitoring of writing assessment. -EYFS Leader to monitor and track progress using Tapestry and Tiny Tracker.	NJ/HM/FS /GG	Review 1 1/12/19 (DS)

	<ul style="list-style-type: none"> -Use Tapestry to inform next steps and objectives led planning is adjusted accordingly. -Use of Educater 'Gaps in Learning' reports to regularly inform teaching and learning -Progress between Key Stages is closely monitored by SLT. 	states that precise teaching and effective planning takes pace after initially establishing pupils prior knowledge.	<ul style="list-style-type: none"> -Ongoing weekly monitoring of assessment practices across school -Educater 'Gaps in Learning' report to be monitored by SLT -Planning and progression to be monitored through professional discussion 		
<p>A. iv) Ensure classroom teaching is precise and of a high quality to ensure pupils are making good progress (or meeting/exceeding age related national expectations).</p>	<ul style="list-style-type: none"> -Use directed time to ensure staff (both teachers and support staff) are focusing on developing quality of teaching and assessment through systematic CPD opportunities: focus on behaviour, metacognition, basic skills, induction for large amount of new staff. -Use of EEF guidelines as a starting point for CPD. -Use of regular formative assessment to inform next steps and any gaps in learning (feedback sheets, daily PPA) -In Maths, use of bar modelling to help conceptual understanding and scaffold problem solving. -Writing project approach disseminated across whole school with high quality language, modelling, editing and opportunities to write independently. -Whole class reading skills incorporates a variety of texts and VIPERS work with explicit links to writing. -Reading for Real project strategies to be disseminated across school 	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>The Education Endowment Foundation Making Best use of Teaching Assistants Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p>	<ul style="list-style-type: none"> -Monitor use of feedback sheets -Regular, ongoing CPD on consistency of teaching, expectation and routines. -Monitoring cycle of quality of teaching through learning walks, observations, data and book scrutiny. -IRIS Connect to be used and peer-coaching to allow for reflection and refinement of practice. -Given new teaching staff, ensure induction programme focuses on these whole school approaches. -CPD will be logged and tracked and learning walks and monitoring of books will follow CPD to ensure it is being implemented. 	DB/NJ + SLT	Review 1 1/12/19 (DB/DS/RL + Link Govs (tbc))

<p>A. v) To ensure pupils consolidate basic skills.</p>	<p><u>Maths</u> -Y2-6 will have daily Fluent in 5 -Y4-6 Weekly arithmetic tests to track progress and analyse gaps for next steps -Whole school will have daily arithmetic and number fact practise through Daily CLIC/mental arithmetic skills -TTRockstars to be prime strategy for times table knowledge <u>Phonics</u> –systematic phonics to be taught in EYFS and Lower Phase and member of staff given responsibility to drive this <u>SPaG</u> -daily SPaG recap through SPaG plates -In Y2-6, SPaG to be taught discretely and then through daily recap. <u>Reading</u> -monitoring disadvantaged pupils' reading and ensuring they are reading 5 times a week. --- creating additional occasions for children to read with an adult. <u>Spelling</u> -KS2 Daily recap of spelling rules -Minimum of 2x weekly taught sessions in KS2. -Spelling Shed</p>	<p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.' <i>Good literacy skills underpin academic success in every subject.'</i> <i>'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation. Robert Bjork – Retrieval Practice</p>	<p>-Regular, ongoing CPD to focus on consistency of teaching, expectation and routines. -Given new teaching staff, ensure induction programme focuses on these whole school approaches. -Monitoring cycle of quality of teaching through learning walks, observations, data and book scrutiny. -Record reading in reading journals or and class tracks for how regularly children read and progress made. -Thorough checks of reading records to monitor hi5 -Use of IRIS connect to share best practice and enable reflection and refinement. -Monitor skills scores to check progress over time -Cross reference scores with summative assessment</p>	<p>GG/FS/NJ</p>	<p>Review 1 15/11/19 DB + SLT</p>
<p>A. vi) To respond rapidly with targeted teaching for pupils at a risk of underachievement.</p>	<p>-Use of regular formative assessment to recognise which children are at risk of underachieving (feedback sheets, daily PPA) and plan suitable and rapid intervention. -Adapt medium term planning and learning sequences based on formative assessment. -In some cases, support staff will enable teachers to run additional groups and 1:1s and vice versa. -Use of Edukey to log interventions and create provision maps.</p>	<p>Feedback has been identified by the EEF as 'high impact' and 'low cost' Effective feedback is based on what pupils need to do next, is timely and accessible. EEF Metacognition and Self-regulation report <i>'Pupils will need timely, effective feedback and strategies to be able to judge how effectively they are learning.'</i></p>	<p>-Monitor use of feedback sheets -Regular, ongoing CPD to focus on consistency of teaching, expectation and routines. -Monitoring cycle of quality of teaching through learning walks, observations, data and book scrutiny. -Monitor year group interventions which have been logged. -SLT to monitor feedback sheets and consequential planning through learning walks and discussion with class teachers</p>	<p>GG/FS/H M</p>	<p>Review 1 1/12/19 DB/NJ</p>

