

Pupil Premium- 3 Year Strategy Plan

Loseley Fields Primary School



SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Pupil Premium Strategy 2019-2021 Version 1: October 2019 <i>Please note that the document will be reviewed regularly but formally at the end of each term. When this happens, new targets will be added as many are currently linked with establishing systems.</i>		
CURRENT PUPIL INFORMATION: 2019-2020			
Total number of pupils:	337	Total pupil premium budget:	£95,040
Number of pupils eligible for pupil premium:	67 (20%)		
COHORT INFORMATION- PUPIL PREMIUM CHILDREN			
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP	
Boys	38/67	57%	
Girls	29/67	43%	
TOTAL SEND (SEND Support + EHCP)	22/67 (22/63 SEND whole school)	33% (35% of whole sch SEND cohort)	
EHCP plan	9/67 (9/20 SEND whole sch, inc Solar Centre)	13% (45% whole sch EHCP cohort, inc Solar Centre)	
Access to pastoral support	32/67 (32/76 whole sch access)	48% (42% whole sch access)	

Assessment data

*Note that pupil numbers are not reported on this document and some %s represent a small number of children.

EYFS *THERE MAY BE GAPS IN HISTORIC DATA DUE TO THE LEVEL OF ANALYSIS												
	2016-17				2017-18				2018-19			
	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure
Good level of development (GLD)	71%				77%	77%	66%	66%	73%	75%	66%	66%
Reading	80%				80%	81%	66%	66%	83%	79%	100%	100%
Writing	75%				80%	81%	66%	66%	73%	75%	66%	66%
Number	85%				86%	85%	100%	100%	83%	83%	83%	83%

YEAR 1 PHONICS SCREENING CHECK *THERE MAY BE GAPS IN HISTORIC DATA DUE TO THE LEVEL OF ANALYSIS												
	2016-17				2017-18				2018-19			
	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure
Pass	79%		50%	100%	87%	91%	60%	100%	86%	83%	100%	100%

END OF KS1												
	2016-17				2017-18				2018-19			
	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure
% achieving expected standard or above in reading, writing and maths	75%	82%	33%	75%	34%	40%	0%	0%	59%	54%	20%	50%
% achieving higher standard or above in reading, writing and maths	8%	10%	0%	0%	2%	2%	0%	0%	8%	9%	0%	0%
% making expected standard+ in reading	80%	86%	44%	100%	59%	68%	0%	0%	68%	75%	17%	50%
% making higher standard in reading	25%	28%	11%	25%	10%	12%	0%	0%	19%	22%	0%	0%
% making expected standard+ in writing	76%	84%	33%	75%	38%	44%	0%	0%	62%	69%	17%	50%
% making higher standard in writing	20%	24%	0%	0%	3%	4%	0%	0%	16%	19%	0%	0%
% making expected standard+ in maths	80%	86%	44%	100%	64%	72%	13%	25%	73%	78%	33%	50%
% making higher standard in maths	17%	18%	11%	25%	2%	2%	0%	0%	14%	16%	0%	0%

END OF KS2												
	2016-17				2017-18				2018-19			
	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure	Whole	Non-Pupil Premium	Pupil Premium	Pupil Premium Pure
% achieving expected standard or above in reading, writing and maths	35%	44%	25%	57%	40%	52%	20%	33%	47%	58%	19%	30%
% achieving higher standard or above in reading, writing and maths	9%	17%	0%	0%	0%	0%	0%	0%	2%	2%	0%	0%
% making expected standard+ in reading	50%	56%	44%	71%	68%	76%	53%	67%	71%	79%	46%	80%
% making higher standard in reading	24%	28%	19%	29%	25%	37%	0%	0%	24%	28%	13%	20%
% making expected standard+ in writing	47%	56%	38%	71%	63%	68%	53%	89%	61%	67%	44%	70%
% making higher standard in writing	26%	39%	13%	29%	3%	4%	0%	0%	2%	2%	0%	0%
% making expected standard in maths	65%	72%	56%	86%	60%	80%	27%	44%	66%	77%	38%	60%
% making higher standard+ in maths	12%	22%	0%	0%	15%	22%	0%	0%	14%	14%	13%	20%
% making expected standard+ in SPAG	68%	78%	56%	100%	65%	68%	60%	89%	73%	81%	50%	80%
% making higher standard in SPAG	24%	28%	19%	29%	13%	15%	8%	14%	24%	30%	6%	20%

