



## Castle Hills Primary Academy



### 3 YEAR PUPIL PREMIUM STRATEGIC PLAN 2023 - 2026

#### Organisation

*The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).*

	Focus	Contents
Section 1	School context and approach to PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long-term (3 year) overview	Setting long term goals to reflect the school context
Section 3	Academic year action plan and impact statement	Action plan for the current academic year, funding and evaluation of impact

## SECTION 1: SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

### PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: Teaching, Targeted Academic Support & Wider Strategies.

Area of Principles	School Practice
<b>Whole-school ethos of attainment for all</b>	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
<b>Addressing behaviour and attendance</b>	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
<b>High quality teaching for all</b>	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
<b>Meeting individual learning needs</b>	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
<b>Deploying staff effectively</b>	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
<b>Impact driven and responsive to evidence</b>	Effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
<b>Ambitious leadership</b>	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.



Current Position By Year Group (as at 18/12/2023)								
	Number on Roll	FSM Pupils	Ever6 Pupils	LAC Pupils	Post LAC Pupils	Service Children	Total Disadvantage	Total % Disadvantage
Year R	28	4					0	0%
Year 1	37	5					0	0%
Year 2	40	6	5		2		8	20%
Year 3	33	9	11		2	1	12	36%
Year 4	37	7	4		1		11	29.2%
Year 5	36	13	13		2		13	36%
Year 6	39	10	10		1		10	24%
Total	250	54	43		8		54	21.6%

#### Assessment Data

EYFS and Phonics				
Subject	National 2023	CHPA 2023 (22 pupils)	Disadvantaged	Non-disadvantaged
Good level of development	71.3%	74%	50% (4)	77.8% (27)
Phonics Year 1	71.8%	79%	60% (5)	81.9% (33)






Castle Hills Primary Academy Key Stage 1 Performance				
Subject	National 2023	CHPA 2023 (40 pupils)	Disadvantaged	Non-disadvantaged
Reading	69%	70%	50% (8)	70% (32)
Writing	61%	67.5%	50% (8)	70% (32)
Mathematics	72%	70%	50% (8)	70% (32)
Combined		67.5%	50% (8)	70% (32)

Castle Hills Primary Academy Key Stage 2 Performance				
Subject	National 2023	CHPA 2023 (37 pupils)	Disadvantaged	Non-disadvantaged
Reading	73%	78.9%	69.2% (13)	83.3% (24)
Writing	71%	76%	61.5% (13)	83.3% (24)
Mathematics	73%	73.6%	61.5% (13)	79.2% (24)
Combined	72%	71%	61.5% (13)	79.2% (24)
EGPS	5%	78.9%	69.2% (13)	83.3% (24)

