**Pupil premium strategy statement: Hartburn Primary School**

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £100,420 | **Date of most recent PP Review** | October 2020 |
| **Total number of pupils** | 521 (+57 fte nursery) | **Number of pupils eligible for PP** | 74 | **Date for next internal review of this strategy** | Currently taking place |

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| **Analysis of PP/Disadvantaged children** | **Attainment in 2019/20 \* Predicted due to covid** | | | |
| **Cohort number:** | PP at HPS | Non PP at HPS | National – other pupils | National  – all pupils |
| **End of KS2** |  | | | |
| Reading % at or above expected | 92% | 93% | NA | NA |
| Writing % at or above expected | 85% | 92% | NA | NA |
| Maths % at or above expected | 92% | 95% | NA | NA |
| GPS % at or above expected | NA | NA | NA | NA |
| Reading % at higher level | NA | NA | NA | NA |
| Writing % at higher level | NA | NA | NA | NA |
| Maths % at higher level | NA | NA | NA | NA |
| RWM Combined % at or above expected | NA | NA | NA | NA |
| Reading progress | NA | NA | NA | NA |
| Writing progress | NA | NA | NA | NA |
| Maths progress | NA | NA | NA | NA |
| **End of KS1** |  | | | |
| Reading % at or above expected | 86% | 90% | NA | NA |
| Writing % at or above expected | 71% | 87% | NA | NA |
| Maths % at or above expected | 86% | 92% | NA | NA |
| Reading % at higher level | NA | NA | NA | NA |
| Writing % at higher level | NA | NA | NA | NA |
| Maths % at higher level | NA | NA | NA | NA |
| **Phonics Year 1** | 86% | 90% | NA | NA |
| **EYFS GLD** | 80% | 83% | NA | NA |

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| 1. **Barriers to future attainment (for pupils in 2020/21 eligible for PP including high ability)** |
| **In-school barriers for Eligible Pupil Premium Pupils** |
| * Our Disadvantaged Year 2 pupils were below national for EYFS outcomes for GLD, (Reading, Writing and Maths) |
| * Many pupils come from homes where a Reading culture is not a priority. |
| * Proficiency in English for some children impacts on learning. |
| * A narrower range of life experiences. |
| **External barriers for Eligible Pupil Premium Pupils** |
| * Pupil attendance, although improving, is a weakness |
| * Punctuality for some children impacts on learning. |
| * Pupils who experience a variety of complex home circumstances including those involved with a range of outside agencies, those with poor emotional health or well-being and those new to English. |
| * Parents/carers who do not support learning at home. Either out of choice or due to a lack an understanding of the new curriculum and/or the heightened Age Related Expectation (A.R.E) |
| * A lack of structured day care experience, before being admitted into school, mainly by those who are EAL, impacting on independent personal care, social, communication and language skills in Early Years. |

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| 1. **Outcomes for Eligible Pupil Premium Pupils** | | | | | | | | |
|  | ***Desired outcomes*** | | | ***Success criteria*** | | | | |
| **A** | Rate of progress throughout the Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages. | | | At least 85% of pupils in Foundation Stage to make rapid progress from their starting points to meet the Reading, Writing and Maths elements of the Early Learning Goal expectations by the end of EYFS | | | | |
| **B** | Phonics Screening Test results improve. | | | Y1 – At least 85% will pass the phonics test in line with national – other pupils. | | | | |
| **C** | Attainment in Reading at the Higher Standard in KS1 and KS2 improves. | | | Y1 - at least 25% will attain a step grade at 1s+  Y3, 4, 5 – at least 25% will achieve step grade 1s+ in reading.  Y2, Y6 – at least 25% will achieve the higher standard in KS1 and KS2 SATs. | | | | |
| **D** | Attainment in Maths across KS1 improves, both at the Expected and Higher Standard. | | | Y1 - at least 75% will achieve step grade age related expectation at 1s, with at least 25% achieving 1s+  Y2 - at least 75% will achieve ‘at or above expected’ standards in the KS2 SATs, with at least 25% achieving at the higher standard. | | | | |
| **E** | Attainment in Writing at the Higher Standard in KS1 improves. | | | Y1 - at least 25% will attain a step grade at 1s+  Y2 - at least 25% will achieve the higher standard in KS1 SATs. | | | | |
| **F** | Rate of attendance, including children with persistent absences, improves. | | | The number of persistently absent pupils is reduced. | | | | |
| **G** | The school’s punctuality issue is addressed and improves. | | | A robust system to track the minutes lost to learning by recording arrival times after 9am is consistently maintained | | | | |
| **H** | Children with poor emotional health/well-being, including low self-esteem, are supported. | | | Positive mental health is promoted and early intervention practices are in place to support children | | | | |
| **I** | Pupils are well supported at home due to greater understanding of A.R.E by parents/carers | | | Parents are in a good position to support the completion of homework and move learning forward. | | | | |