OTHER INFORMATION		
	Strengths	Weaknesses
Attendance	<p>Whole school attendance is good.</p> <p><i>*2020-21 will be added at the end of year review.</i></p> <p>Rigorous monitoring of attendance established, linking admin staff with the strategic lead and pastoral support to identify the most appropriate pathway to target attendance.</p> <p>Daily monitoring of attendance robust.</p> <p>As a result of the above, the number of children on the monitoring list (children with attendance below 95% has significantly reduced).</p> <p>Clarity of systems in place, including Fixed Penalty Noticing as of September 2019.</p>	<p>Continue to monitor families open to Inclusion Team</p> <p>Continued focus on reducing Pupil Premium Persistent Absence.</p>
Behaviour	<p>Behaviour in the school is good. There is an established consistent behaviour policy across the school, built upon the understanding of intrinsic motivation.</p> <p>School exclusions were used initially in the Autumn and Spring Term of 2018-19 to stabilise behaviour and this profile has now decreased. <i>*Autumn '18 11 days lost to fixed term exclusions (4 pupils)/Summer '19 3.5 days lost to fixed term exclusion (3 pupils)</i></p>	<p>Reduce the use of fixed term exclusions.</p>

Safeguarding	Training is robust, regular and recorded. All staff are up to date. Safeguarding link governor in place with significant safeguarding experience. Policies up to date and online. Escalation policy has been used effectively (PP ch).	Using the Surrey LA Safeguarding Audit Tool for the first time this year.
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LONG-TERM PLAN (3 YEAR TIMESCALE):

At Loseley Fields, our *ambition is to improve outcomes of socially and economically disadvantaged pupils* and *reduce the variation* between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils *align with our school improvement plan* that is written to combat our *whole school targets to improve the quality of teaching and learning* across the school and *increase the rates of progress* in English, mathematics and a range of other subjects. Our priorities to ensure that we do this are:

AIM 1: To close the gap in attainment between pupil premium children and our non-disadvantaged children.

We know that access to **high quality teaching** is absolutely essential for all children. **Research** shows us that disadvantaged children make the **best progress** when they have access to **first quality teaching**. In achieving **consistently good or better teaching across the school**, we will see outcomes improve for all children, regardless of their ability or background. Our new **bespoke curriculum** is born from a *core knowledge curriculum* which we know has achieved great outcomes for children in significantly deprived areas in both the UK and US. It creates a secure bank of knowledge and skills that children build upon in secondary school and gives them the capital required to access society in adulthood. As well as focusing on **teaching**, we will also ensure that we have specific **targeted intervention** that uses pupil premium funding to support our disadvantaged pupils to **keep up** or **catch up** in their learning. This, combined with **close monitoring and tracking**, will ensure that no child 'slips through the net'. At Loseley we 'put our arms around' our disadvantaged pupils and make sure that they are 'not left behind'.

AIM 2: To ensure that pupil premium children with SEND make good or better progress from starting points.

We know that the **SEND system** can be daunting and could potentially therefore leave our disadvantaged more so if they are unable to navigate the processes without support. Our end of KS data shows a gap between the attainment of PP children with SEND and non-disadvantaged SEND. As a school, we **support our families through the SEND process** to ensure that they have access to what they are **entitled** to so that we can **protect their provision** moving forwards. This includes access to our SEND Team as well as pastoral support through our HSLWs. At Loseley Fields, **every teacher is a teacher of SEND** who differentiates the learning to meet the needs of all pupils. If we can see from our tracking and monitoring that children may require additional support, we aim to use **targeted intervention** to 'catch children up' so that they can better access the **age appropriate curriculum**.