## Disadvantaged Progress Scores

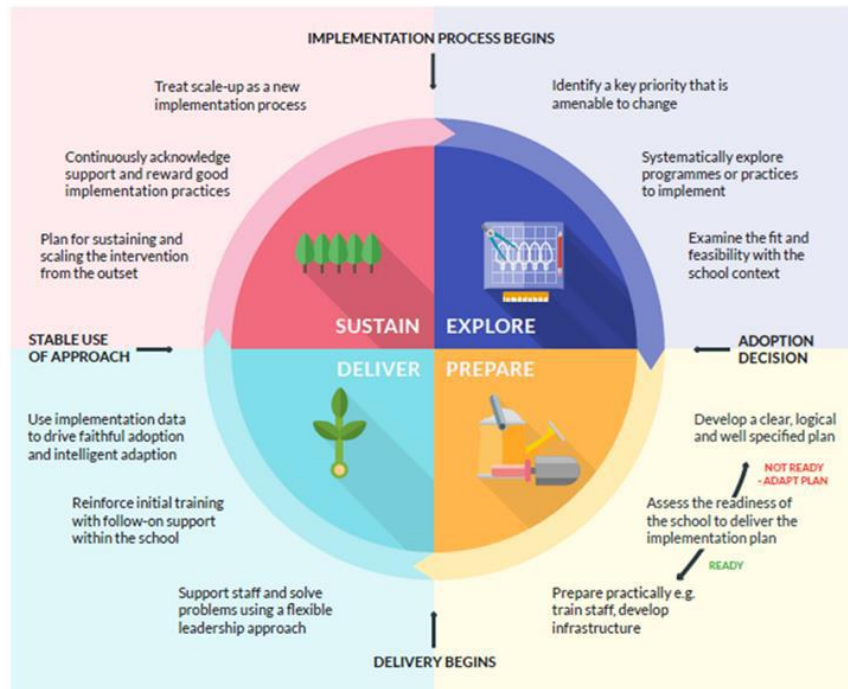
### PROGRESS

Subject	Level	Scawthorpe Castle Hills Primary Academy (2104)		Local Authority - Doncaster	
		Value		Value	Gap
Reading	Avg. Prog. Score	5.75		-1.49	+7.24
	Conf. Int.	±3.56	+2.19 to +9.31	±0.35	-1.84 to -1.14
Writing	Avg. Prog. Score	3.43		-1.04	+4.47
	Conf. Int.	±3.42	+0.01 to +6.85	±0.35	-1.39 to -0.69
Maths	Avg. Prog. Score	1.59		-1.19	+2.78
	Conf. Int.	±3.35	-1.76 to +4.94	±0.33	-1.52 to -0.86

#### SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)

- Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.
- Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
- Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-long learners.
- Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and KS2 hinders their achievement broadly.
- Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.
- Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.
- Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.
- Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged.

## Implementation Process



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

**Explore:** what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

**Prepare:** do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

**Deliver:** how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

## Our Review Process

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.



### **Accountability**

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

The Head Teacher and Pupil Premium Champion will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.



## SECTION 2: LONG TERM (3 YEAR) OVERVIEW

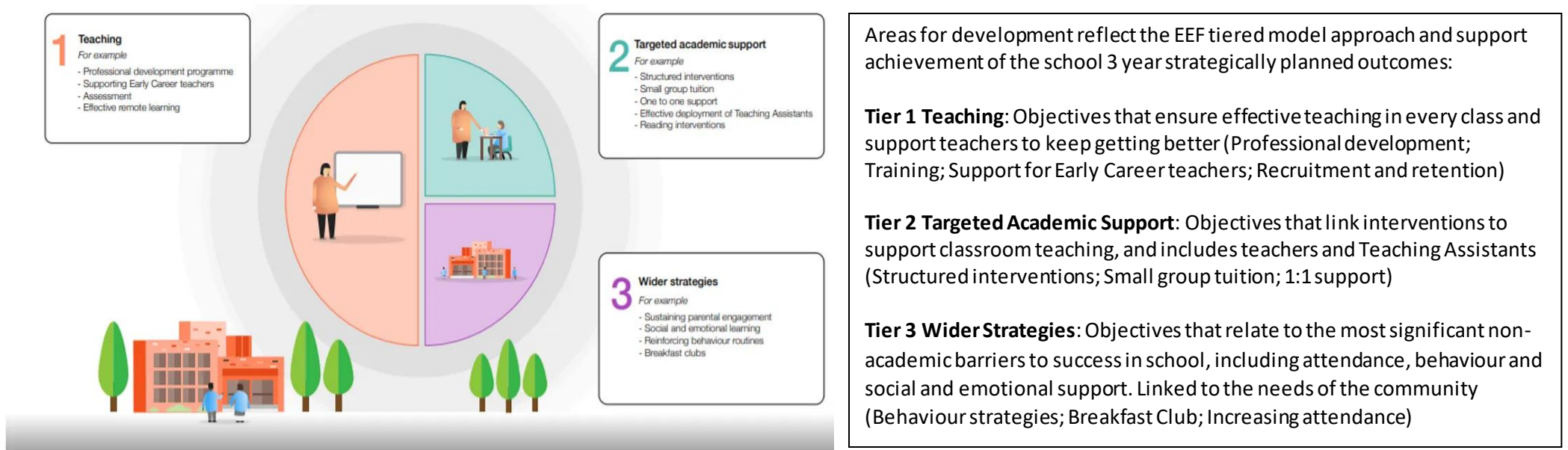
### Setting the Priorities

Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 3). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