<p>B. i) Ensure a tight focus on and high expectation of vocabulary development throughout school.</p>	<ul style="list-style-type: none"> -Strategies include Talk boost, Chatter Box, Tales tool kit, drama linked to texts, Helicopter Stories, T4W and Word a Day. -Staff sit with pupils during lunchtime and use whole school activities to engage in conversations. -Talk partners and dialogic pedagogy encouraged through high quality wave one teaching. -Whole school expectations of saying good morning/good afternoon in corridors. -Identify pupils across school with emerging SLC needs and assessed needs: allocate support accordingly. -Enrol additional members of staff on ELKLAN course -Support parents to develop children's SLCN through workshops lead by trained ELKLAN staff members. -Pupils with emerging SLCN are supported by key workers and teachers in class through recommended strategies and their progress is tracked and reviewed through Edukey -Daily reading skills session with teacher focusing on vocabulary development including careful text choice to maximise vocabulary exposure. -Vocabulary development at the heart of curriculum design with age appropriate/subject specific vocabulary lists developed and shared. 	<p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p><u>The Early Catastrophe Research Paper (Risley) shows:</u></p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words Ratio of affirmative statements Vs prohibitions for a child from a disadvantaged family: 5:11 (practically 1:2) Ratio of affirmative statements Vs prohibitions for a child from a professional family: 6:1</p>	<ul style="list-style-type: none"> -Regular, ongoing CPD on consistency of teaching, expectation and routines. -Monitoring cycle of quality of teaching through learning walks, observations, data and book scrutiny. - Meet regularly with trained Elklan TA to monitor and review provision for pupils with assessed SLCN. -Teachers meet half termly with Inclusion Lead, EYFS Lead and SLCN TA to review progress and ascertain any further provision/resource implications and needs -Weekly EYFS meeting to discuss key children and adjust planning accordingly. -EYFS Leader to conduct learning walks to ensure consistency across the unit. -EYFS Lead to conduct learning walks to ensure high expectations of adults in terms of developing speaking and listening opportunities. 	<p>FS/PV/H M</p>	<p>Review 1 25/10/19 DB/NJ</p>
---	---	---	--	-----------------------------	---