AIM 3: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

Closing the gap is more than just data and we know that many of our pupil premium children will not have access to the **cultural provision** of their non-disadvantaged peers. We have therefore built '**cultural compensation**' into our new curriculum (launched in September 2019). Our tailored curriculum ensures that **vocabulary acquisition** is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, **citizenship and British Values** have been specifically catered for so that we are building the **personal qualities** required for life such as resilience and doing things without reward. We recognise the need for our disadvantaged children to have **fair and equitable access to our extra-curricular** offer; we have to go above and beyond to achieve this equality. Our list of clubs has been designed to **appeal to a range of hobbies**, from craft all the way through to sporting activities. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of **pastoral support** on offer to help our disadvantaged families be the best they can be. This may come in the form of parenting support, gardening groups or 1:1 nurture support.

AIM 1: TO CLOSE THE GAP IN ATTAINMENT BETWEEN PUPIL PREMIUM CHILDREN AND OUR NON-DISADVANTAGED CHILDREN.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To increase the percentage of PP children achieving expected standard plus in reading, writing, maths and combined.	<p>Implement the bespoke broad curriculum written last year (2018/2019).</p> <p>Work with the Maths Hub in a TRG (teacher research group) in order to develop a high quality maths curriculum.</p> <p>Implement the Power of Reading across the whole school to improve the quality of writing and offer disadvantaged children fair access to high quality texts.</p> <p>Core subject leads to develop planning formats to use across the school.</p> <p>Develop the role of Teaching and Learning Lead and Phase Leader to undertake regular monitoring of teaching and learning, incl training to use FFT Aspire.</p> <p>Train staff and use SIMs tracking system to log and monitor PP children's attainment and progress.</p> <p>Develop use of FFT Aspire and FFT Pupil Tracking to analyse PP summative data to identify specific groups that are doing well and not on track.</p> <p>Continue to refine assessment monitoring systems to ensure that all stakeholders are using data to take actions that impact on pupil outcomes.</p> <p>Teachers and TAs deliver same day 'keep up' provision.</p> <p>Teachers to undertake 'Tea, Talk and Tinker' time every day to review learning.</p>	<p>All teaching staff, led by SLT & Curriculum Co-ordinator</p> <p>Maths Leads (JB/EG)</p> <p>Literacy Leads (PL/CRS)</p> <p>Maths & Literacy Leads (as above)</p> <p>SLT</p> <p>Assessment Lead (FJ)</p> <p>" "</p> <p>SLT</p>	<p>Termly 2019-20</p> <p>Termly 2019-20</p> <p>Termly 2019-20</p> <p>Autumn Term 2019</p> <p>Autumn-Spring Term 2019-20</p> <p>Autumn Term 2019</p> <p>2019-20</p> <p>2019-20</p> <p>Autumn Term 2019</p> <p>Autumn Term 2019</p>	<p>Key texts to be purchased across the school. Existing resources organised and audited.</p> <p>Text books purchased at the end of 2020 based on TRG. Match funding in place. £1000 funding given for participation (funds cover for CPD).</p> <p>PoR subscription & texts purchased Summer Term 2019.</p> <p>Lead non-contact time and CPD time for staff.</p> <p>Leadership CPD (Mon pm), performance appraisal</p> <p>SIMs support through GEP (AW). CPD time</p> <p>Aspire Roadshow training. In sch CPD. Aspire subscription. Pupil Tracking subscription April 2020 (£1 per pupil)</p> <p>See interventions (aim 2)</p> <p>Timetable implications</p>	<p>Intent conceived and confirmed 2018-19. Long term planning in place 2018-19. Implementation over the year where staff develop the short-term planning term by term. Year 1 will inc staff researching.</p> <p>2019-20 One PoR unit per term used & evaluated.</p> <p>2020-21 PoR embedded across the sch, units used increased, following positive evaluation from Y1. 2021-22 Full review of the impact.</p> <p>INTENT establishing what the role is and its description.</p> <p>IMPLEMENTATION Phase meetings across the sch and T & L Lead part of whole sch monitoring. Phase and T & L Lead become part of the Assessment Team.</p> <p>Use FFT to target set for each year in Autumn 2019/20 (repeat in Y2 & 3). Assessments uploaded from SIMs at the end of each term. Aut 2019, teachers use generated reports for the first time & develop their understanding of over Spr and Sum of Y1.</p> <p>Establishing the systems & procedures in Aut 2019. Evaluation throughout the year for review in Y2.</p>	<p>IMPACT 2019-20 PP Pure ch achieving EXS+ in Reading is in line or above their non-disadvantaged peers.</p> <p>2020-21 PP Pure ch achieving EXS+ in Reading and maths is in line or above their non-disadvantaged peers.</p> <p>2021-22 PP Pure ch achieving EXS+ in Reading, Writing, Maths & combined is in line or above their non-disadvantaged peers.</p>