| **J** | All parents/carers understand on-entry expectations to Nursery and school. | | | Children are ready to learn with Early Years milestones being met. | | | | |
| **K** | A ‘Learning for Life’ ethos, through an increase in, age appropriate, outdoor experiences is provided and promoted throughout school. | | | Children are intrinsically engaged and self-motivated through a range of outdoor activities and are keen to share new experiences, knowledge, skills and understanding. | | | | |
| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | **2019/20** | | | | | |
| 1. **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** | **Review Date** |
| **A.** Rate of progress throughout the Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages. | | * Additional teaching assistants deployed in Reception classes * Leaders will ensure that training for all staff will enhance first quality provision * Target, for early intervention, those children who lack age related skills necessary for Nursery, in order to accelerate progress and to diminish the difference. * Reduce adult: child ratio by assigning all Early Years staff to a key person group. * Interventions in place for vulnerable groups led by trained staff. * Increased parental support through curriculum workshops led by Phase Leader. * ‘Stay and Read’ sessions in place for Reception to encourage shared reading * ‘Stay and Play’ sessions in place for Nursery to promote school expectations * Identified CPD is planned to ensure quality first quality teaching and provision is in place for all children. | * EEF report states that ‘On average, early years’ interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.’ * School has identified that some children need early intervention and support. * Early Years teachers and teaching assistants need to be competent using the Early Years Profile and Development Matters. | | * Early Years Self Evaluation Review (Feb ’17) * Half termly Pupil Progress Dialogues with Assessment Leader and DHT will evidence progress * Further develop the use of school’s tracking system, Target Tracker * Key person groups will be planned and focused on pupil needs * Phase Leader to lead Moderation within HPS and with local schools. * Phase Leader to complete regular book/planning/marking scrutiny. * Progress/ Barriers to learning shared with parents /carers. * Parents strongly encouraged and reminded to attend all workshops provided. * Our GLD continues to improve and remains well above National Average. | Early Years Phase Leader  Senior Leadership Team |  |
| **Review April**  *Identified Action* | | | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **B** Phonics Screening Test results improve. | * Interventions in place for vulnerable groups led by trained staff. * Phonics introduced earlier in the Autumn term in nursery for those children who are ready. * Phonics groups in Reception classes started in Autumn 1:1 term to enable differentiated support to be provided. | * EEF Report states that ‘Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.’ * Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials. | * Additional training for all staff in effective assessment and phonic techniques and materials. * Observations and monitoring of planning and reading sessions by SLT. * Half termly Pupil Progress Dialogues with Assessment Leader and DHT will evidence progress | English Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **C.** Attainment in Reading at the Higher Standard in KS1 and KS2 improves. | * Increase the time dedicated to reading and questioning. * Ensure children are exposed to first quality teaching * Ensure a variety of reading material is available to all children across school * Purchase additional, non-fiction reading books, linked to topic to engage reluctant readers * Focus on the inference questions using the content domain strands. * Improve CPD opportunities for Reading, particularly Reciprocal strategies. * Supplement and enhance the school’s current reading scheme with a range of reading materials that cover a variety of genres and interests. (ORT Reading Scheme, National Geographic Magazines, First News) | * EEF report states that ‘On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year.’ * Additional opportunities to access and discuss a range of engaging texts will provide children with a broad range of both fiction and nonfiction material. * Reciprocal Reading provides children with skills to comprehend texts independently. | * Additional training for all staff * Observations and monitoring of planning and reading sessions by SLT. * Children are able to access a wider variety of reading materials both fiction and non-fiction across all year groups, for use in school and at home. * Half termly Pupil Progress Dialogues with Assessment Leader and DHT will evidence progress | English Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **D.