Headline Areas For development 2022-2025		
PP Area For Development	Tiered Focus Area, Research and Evidence	PP Desired Outcome
<b>Further develop the ethos of success for all as well as ensuring the highest of expectations</b>	Teaching and Targeted Academic Support	PP attain in line with outcomes stated below. Conversations with all staff illustrate that high expectations are held for all, with highest of expectations for those who are PP
<b>Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally</b>	Teaching & Targeted Academic Support Reading Fluency Reading Comprehension strategies +6 months Early Years interventions +5 months	All pupils able to read fluently <ul style="list-style-type: none"> <li>• 85% or better pass the phonics test in Year 1</li> <li>• 75% of pupils achieve the expected standard or above by the end of KS1</li> <li>• &gt;75% of pupils achieve the expected standard or above by the end of KS2</li> </ul>
<b>Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally in KS1 and KS2</b>	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	All pupils to be able to write for an appropriate purpose and audience: <ul style="list-style-type: none"> <li>• 70% of pupils achieve the expected standard or above by the end of KS1</li> <li>• 80% of pupils achieve the expected standard or above by the end of KS2</li> </ul>

<b>Raise standards in Maths to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2</b>	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	All pupils to reason mathematically to good effect, applying confident fluency of maths facts: <ul style="list-style-type: none"> <li>• 78% of pupils achieve the expected standard or above by the end of KS1</li> <li>• 85% of pupils pass the times tables check in Y4</li> <li>• &gt;80% of pupils achieve the expected standard or above by the end of KS2</li> </ul>
<b>Improve attendance and punctuality</b>	Wider Strategies Social and emotional learning +4	No gap between FSM and all pupils' attendance with all > national
<b>Establish a clear culture for positive behaviour and safeguarding</b>	Wider Strategies Social and emotional learning +4	Reduce FEx and PEx to <national for those in receipt of PP
<b>Further improve transition from nursery to reception</b>	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	By the end of Reception, 75% of children to reach GLD.

## SECTION 3: ACADEMIC YEAR 2023/2024 ACTION PLAN & IMPACT STATEMENT



Linked to 3 year strategic outcome:			Further develop the ethos of success for all		
Academic Year 2023/24 Objective:			All teachers begin to champion for the success of those in their class who are in receipt of PP funding		
Area of Spend	PP Spend	Responsibility	Actions	Intended Outcomes and Evidence	Impact
Teaching		Class Teachers/SLT	All teaching staff engage in 'Quality First teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of	Further accelerates rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet	

			<p>Teaching Assistants to support PP children.</p> <p>Targeted support from Teaching Assistants and 1:1 support in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths outcomes.</p>	<p>individual needs.</p> <p>Continuing Professional Development in response to new initiatives to promote improved outcomes- assessment, TA support (proven to have a high impact if deployed well)</p> <p>Developing effective collaborative learning (EEF moderate impact) and the development of peer critique.</p>	
Teaching		Class Teachers/HoS	<p>Teacher led analysis after each assessment period</p> <p>Discuss first during PPR meetings; ensure RWM focus is maintained</p>	<p>Detailed conversations during PPR meetings about those who are eligible for PP which impact positively on outcomes. Subjects that may be weaker than others are identified and strategies are put in place to address this.</p> <p>Evidence: PPR notes</p>	
Teaching		Subject Leaders	<p>All subject leaders look at provision, attainment and progress for PP in their subject area and report on this</p>	<p>All subject leaders champion the progress and attainment for those eligible for PP funding in their subject area. Appropriate measures are put in place to tackle any underachievement.</p>	
Teaching		Support Staff/SEND CO	<ul style="list-style-type: none"> <li>TA's to be trained in delivering specific targeted interventions including: <ul style="list-style-type: none"> <li>➤ Maths and writing interventions focussing on specific gaps in learning</li> <li>➤ KS2 phonic phases 3 - 5 intervention</li> <li>➤ Handwriting</li> <li>➤ Fine Motor groups</li> <li>➤ Toe by Toe</li> </ul> </li> </ul>	<p>Further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs.</p>	