<p>B ii) Develop opportunities for oracy and speaking and listening across school.</p>	<ul style="list-style-type: none"> -Full time Nurture intervention with heavy focus on most at risk pupils in Year 1/2 tailored to their needs -ELSA throughout school -Staff sit with pupils during lunchtime and use whole school scripts to engage in conversations. -Talk partners and dialogic pedagogy encouraged through high quality wave one teaching. -Whole school expectations of saying good morning/good afternoon in corridors. -All children to access drama each year through -English and other opportunities as part of curriculum. -Talk Boost and ELKLAN to focus with identified children. -Expectations of pupils answering/asking question in full sentences are ensured. -vocabulary walls in classrooms built up over year -Family groups to develop vocabulary and language 	<p><u>The Early Catastrophe Research Paper (Risley) shows:</u> Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family:1,100 words Ratio of affirmative statements Vs prohibitions for a child from a disadvantaged family: 5:11 (practically 1:2) Ratio of affirmative statements Vs prohibitions for a child from a professional family: 6:1</p>	<ul style="list-style-type: none"> -ELSA, Talk Boost and ELKLAN monitored -Monitoring through learning walks to see speaking and listening practice throughout school. -EYFS Lead to monitor Communication and Language on Tapestry and Tiny Tracker. 	<p>FS/PV/H M</p>	<p>Review 1 25/10/19 DB/NJ</p>
<p>B. iii) To develop the school reading culture, ensuring all pupils read regularly and promote a love of books and reading</p>	<ul style="list-style-type: none"> -Library to contain high quality books and librarian to promote and administer this -Tracking of regularity of reading -Additional opportunities for reading such as paired reading strategy and volunteers -Build the school's capacity to lead – NJ responsibility -Regular reading events such as World Book Day, Reading Cafe and Reading Breakfast as well as Reading clubs engage children and their families. - Engaging reading areas across year teams. - Investment in Accelerated Reader or similar programme to focus on skills development and practice. - Foster links with local libraries and the Yorkshire Endeavour English Hub. - Reading Shed and books available on the playground during breaks. 	<p><i>Good literacy skills underpin academic success in every subject. 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation. Reading KS2 results 2019.</p>	<ul style="list-style-type: none"> -Monitoring use of library -Tracking of reading -Timetable for regular visits to Clifton library as in EYFS - Pupil voice surveys show an increase in reading engagement and enjoyment. 	<p>FS/PV/H M</p>	<p>Review 1 1/12/19 DB/NJ + Link Govs</p>

<p>B iv) Improve effectiveness of working with parents to support children's learning and raise attainment.</p>	<p>-Tailor, school communication via texts/Weduc to set learning prompts linked to learning in every year at regular intervals -All parents will be sent up to date information about learning, encouraging positive dialogue. -Each year group provide learning prompts/activities to encourage engagement at regular intervals. -Reception and Year 1 parent workshops on phonics and early reading.</p>	<p>EEF Working with parents to support children's learning report(December 2018) Tips by text project April 2019- currently being funded by EEF</p>	<p>-Year group teachers to send prompts at set intervals -Admin staff to support on using Weduc/chosen platform -Parent voice surveys</p>	<p>PV/KP</p>	<p>Review 1 1/12/19 DB/NJ</p>
<p>C. i) To ensure pupils consolidate basic skills.</p>	<p>See A v) -Revisit prior learning after holidays and assessment used to identify plans for these.</p>	<p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.' Rosenshine's principles – importance of reviewing material and practice</p>	<p>See A v)</p>		
<p>C. ii) To ensure collaboration across key transition points eg EYFS –Y1 or Y2-3</p>	<p>-Create additional directed time for year groups to work together and share information and plan. -Links to above assessment information -Review practice and priorities for learning in Y1 and Y3 to ensure previous strategies are built upon and subject knowledge gaps are plugged. -PPA Cover (Year 1 staff cover in EYFS and vice versa) -Shared resources between EYFS and Y1. -Timetabled use of space (outdoor classroom) for children that require EYFS provision e.g. summer born pupils. -Family groups mixing FS1 and FS2 to develop speaking and listening, modelling of language and role models for behaviour</p>		<p>-Establish designated dates for the year in the school calendar: for EYFS/Year 1 collaborative working activities and moderation -Smooth transitions from EYFS to Year 1. -Expectations and school rules promoted at all times.</p>	<p>PV/NJ</p>	<p>DB 25/10/19</p>