** Attainment in Maths across KS1 improves, both at the Expected and Higher Standard. | * Analyse results and work with year groups to provide support and guidance to ensure attainment increases across KS1. * Class teachers to observe identified good practice across KS1 in order to generate ideas and further develop a range of strategies to implement in the classroom. * Ensure all staff aim high, understanding their year group expectations as well as destination targets at the end of KS1 * Teachers across all year groups to regularly provide Mastery techniques to ensure all children have opportunities to aim high. * Deliver effective strategies gained from CPD to provide a consistent approach to the teaching of Maths across the key stage. * Increase opportunities for children to apply their knowledge and skills of maths across the curriculum. * Develop TAs to understand yearly expectations providing training where necessary. | * EEF report states that ‘mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches.’ * Observation of good practice has the potential to generate new ideas, strategies and techniques to ensure the attainment of children is at least good. * Additional opportunities across the curriculum will allow pupils to practice and deepen their mathematical skills and understanding to real life contexts. | * Facilitate lesson study/triads across all year groups to allow teachers to observe colleagues allowing time for feedback and reflection. * Monitor the impact of lesson study/triads. * Monitoring and observation of adopted approaches from CPD are used consistently throughout school. * Records from Pupil Voice will evidence examples of cross curricular learning including Maths related activities * Half termly Pupil Progress Dialogues along with Assessment Leader and DHT will evidence progress. | Maths Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | | **Review Date** |
| **E.** Attainment in Writing at the Higher Standard in KS1 improves. | * Develop a mastery approach for Year 1 and Year 2, ensuring there is no unnecessary repetition of taught concepts. * Increase pace of lessons and introduction of appropriate punctuation. * Ensure concise and quality marking and feedback takes place for all pupils, guaranteeing progress is evident and next steps identified. * Provide carefully planned and focused opportunities for writing for a range of purposes. | * The EEF state that a mastery approach is effective where ‘Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills.’ * ‘Approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact’. | * Half termly Pupil Progress Dialogues with Assessment Leader and DHT will evidence progress | English Leader  Senior Leadership Team | |  |
| **Review April**  .  *Further Identified Action/Approach* | | | | | | |
| **Total budgeted cost** | | | | | **£68,500** | |

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| **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** | **Review Date** |
| **A.** Rate of progress throughout the Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages. | * TA to provide small group interventions, directed by cohort need. * Increase parental involvement by providing regular curriculum workshops and Stay and Play sessions. * Tailored practical resources are to be sent home, providing guidance of how to encourage shared learning. | * EEF report states that ‘On average, children who are involved in communication and language approaches that model, support, and encourage verbal expression make approximately 6 months’ additional progress over the course of a year. A range of different approaches are used as research indicates that it is unlikely that one approach is enough to secure progress.’ * TA support through focused interventions is effective at raising attainment when TAs are properly trained. | * Effectiveness of interventions and small group activities will be monitored by Phase Leader. * CPD is offered to all EY practitioners to ensure they develop their professional knowledge and expertise. * The gap between disadvantaged pupils and others will diminish. * Pupils eligible for PP in EY who are below age expectations on entry make rapid progress from their starting points and catch up quickly. * Half termly Pupil Progress Dialogues along with Assessment Leader and DHT will evidence progress | Early Years Phase Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **B** Phonics Screening Test results improve. | * Early interventions – small group inputs for targeted children from Reception. | * Early intervention delivered by a TA, where properly trained through CPD, is effective in ensuring progress. * Sharing strategies and expectations with parents will ensure consistency. | * Monitoring of intervention will take place to ensure content is appropriate and progress is made. * Intervention timetable in place outlining objective focus, staff lead and timescale. * Half termly Pupil Progress Dialogues along with Assessment Leader and DHT will evidence progress * Key staff will feedback to governors. | English Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **C.