			➤ Precision teaching		
Teaching		Class Teachers/SLT	Sharing of best practice throughout the year by providing staff opportunities to observe subject specialists, joint planning and peer to peer critique of teaching and learning.	Teaching profile of all staff in consistently Good or better.	
Teaching		Class Teachers	Consider seating positions for PP within the classroom now that rows are adopted – consider ends of rows for easier access to teacher/TA	Pupils who are eligible for PP funding are seated where there is easy access to adults. Progress is rapid due to adult support and intervention.	
Targeted Academic Support		Class Teachers/PP Champion/SEND CO	Revise and make best use of timetables to enable class teachers to deliver interventions to PP – PE, ICT, registration, lunch clubs.	Pupils who are eligible for PP funding receive interventions as appropriate. Progress is accelerated as a result.	
Teaching		Class Teachers/Family Liaison Officer	Teachers to monitor access and completion of home learning. Phone parents where children are not completing home learning to ascertain reason and offer support.	PP children show increased engagement with home learning.	
Wider Strategies		Class Teacher/PP Champion	Ensure those who are PP are given opportunities for School Council and enrichment activities – support children to apply for these positions where appropriate. When school clubs start again, ensure that children who are eligible for PP are offered places, with phone calls home to explain what is on offer if no clubs are taken up.	Pupil voice shows that children who are eligible for PP are active in the life of the school. They are elected to pupil representative groups and participate actively in extra-curricular clubs. They have an opportunity for first access music and to participate in residential visits.	
Wider Strategies		Class Teacher/Attendance Officer/PP Champion	Class teachers and office staff to identify children, particularly those in EY and KS1, who may be eligible for PP funding but have not claimed this	All children who are eligible for PP funding receive it. Numbers of PP children across the school reflect the reality of the demographics of the school.	

Targeted Academic Support		SEND/PP Champion	Ensure there is accurate identification of SEND vs DL with clear understanding of those who are both with the right support in place	Children are not identified as SEND if it is actually underachievement due to disadvantage. Appropriate support is put in place according to actual need. Teachers are clear about the difference between SEND and disadvantage. <i>Evidence: SEND records, provision maps, PP Profiles/Plans</i>	
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Linked to 3 year strategic outcome:			Raise standards in Phonics and Reading to at least the same attainment levels as non-PP pupils nationally		
Academic Year 2023/24 Objective:			Ensure high quality teaching of phonics and reading (including interventions)		
Area of Spend	PP Spend	Responsibility	Actions	Intended Outcomes and Evidence	Impact
Teaching		Phonics/Reading Champion	Ensure the successful transition from Letters and Sounds to Twinkl Phonics through high quality CPD.	All members of teaching and support staff to successfully implement the new Twinkl Phonics programme.	
Targeted Academic Support		Phonics/Reading Champion	PP children working below expectations for phonics to be targeted for Twinkl Phonics intervention as well as additional speed sounds sessions/fluency.	Children who are PP are able to apply phonics strategies to support their independent reading and fluency through the use of Twinkl Phonics within EY and KS1.	
Targeted Academic Support		Class Teachers	Teachers listen to children eligible for PP read outside of Phonics or whole class reading sessions regularly. They are prioritised over children who are not eligible for PP.	Children who are PP are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	

				Evidence: subject champion feedback, reading records, pupil voice	
Targeted Academic Support		Class Teachers/Phonics Champion	Those children in Y3 that have not completed all phonic phases are to be included in phonics sessions in addition to or instead of whole class reading	Children who are PP are able to apply phonics strategies to support their independent reading and fluency <i>Evidence: Phonics assessments, intervention records</i>	
Wider Strategies		Class Teachers/Reading Champion	Increase the provision for reading outside of whole class reading lessons so that children who are entitled to PP funding are receiving a rich diet of reading material in school.	Children who are PP develop a love of reading across the school. They are able to talk animatedly about the books they have experienced.	
Targeted Academic Support		Class Teachers/Reading Champion	Interventions such as repeated reads, fluency, one to one reading are to be established. Children who are entitled to PP are to be prioritised if there is a choice between children (where appropriate)	Children who are PP make accelerated progress as a result of the interventions they have attended. Evidence: PPR notes, intervention records	
Wider Strategies		All Class Based Staff	Adults to take an active interest in what children who are eligible for PP are reading and recommend books to them based on their interest and prior reads. Ensure they are taking the correct book home to match their reading attainment.	Pupils who are PP develop a love of reading and talk animatedly about how the adults in school have supported them in this. Progress is rapid due to appropriate books being selected for home reading. <i>Evidence: reading records, pupil voice, Insight</i>	
Teaching		All Class Based Staff	Focus on the VIPERS skills in daily reading lessons within KS2 and the Canine Gang in KS1.	Children who are PP are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	