<p>C.iii) Provide scaffolds and models to support learning and increase pupil independence</p>	<ul style="list-style-type: none"> -Bar modelling to be used consistently across school to provide a scaffold for problem solving and to be supported through CPD opportunities. -Writing project used for basis of consistency across school in writing. Children given scaffolds for writing and clear modelling -Resources in class to promote independence -Help stations in class -CIP word banks, English and Maths packs are part of embedded teaching and learning and children access these with independence to support learning -Scrapbooks collated from work on walls and washing lines to be learning journals and resource for pupils to use. 	<p>Rosenshine's Principles of Instruction demonstrate it is essential to present new material in small amounts or steps, provide models and scaffolds for difficult tasks and continually check for student understanding.</p> <p>EEF Metacognition and Self-regulation report <i>'Modelling is a corner stone of effective teaching...scaffolded tasks allow pupils to develop their metacognitive and cognitive skills.'</i></p>	<ul style="list-style-type: none"> -Monitoring of books and learning walks -CPD to focus on these strategies -Expectations for working walls and washing lines revisited at beginning of year -Key printable resources on Shared for easy access -Scaffolds for writing 'bank' on Shared area so a consistent, progressive approach is used for all genres. - Pupil voice will show an increase in confidence and engagement for pupils accessing pre-teach strategies with working memory difficulties -Scaffolds for writing 'bank' on Shared area so a consistent, progressive approach is used for all genres. 	<p>SLT</p>	<p>DB 25/10/19</p>
<p>C iv) Provide consistent structured timetable and classroom environment (working walls and washing lines) to allow children to focus on learning and recall prior learning.</p>	<ul style="list-style-type: none"> - All classrooms use CIP visuals to support language and working memory around routines and behaviours -Working walls and washing lines + scrap books to develop independence and activate prior learning -Visual timetables in class 		<ul style="list-style-type: none"> -Monitoring through learning walks -Expectations for working walls and washing lines revisited at beginning of year -Key printable resources on Shared for easy access 	<p>NJ</p>	<p>DB 30/9/10</p>
<p>C v) To give all pupils time to focus on metacognition as part of the curriculum, especially during September.</p>	<ul style="list-style-type: none"> -CPD for staff -Short topic at the start of academic year will engage pupils in work around the following: awareness of strengths and weaknesses as learners, motivation to be good at learning and explicit teaching of metacognitive strategies (activate prior knowledge □ independent practice □ review). 	<p>The EEF's 'Changing Mindsets' project focused on developing pupils' growth-mind set in order to build on their intelligence. Also see Good et al., 2003; Blackwell et al., 2007</p>	<ul style="list-style-type: none"> -Monitoring and learning walks in first two weeks -Staff and pupil voice 	<p>NJ</p>	<p>DB 30/9/19</p>

C vi) Focussed assessment in transition (July and September) to identify retention issues.	-Maths assessment of key facts to take place in July and September -GPS assessment of key facts to take place in July and September		-Maths lead to monitor a sample from each class -Maths lead to support teachers in resourcing the material	GG/FS	NJ 30/9/19
Total budgeted cost					£140, 921
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. i) To ensure that pupils needs are met so they are ready to learn	-Nurture allows most at risk to develop good behaviour for learning in Y1/Y2. -Hornbeam provision will meet the needs of most complex SEN pupils on a full time basis. -Behaviour support worker to provide support for children with challenging behaviour and provide opportunities to develop broader skills at most high risk times eg PPA. -Behaviour lead to monitor behaviour of pupils and provide analysis and intervention suggestions for teachers. -Class Charts used to provide children with immediate reminder of expectations and reward expected behaviour. -Breakfast Club to target most vulnerable children who need regulation at the beginning of each day. -Visual timetables -Assemblies and rewards given high profile to recognise progress and achievement in behaviour, attendance and learning. -Pastoral Interventions, ELSA and any mentoring -Self regulation area and resources in all classrooms. -Analysis of disadvantaged pupils with SEND and then ensure personalised provision.	Maslow's Hierarchy of Needs shows us that pupils' basic needs must be met before learning can take place. A child with self -regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.	-Monitoring through learning walks from SLT – focus on areas of provision, visual timetable, -Class Charts monitored weekly and to inform weekly behaviour reflection with Behaviour support. -Termly analysis on groups and whole school behaviour. -Review of pupil plans and targets through monitoring of impact. -Breakfast club visited by SLT at regular times during the week. -Pupil voice on breakfast club	HM/KP	DB + Link Govs 25/10/19