** Attainment in Reading at the Higher Standard in KS1 and KS2 improves. | * Deliver training in the development of questioning and comprehension skills. * Implement resources, which develop deeper learning/understanding in order to achieve GDS, including English for AMA. * Children’s needs are identified through data analysis. Well planned, challenging interventions are organised. * Teacher led workshops are organised to support parents in the development of their child’s reading, including comprehension and fluency. * Provide a range of challenging reading material to promote in depth discussion of vocabulary choices and themes. * Reading Buddies from KS2 to read on a weekly basis with KS1 children to develop questioning skills. * Reading clubs and events organised to supplement reading materials available to the children. e.g reading evenings, book box from Drake Bookshop. | * Early intervention delivered by a TA, where properly trained through CPD, is effective in raising attainment. * EEF report states that ‘The association between parental involvement and a child’s academic success is well established.’ | * Monitoring of intervention will take place to ensure content is appropriate and progress is made. * Records of attendance at Stay and Read are evaluated. * Intervention timetable in place outlining objective focus, staff lead and timescale. * Attendance at reading clubs will be monitored. * At least one event each half term will be provided to children e.g Author events, monthly reading box to include new reading material. * Half termly Pupil Progress Dialogues along with Assessment Leader and DHT will evidence progress | English Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **D.** Attainment in Maths across KS1 improves, both at the Expected and Higher Standard. | * Implement purchased resources, including ‘Maths Challenge Board’ ‘Maths of the Day’ and ‘Reciprocal Maths’ to support accelerated progress. * Ensure children receive a rich and varied maths curriculum * Misconceptions, identified in progress tests inform future planning. | * Maths Challenge Board creates challenge and competition for the children to want to achieve more. The board is visual to ensure the children know their next steps. * Maths of the Day encourages reluctant learners to participate in ‘Active Maths’ and collaborate with peers. * Reciprocal Maths allows children to attempt worded problems in small groups. Children will work through the process to answer the problems. This will help children to answer worded problems independently. * Using maths skills in different contexts has developed children’s understanding of ‘why’ we use maths and not just ‘how to work out calculations’. | * Monitoring of intervention will take place to ensure content is appropriate and progress is made. * Intervention timetable in place outlining objective focus, staff lead and timescale. * Half termly Pupil Progress Dialogues along with Assessment Leader and DHT will evidence progress * Key staff will feedback to governors. | Maths Leader  Senior Leadership Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | | **Review Date** |
| **E.** Attainment in Writing at the Higher Standard in KS1 improves. | * Early intervention delivered to secure cursive Hartburn Handwriting. | * Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and spelling and are less able to think about the content of their writing. | * Monitoring of intervention will take place to ensure content is appropriate and progress is made. * Intervention timetable in place outlining objective focus, staff lead and timescale. * Half termly Pupil Progress Dialogues along with Assessment Leader and DHT will evidence progress | English Leader  Senior Leadership Team | |  |
| **Review April**  *Further Identified Action/Approach* | | | | | | |
| **Total budgeted cost** | | | | | **£23,000** | |

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| **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** | **Review Date** |
| **F.** Rate of attendance, including children with persistent absences, improves. | * Holidays/extended holidays in term time will not be authorised, except under exceptional circumstances. * Regularly promote the importance of good attendance regularly to parents through dialogue, newsletters, website and displays in the school entrance. * Arrange meetings with parents where attendance is an issue. * Maintain a First Day Contact strategy to ascertain why children are absent from school * Request medical appointment letters to validate absence. * Signpost to Health Visitor/GP if child has several medical absences * Involve the Education Welfare Officer to ensure best possible attendance outcomes. * Maintain the rated approach to attendance which children can easily understand.  