<p>2. To ensure that PP children in the high prior attainment group (for R,W,M and combined) make expected + progress so that they continue to attain the GD standard.</p>	<p>Same as above.</p> <p>Train staff and use SIMs tracking system to identify PP children in the high prior attainment bracket.</p> <p>Develop use of FFT Aspire and FFT Pupil Tracking to identify and effectively target high attaining PP children.</p> <p>Continue to refine assessment monitoring systems to ensure that all stakeholders are using data to take actions that impact on pupil outcomes.</p> <p>Teachers to undertake 'Tea, Talk and Tinker' time every day to review learning.</p> <p>Authorfy writing club to target PP ch in the HPA group.</p>	<p>See above</p> <p>Assessment Lead (FJ)</p> <p>Assessment Lead (FJ) and teachers</p> <p>All teaching staff & SLT</p> <p>Teachers</p> <p>Literacy Lead & Authorfy Lead-PL</p>	<p>See above</p> <p>Autumn Term 2019</p> <p>Termly 2019-20</p> <p>Termly 2019-20</p> <p>Est Autumn Term, cont daily 2019-20</p> <p>Est Aut 2019</p>	<p>See above</p> <p>SIMs support through GEP (AW). CPD time</p> <p>Aspire Roadshow training. In sch CPD. Aspire subscription. Pupil Tracking subscription April 2020 (£1 per pupil)</p> <p>CPD time</p> <p>Timetable implications</p> <p>Resources are free bar purchasing of the key texts.</p>	<p>See above</p> <p>“ “</p> <p>“ “</p> <p>“ “</p> <p>Term 1 in 2019 IDs more able PP writers. Ch begin attending. Summer 2020 creative writing from the club is used in the evidence bank for writing. Year 2020-21 the cycle continues & more PP ch are engaged, possibly starting 2 clubs to widen offer.</p>	<p>IMPACT</p> <p>2019-20 The % of PP Pure ch in the HPA bracket achieving GDS+ in Reading increases.</p> <p>2020-21 The % of PP Pure ch in the HPA bracket achieving GDS+ in Reading & Maths increases.</p> <p>2021-22 The % of PP Pure ch in the HPA bracket achieving GDS+ in Reading, Writing, Maths & combined increases.</p>
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AIM 2: to ensure that pupil premium children with SEND make good or better progress from starting points.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To embed rigorous and robust systems that accurately identify and monitor SEND groups to ensure that they make expected or accelerated progress based on their starting points.	Train staff and use SIMs tracking system to log and monitor SEND children's attainment and progress using a range of measures i.e. reading age, book band, Hodder score etc.	Assessment Lead (FJ)	Autumn 2019	See aim 1	<p>2019-20 Est and implement systems of monitoring. Review at the end of Y1.</p> <p>2020-21 Audit of need completed in advance of academic year and resources targeted accordingly.</p> <p>Established in Aut-Spr 2019-20. The Summer Term review in 2020 to identify a key action to target in 2020-21 i.e. reading provision for X. Embed practice in 2020-21.</p>	<p>IMPACT Teachers, SENDCo & SLT know who pupils with SEND and PP are, including who are and are not making progress.</p> <p>SENDCo identifies trends of strength and areas to develop and take appropriate action accordingly.</p> <p>Provision maps are of a high quality and accurately record targeted interventions and strategies used. Maps are used effectively by the LA to seek the right support for a child.</p> <p>SENDCo has a clear overview of SEND across the school, particularly those who are PP.</p> <p>Children with SEND and who are PP with SEND are identified early and targeted.</p> <p>Link governor has clarity over how PP ch with SEND are performing, the strengths, areas for development and key personnel.</p>
	SENDCo regularly monitors the assessment data collected for PP children with SEND and targets accordingly.	SENDCo, Deputy SENDCo & Centre Manager	2019-20 termly	SIMs support through GEP (AW), training of SENDCo via Assessment Lead, meeting time.		
	SLT continue using Pupil Progress Meetings to monitor the progress of SEND pupils.	SLT & Phase Leaders & Leader of T & L	Termly 2019-20			
	SENDCo schedules and carries out a rigorous timetable of monitoring, including book scrutiny, learning walks and provision map dip testing.	SENDCo, Deputy SENDCo & Centre Manager	" "	Staff meeting time where needed		
	SENDCo establishes termly meetings with link governor to develop their expertise in understanding provision for SEND and PP children as well as how to effectively monitor this.	SENDCo, Deputy SENDCo & Centre Manager & SLT	" "	Meeting time (PPA scheduling)		
	PP Lead and link governor to meet termly with SENDCo and SEND governor to update on strengths and areas to develop.	PP Lead, SENDCo & link governors	" "			