				<i>Evidence: reading journals, reading planning, pupil voice</i>	
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<b>Linked to 3 year strategic outcome:</b>			<b>Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2</b>		
<b>Academic Year 2023/24 Objective:</b>			<b>The gap between PP and non-PP reduces over this year</b>		
<b>Area of Spend</b>	<b>PP Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>	<b>Impact</b>
Teaching		Class Teachers/Writing Champion	The writing TAF with particular focus on key skills usually expected by the previous year end is used, with all children eligible for PP tracked for key skills they have mastered.	Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP. Evidence: writing books, TAF sheets, Insight, whole class feedback books	
Teaching		Class Teachers/Writing Champion	Continue to participate in both internal and external moderation– reflect and compare assessment of PP children to those who are not. Use assessment and planning sessions to inform future actions and areas for focus for individuals and groups.	Progress for children eligible for PP is quicker than that for non-PP. Teachers are clear of the next steps for all children who are PP.	
Teaching		Class Teachers/Writing Champion	English Lead to participate in the Doncaster Oracy project and disseminate learning to the rest of the staff team. Actions are implemented by all staff to support improvements in oracy for those who are PP.	Improved oracy impacts positively on independent writing– particularly closing the vocabulary gap.	



Teaching		Writing Champion	Oracy progression documentation is disseminated to staff and used to identify gaps for PP children. Interventions and teaching strategies designed to plug these.	Improved oracy impacts positively on independent writing – particularly closing the vocabulary gap.	
Teaching		Class Teachers/Writing Champion	Provide increased opportunities for PP children to engage in real life experiences and visits which they can then relate to and write about.	Positive impact on independent writing.	

<b>Linked to 3 year strategic outcome:</b>			<b>Raise standards in Maths to at least the same attainment levels as non-PP pupils</b>		
<b>Academic Year 2023/24 Objective:</b>			<b>The gap between PP and non-PP reduces over this year with a specific focus on maths fluency and application into reasoning.</b>		
<b>Area of Spend</b>	<b>PP Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>	<b>Impact</b>
Teaching		Maths Champion/Class Teachers	All pupils to engage in the new fluency passport daily. Gaps are to be identified and PP children grouped for daily intervention	Fluency progression is accelerated at the gap to non-PP is closed.	
Teaching		Maths Champion/Class Teachers	Teachers focus explicitly on fluency skills for pupils who are PP, making effective use of maths meetings and times tables practice. Teachers are mindful and deliberate about the small steps pupils need to take in order to make progress. This is applied to those who have an EHCP in the mainstream.	Progress for those who are PP is accelerated as their knowledge of number facts is secure and can be applied. Those with PP who also have an EHCP make clear progress from their starting points.	



Targeted Academic Support		Maths Champion/Class Teachers	Appropriate children eligible for PP are to be identified for support in both Year 2 and Year 6 from maths specialists.	Progress is accelerated and attainment improves	
Teaching		Maths Champion/HoS	Maths Champion and HoS to engage with the South Yorkshire Maths Hub Mastery Project. Identify strategies which will benefit PP children and disseminate to staff.	Increased progress rates in reasoning for PP children.	
Targeted Academic Support		Class Teachers/Support Staff	PP are prioritised (where appropriate) for same day intervention when gaps in knowledge are identified during the day's maths lesson.	Progress for those who are PP is accelerated as their knowledge of number facts is secure and can be applied.	