Blue = 100%,  Green = 95%-99.9%,  Amber = 90%-94.5%   Red = 89.9% or below   * Weekly attendance figures are given for each class during both KS1/YR and KS2 weekly Celebration Assemblies. * Celebrate success by rewarding the class who have the highest attendance. Highlight on display in a communal area of school. | * Regular attendance promotes effective and continuous learning. * Regular attendance promotes positive friendships and well-being. * Failing to attend school on a regular basis is a safeguarding matter. * Good habits of attendance will assist to develop self-discipline and responsibility in preparation for future employment. * Children respond to competition and rewards. * Parents/carers have legal responsibility for their child’s attendance at school. | * Monitoring of attendance figures will take place highlighting positive change. * Dialogue with parents and children will evidence an increased understanding of the importance of regular attendance. * Half termly Pupil Progress Dialogues will evidence accelerated progress made due to improved attendance. * Children will report an increase in positive friendships and well-being * Key staff will feedback to governors. | Senior Leadership Team  Attendance Officer  School Administrators |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **G.** The school’s punctuality issue is addressed and improves. | * Review Attendance and Punctuality Policy * Challenge parents who bring their children late to school. Record reasons given. * Arrange meetings with parents where punctuality is an issue. * Regularly promote the importance of coming to school on time to parents through dialogue, newsletters, website and displays in the school entrance. * Success will be rewarded to the class who have the least minutes lost to learning during both KS1/YR and KS2 weekly Celebration Assemblies. Winners will be highlighted on display in a communal area of school. * Display ‘Minutes Lost to Learning’ posters at key entry points around school. | * Parents are responsible for ensuring that their son/daughter arrives at school punctually. * Good habits of punctuality will assist to develop self-discipline and responsibility in preparation for future employment. * Being late 10 mins every day for one  year is equal to 33 hours (approx. 6 days) * Minutes lost to learning impacts directly on progress. | * Monitoring of minutes lost to learning will take place highlighting positive change. * Dialogue with parents and children will evidence an increased understanding of the importance of punctuality. * Half termly Pupil Progress Dialogues will evidence accelerated progress made due to improved punctuality. * Children will report an increase in positive friendships and well-being * Key staff will feedback to governors. | Senior Leadership Team  Attendance Officer  School Administrators |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **H**. Children with poor emotional health/well-being, including low self-esteem, are supported. | * Promote the importance of positive mental health to all stakeholders * Staff member/s to be identified as champion/s of the school’s Mental Health agenda * A governor will support and work alongside the Mental Health Champion * Meet with parents to discuss concerns and issues * Provide guidance and reading material to parents * Signpost local agencies who can further support parents * Make available support materials and information to parents. * Continue to work with health professionals, including CAMHS * Provide quality support groups, ran by external qualified professionals. Including The Bungalow Partnership which offers support services for families where home life is impacting on children’s progress and behaviour. * Concerns/observations will be recorded onto CPOMS; senior staff will be notified and act accordingly * Weekly KS1 ‘Circle Time’ to enable children to air concerns/worries. * Provide a variety of lunchtime clubs for KS1, promoting well-being, self-confidence and social skills. | * Public Health England ‘Promoting Children and Young People’s Emotional Health and Wellbeing’ report states ‘It is widely recognised that a child’s emotional health and well-being influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. * Children and Young People’s Mental Health Coalition report that ‘At any one time, 1 in 10 children have a diagnosable mental health problem, and it is well established that most adolescent and adult mental illness can be traced back to childhood.’ * School recognise their role in supporting children to be resilient and mentally healthy. * School recognises their duty to promote the wellbeing of all children * Some of our children have witnessed domestic violence, suffer from severe anxiety and depression, experienced close family bereavement, are self-harming, experienced a difficult parental separation, encountered a traumatic start in their early life. | * Dialogue with parents and children will evidence an increased understanding of positive mental health. * Children will report an increase in positive well-being * Key staff will feedback to governors. | DHT  Identified champion/s  All staff |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **I**. Pupils are well supported at home due to greater understanding of A.R.E by parents/carers. | * Hold ‘Welcome to (Year 1 to Year 6) Meetings’ for parents to introduce yearly expectations and desired outcomes. Ensure all parents are given the appropriate year group objective/expectations sheet which are already accessible to the children. * Provide termly newsletters to inform parents/carers of the objectives of the half term ahead. * Challenge parents when homework is not completed. * Hand copies of slides presented at ‘Welcome to Year \_ Meetings’ to parents who