<p>D. ii) Work with external agencies to meet the needs of families and pupils to reduce barriers.</p>	<p>-Inclusion support worker to liaise with external agencies to support most vulnerable families and work in the community to increase engagement with parents. -School events to offer opportunities for parents to engage with school both academically and in other ways eg Dad's breakfast, phonics mornings, Bonfire Night, Green Fest.</p>	<p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. Parental involvement positively affects childrens' academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education.</p>	<p>-Fortnightly meetings between Head and Safeguarding governor (Chair) Safeguard online to be monitored daily by SLT</p>	<p>HM/CH</p>	<p>DB/NJ 25/9/19</p>
<p>D iii) Improve effectiveness of pastoral/behaviour team and support, especially during non-structured times.</p>	<p>-During break and lunch time, behaviour/pastoral support to be proactive and visible to lower incidents -Review timetable of behaviour and pastoral team</p>		<p>-Class Charts monitored by behaviour lead -Pupil Voice on unstructured times -Monitor amount of time used on call outs and how these reduce over time</p>	<p>KP</p>	<p>DB 1/1/20</p>
<p>D iv) To have more effective use of ELSA and mentoring</p>	<p>-Consider adult mentors from the community (liaise with Poppleton Road Primary School) -Develop afternoon Hornbeam provision to ensure provision is more acute and targeted -Afternoon Hornbeam interventions are tracked and reviewed through edukey to show impact of support -New ELSA assessments in place and reviewed by ELSA lead and shared with Inclusion Lead and ELSA team in order to tailor programme effectively</p>		<p>-Inclusion Lead monitor ELSA interventions</p>	<p>HM</p>	<p>DB 1/1/20</p>

D v) To better identify needs of pupils whose SEMH influence their own and others learning.	-Analyse Class Charts alongside professional judgement -PASS survey will be completed by pupils in Y2-6 twice annually to identify specific interventions and address needs as appropriate		-Assessment carried out by inclusion and pastoral team to ensure consistency. -Analysis of reports should clearly evidence progress for all pupils. This will be monitored by Inclusion and Behaviour leads and reported to SLT. -Provision and intervention monitored and adapted as necessary	HM/KP	DB/NJ 1/1/20
D vi) To more effectively plan strategies for those identified pupils using Learning Plans.	-Inclusion and Behaviour Lead to advise and offer CPD on strategies for these pupils -Teachers to timetable effectively for those children -Review and timetable behaviour support and pastoral timetable to ensure these pupils are supported. -Use of Edukey to develop effective plans and appropriate targets.		-Timetables shared with SLT -Learning walks -Analysis of Class Charts -Behaviour Lead and Inclusion Lead to review a sample of learning plans termly.	HM/KP/N J	DB + Link Govs 1/1/20
Total budgeted cost					£21, 000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. i) Disadvantaged pupils will meet or exceed national expectations for attendance and punctuality.	-Systematic monitoring children who are at risk of PA – engaging with relevant LA professionals to address this -Attendance reported to parents and link it in with behaviour/attendance certificates – regular reporting. -Sharing list each half term with wider staff (part of regular meetings) to allow for discussions with parents -Put mentor system in place for pupils with identified attendance difficulties and set up programme of meetings to review attendance with parents -Use analysis of historic data to identify those pupils who will be collected during the Autumn term -Profile of attendance will be a priority in all classrooms -Tailored reward systems in place		-Analysis and monitoring of attendance to be systematic. -Team identified to mentor key PA pupils. -Assembly rewards and focus on attendance each week. -Persistent Absentees will be focus for attendance working group with an aim to reduce number of PA's	GG/CH	NJ 1/2/20