<p>2. To target PP children with SEND using a programme of high quality keep up and catch up interventions to diminish the gap between PP SEND and non-disadvantaged SEND.</p>	<p>Through pupil progress meetings and SEND Review meetings identify areas of need for PP children and target provision accordingly. This includes early identification of PP children with additional needs so that appropriate action can be taken in a timely manner.</p>	<p>SENDCo, Deputy SENDCo & Centre Manager & SLT</p>	<p>Termly 2019-20</p>	<p>Meeting time and SEND CPD meetings to develop teachers' understanding of effective provision mapping.</p>	<p>Action Teams (Subject Leaders) for aim 2 devise intent statement for vulnerable pupils and action plan accordingly. 2019-20 estab SEND reviews and format with a view to embed practice in 2020-21.</p>	<p>IMPACT PP ch with SEND are known by 'need to know' stakeholders and their area of need is/are identified.</p> <p>A high-quality intervention programme runs across the sch to target areas of need and as a result, PP ch with SEND make good or better progress from their starting points.</p> <p>The gap between attainment for PP ch with SEND and their non-disadvantaged peers with SEND is diminishing over time.</p> <p>PP ch with SEND learn alongside their peers and view themselves as learners, engaged in the process.</p>
	<p>Teachers use a range of strategies to differentiate the learning and use TAs for catch up interventions, both reviewing learning from the day or through a specific intervention.</p>	<p>Teacher and TA teams</p>	<p>2019-20</p>	<p>CPD for intervention identified in SEND audit f Need. For example, in Oct 2019, UKS2 TAs trained in Fresh Start Reading Programme.</p>	<p>2019-20 embed formative assessment (aided by Tea, Talk & Tinker) to ensure that areas for development are targeted in a timely manner. 'Catch up' intervention timetable and interventions developed across the sch. 2020-21 Teachers use what they learnt from Y1 of the curriculum to appropriately differentiate at the point of planning and use 'keep up' information to inform pre-teaching. Following impact evaluation, interventions are targeted from September based on Audit of Need.</p>	
	<p>Develop a range of high quality interventions where TAs are trained to specialise in a particular area of need.</p>	<p>SENDCo</p>	<p>Autumn Term 2019 est. embed Spring 2020</p>	<p>" "</p>	<p>See target 1 (SIP).</p>	
	<p>A rigorous intervention timetable to run across the school where TAs work across classes and phases to target support effectively.</p>	<p>Teacher & TA Teams</p>	<p>Autumn Term 2019 est. embed Spring 2020</p>	<p>SENDCo, SLT and sch SIP to conduct audit to devise monitoring cycle. SENDCo Admin hours</p>	<p>" "</p>	
	<p>SENDCo to embed a robust monitoring system to quality assure the interventions taking place, ensure children are accessing what is planned on their provision map and identify areas of expertise in staff.</p>	<p>SENDCo</p>	<p>Autumn Term 2019 est. embed Spring 2020</p>	<p>SENDCo time, SENDCo Admin hours</p>	<p>" "</p>	
<p>Provision mapping format to be reviewed, amended and launched to ensure access to parents is clear as well as meet the requirements of the SEND Pathway.</p>	<p>SENDCo</p>	<p>Termly 2019-20</p>				