did not attend. * Subsidise Conquer Maths (Y4-Y6) subscription (Online Automated Maths tutor) to aid home learning. * Hold parental workshops, covering key aspects of learning. Including phonics, early reading, calculations. * Hold ‘Showcase’ events for parents to come into school to observe, take part in and join in with their child’s learning. | * The EEF states that ‘There is a long history of research into parental engagement. The association between parental engagement and a child’s academic success is well established. * Report goes on to say ‘On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months’ progress over the course of a year’. * Scrutiny of past questionnaires has revealed parents don’t feel confident supporting their children as methods now used are unfamiliar. | * Monitoring of homework return and success by lead teachers * Acting on feedback from parent questionnaires * Pupil Voice | Phase Leaders  Subject Leaders  Year Group teaching staff |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | **Review Date** |
| **J.** All parents/carers understand on-entry expectations to Nursery and school. | * Provide and distribute copies of the DfE ‘What we Expect, When? Early Years document to all parents. * Develop already established links with private providers. * Hold termly ‘Welcome Meetings’ for parents of children ready to start Nursery * Hold ‘Welcome Meetings’ for parents of children admitted into Reception. * Ensure copies of slides presented in ‘Welcome Meeting’ are provided for parents who decline invitation to attend. * During initial home visit by EY staff complete Hartburn Primary School’s ‘All About Me’ booklet with parents/ carers, identifying needs of the child. * Develop links with private day care providers and child minders. * Gather thoughts and views through parental questionnaire. | * EEF report states that ‘Parental engagement in Early Years education is consistently associated with children’s future academic success.’ * The government has released guidance, including ‘What to expect, When?’ in a bid to support parents/carers to know what to expect during the child’s vitally important early years by focusing on the seven areas of learning and development which are covered in the Early Years at Nursery and Reception. | * Early Years Leader to feedback to SLT on a regular basis. * Act upon feedback from parent questionnaires. * Monitor the increase of ‘Readiness for Nursery/school. | Early Years Leader   Early Years Team |  |
| **Review April**  *Further Identified Action/Approach* | | | | | |

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| **Desired Outcome** | **Chosen Action / Approach** | **What is the evidence and  rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff**  **Lead** | | **Review Date** |
| **K**. A ‘Learning for Life’ ethos, through an increase in, age appropriate, outdoor experiences is provided and promoted throughout school. | * Provide a vibrant and experiential curriculum, including visits and visitors to enhance learning further. * Provide opportunities to all children to explore the Natural World. (Guidance taken from The National Trust: ‘50 things to do before you’re 11 ¾) * Early Years staff released to target pre admission children identified via open days (pupils who have not accessed any pre-school provision). * Implement a range of ‘Must do or Must try’ age appropriate, activities within each year group. * Make better use of local parks and outdoor amenities in their planning. * Subsidising of out of school opportunities including visits to Outdoor Residential Centres and educational visits * Increase ‘out of school’ experiences through local adventure clubs and groups (Cubs and Brownies) * Subsidising of a range of extra-curricular clubs * Arrange specialist e-safety speaker to raise awareness of e-safety and staying safe online for parents * Celebrate success of the children * Purchase new equipment for Phase One pupils to encourage appropriate play | * The National Trust’s Natural Childhood report states that ‘Physical and mental health problems are the most obvious consequences of a lack of engagement with nature. The problem is more pronounced in low-income urban areas; where computer games, tablets and TV dominate ‘play’ activities. * Children are accessing web-based school resources late at night, times are recorded. * Children speak of playing online video games, well above age restriction, for long periods of time, often late at night. * In a recent survey the majority of children have regular access a tablet, mobile phone or PC. * Children report staying in the house to play as they are not allowed out as a result of parent’s stranger danger fears. | * Monitoring of activities and experiences will take place to measure success, enjoyment and impact. * Outcomes from Pupils Voice will be acted upon and lead new experiences and activities organised. * Parental feedback will be gained, measuring views of the effectiveness of the programme. | DHT  EVC/Extended Schools Leader | |  |
| **Review April**  *Further Identified Action/Approach* | | | | | | |
| **Total budgeted cost** | | | | | **£8,920** | |