<p>E. ii) To increase the range of structured activities within breakfast club and the attendance of disadvantaged pupils to breakfast club.</p>	<ul style="list-style-type: none"> -CPD for breakfast club staff. -Offer free breakfast club -Introduce gradual change of focus for activities offered. -Incorporate reading as integral to timetable. -SLT engagement and teachers to engage and be present too. 	<p>Breakfast clubs improve attendance/punctuality. EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. Some evidence suggests that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>Monitor breakfast club. Contact key parents and families about free use of breakfast club</p>	<p>SLT</p>	<p>NJ + Link Govs 1/2/20</p>
<p>F. To ensure a broad and rich curriculum which inspires the children to learn and encourages lifelong learning with the development of language as a key focus.</p>	<ul style="list-style-type: none"> -Trips to provide inspiration or reflection on learning in school and to broaden experiences of all pupils. They are embedded into learning and have a real purpose. -Curriculum breadth and cultural capital plans develop children's knowledge of the world around them. - 'Dream Factory' raises aspirations and develops an understanding of the world of work and wider opportunities (assemblies, visitors, aspirational role models, links to universities, work experience and links with business). - School minibus and local area used to enhance learning regularly throughout school. - Forest School and Outdoor Learning is a key feature of the school's curriculum. - Pupils at Clifton Green will complete a passport of activities (related to increasing cultural capital) by the end of key stage 2. - Various enrichment activities are provided for pupils. 	<p>Pierre Bordieu's work on Cultural Capital.</p> <p>National Curriculum statement, 'It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement'. Education Inspection Framework (EIF), '...leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.'</p>	<p>Monitor Google doc/sheets as record of each child's enrichment clubs and trips throughout time at CG. Monitor children's coverage of passport activities Learning plans to incorporate trips and local visits. Community events to continue to be part of school calendar. SLT leading 'Dream Factory' activities. Pupil voice</p>	<p>NJ</p>	<p>Govs 1/2/20</p>
Total budgeted cost					£21, 000

5. Review of expenditure				
Previous Academic Year				
i. Improved Teaching, Learning and Assessment				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-Improved outcomes for PP pupils throughout school, mainly through additional and targeted staffing	CYC Plan Maths CPD YSAB actions Increased staff in Y6 EYFS leader role SENCo and Behaviour Lead roles	KS2 result improvements in Maths, GPS and RWM combined for whole cohort however sustained for PP in RWM. At KS1, Reading and Writing improved for PP but Maths to continue to be a target in KS1 for PP. Improvement in consistency across school as observed in PP Review and CYC learning walk from SPO.	That following an external Pupil Premium Review, this strategy will be reworked in order to more accurately reflect the work in school and again will focus on improving Teaching and Learning. This however will be done in the new above format which is broken down clearly into specific actions and will form the basis of any school improvement alongside YSAB support. Reading continues to need to be a focus point as Writing and Maths, in KS2 especially, have improved. Additionally speaking and listening alongside oracy and vocabulary development will be critical.	
ii. Improved Personal Development, Behaviour and Welfare				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-Families and the wider community engage with school and are active members of the school community -Increased attendance for PP pupils -Pupils work with confidence and resilience across the	Full-time Home/School Support Worker Full-time Community Worker to work with families Attendance initiatives Free Breakfast Club and After-school Club for PP	Although official data for 18/19 is not available, PP attendance for the previous year was better than the national average for PP. High engagement in school activities.	That following an external Pupil Premium Review, this strategy will be reworked in order to more accurately reflect the work in school and again will focus on improving Teaching and Learning. This however will be done in the new above format which is broken down clearly into specific actions and will form the basis of any school improvement alongside YSAB support. Section ii) will similarly work on developing behaviour and behaviours for learning in school. Breakfast club will be used more effectively as time to support children's learning.	

school in all areas of the curriculum -Behaviour issues addressed across school				
iii. Developing Leadership and Management				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for PP/SEN pupils throughout school	Collaborative approach from leadership with appropriate CPD provided. Identify PP champion City of York Pupil Premium Project Otrack assessment system Edukey Provision Mapping	Improvement in consistency across school as observed in PP Review and CYC learning walk from SPO. KS2 result improvements in Maths, GPS and RWM combined for whole cohort however sustained for PP in RWM. At KS1, Reading and Writing improved for PP but Maths to continue to be a target in KS1 for PP.	That following an external Pupil Premium Review, this strategy will be reworked in order to more accurately reflect the work in school and again will focus on improving Teaching and Learning. This however will be done in the new above format which is broken down clearly into specific actions and will form the basis of any school improvement alongside YSAB support. These elements are now a focus of the YSAB support plan and are split amongst the new plan above.	

6. Additional detail

This plan has been created alongside Daniel Jones (NLE) as part of an external Pupil Premium Review.