<b>Linked to 3 year strategic outcome:</b>			<b>Improve attendance and punctuality for PP children and families</b>		
<b>Academic Year 2023/24 Objective:</b>			<b>No gap between FSM and all pupils' attendance with all being in line or better than national</b>		
<b>Area of Spend</b>	<b>PP Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>	<b>Impact</b>
Wider Strategies		Attendance Champion	Termly tracking of attendance for PP vs non-PP takes place with follow up School Attendance Meetings (SAM) as relevant. Referrals to EWO take place as appropriate	Attendance of children in receipt of PP funding to be 95% or above. SAM take place for those who are below 90% attendance. <i>Evidence: termly attendance analysis, SAM minutes, EWO referrals</i>	
Wider Strategies		Attendance Champion/HoS	Begin to track number and % of broken weeks as well as term time	A clear picture is held of how many children who are PP have a significant number of broken weeks of school	



			holidays taken within termly analysis (from T2)	over the year as well as are taking term time holidays. Evidence: termly attendance analysis	
Wider Strategies		Attendance Champion	Teachers to follow up with parents where a child who is PP is frequently off or late – not waiting for Attendance Lead to do this	Teachers take responsibility for the attendance and punctuality of the children in their class. Those who are PP are supported to be in school should there be a reason they are not attending. Attendance for individuals who are PP improves. Evidence: Records of conversations with parents	
Wider Strategies		Attendance Champion	Persistent Absentees (PA) to be tracked as a group on a termly basis.	Number of PP who are persistently absent decreases. Evidence: termly PA analysis	
Wider Strategies		Attendance Champion	Family Liaison Officer to engage with families to identify the barriers to attending school. Strategies identified to increase attendance and implemented.	Increased attendance and punctuality for PP.	
Wider Strategies		Attendance Champion/HoS/PSW/FLO/SENDCO	Weekly Behaviour, Attendance, Safeguarding and Inclusion (BASI) meetings to be held with HoS, Assistant Heads, FLO, SENCO and Attendance Officer. Families at risk of reporting to EWO identified. Actions agreed and parents contacted.	Increased attendance and punctuality for PP.	



<b>Linked to 3 year strategic outcome:</b>			<b>Establish a clear culture for positive behaviour and safeguarding</b>		
<b>Academic Year 2023/24 Objective:</b>			<b>Reduce FEx and PEx to &lt;national for those in receipt of PP</b>		
<b>Area of Spend</b>	<b>PP Spend</b>	<b>Responsibility</b>	<b>Actions</b>	<b>Intended Outcomes and Evidence</b>	<b>Impact</b>
Wider Strategies		Attendance Champion/HoS/FLO/ SENDCO	Weekly Behaviour, Attendance, Safeguarding and Inclusion (BASi) meetings to be held with HoS, Assistant Heads, FLO, SENCO and Attendance Officer. Identify children at risk of FTE and PE. Identify strategies and interventions, communicating these with class teachers and parents.	Increased positive behaviour of PE and FTE risks. PE and FTE for PP reduce.	
Wider Strategies		Forest School Champion	Forest School to continue to be developed with support from the Inclusion Lead to ensure the planning of high quality learning, catering for the needs of the individuals.	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. They are equipped to reintegrate with their mainstream class successfully. <i>Evidence: exclusions data, pupil voice</i>	
Wider Strategies		Attendance Champion/HoS/FLO/ SENDCO	Further embed the use of CPOMS throughout the school. Begin to use CPOMS to support analysis of behaviour and safeguarding incidents with particular reference to PP.	A clear picture is held of how many children who are PP have a significant number of behaviour and safeguarding incidents attached to them. This is mapped alongside attendance information on an individualised basis. Appropriate levels of support are in place for those who require it.	

				<i>Evidence: behaviour and safeguarding review minutes, CPOMS reports</i>	
Wider Strategies		FLO	ELSA / FLO support is to be offered where required. Supervision is to be accessed by the adults delivering these interventions	Pupils who are PP develop personal skills and qualities, reducing exclusions and improving behaviours. Their confidence and self-esteem increases and they feel safe in school. <i>Evidence: pupil voice, ELSA/PSW/FLO records</i>	
Wider Strategies		Attendance Champion/HoS/FLO/SENDCO	Enhanced educational opportunities to be offered to pupils where it is required. Those who are PP to be prioritised if it is appropriate.	Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations. <i>Evidence: pupil voice, provision map</i>	