PRIORITY 3: TO ENSURE THAT WE SUPPORT OUR FAMILIES SO THAT OUR MOST DISADVANTAGED CHILDREN BUILD THE SAME CULTURAL CAPITAL AS THEIR NON-DISADVANTAGED PEERS.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To provide an aspirational curriculum for our children that builds cultural capital over time.	Implement the bespoke broad curriculum written last year (2018/2019) including our trip and visitors programme and our wider curriculum offer.	All teaching staff	Termly 2019-20	See resources in aim 1. “ “	<p>INTENT trips and visits are planned across the sch to ensure that ch visit a beach, castle, museum, gallery, theatre etc. Costs are conceived early and planned for accordingly.</p> <p>Implementation admin and HSLWs work together to fund places for ch whose families cannot afford the cost of trips.</p> <p>2019-20 The notion of fluency and the four-part maths lesson is conceived and developed. 2020-21 ch's fluency cont to develop & they are able to articulate their maths learning with increasing clarity. 2021-22 Ch's problem solving and reasoning skills are better as a result of increased fluency and understanding of mathematical vocabulary</p> <p>2019-20 outdoor learning is planned into the curriculum for all year groups 2020-21 embedding the use of outdoor learning. 2021-22 evaluating and refining outdoor ed</p> <p>2019-20 Ch engage and begin to participate in the Citizenship Pathway. 2020-21 Ch are intrinsically motivated to be good citizens without the Pathway as a prompt. 2021-22 The ch can articulate the culture of behaviour with clarity and it is evident in behaviour across the sch and within the community.</p>	<p>IMPACT All children, including PP ch, attend trips and have access to visitors.</p> <p>PP children have experienced 'childhood essentials' such as visiting the beach, a castle and a museum.</p> <p>PP children draw upon their experiences to make links with learning i.e. Y6 visit a workhouse and this translates into their writing about Oliver Twist.</p> <p>PP children's vocabulary acquisition and development is good as a result of a range of broad and balanced experiences that link the outside world to their learning in sch.</p> <p>PP children have high aspirations and the personal skills to pursue them.</p>
	Work with the Maths Hub in a TRG (teacher research group) in order to develop a high quality maths curriculum.	Maths & T & L Lead (JB & EG)	2019-20	“ “		
	Implement the Power of Reading across the whole school to improve the quality of writing and offer disadvantaged children fair access to high quality texts.	Literacy Leads (PL & CRS)	Termly 2019-20	“ “		
	Embed outdoor education across the curriculum.	Outdoor Ed Lead (RE), with support from AB (SBM)	Termly 2019-20	“ “		
	Develop the Loseley Fields Citizenship Pathway.	SLT	Autumn 2019	“ “ Links with Real Legacy (lunch)		
Support our PP families with financial assistance for trips and residential.	Admin & HSLWs (CS, Lw & DL)		Termly 2019-20	“ “		

<p>2. To ensure that our wider curriculum offer is broad and rich and that our PP children have fair and equitable access to it.</p>	<p>Develop a wide and varied programme of clubs where PP children are proportionately represented.</p> <p>To target and fund PP places on paid extra-curricular experiences ie Rocksteady.</p> <p>Develop PP children's leaderships skills through:</p> <ul style="list-style-type: none"> • School Council • Reading Ambassadors • 'Real Leaders' of sport 	<p>Sport's Prem & PE Lead (KD)</p> <p>Admin, PP Lead & HSLW (LW, CS, FJ & DL)</p> <p>PSHE Lead (TH/CS), Literacy Leads (PL/CRS) & Sport Lead (KD)</p>	<p>Termly 2019-20</p> <p>Termly 2019-20</p> <p>Termly 2019-20</p>	<p>PE specialist to provide 2 free clubs a week, targeting PP. Clubs Lead (KD/LW) to ensure a range of clubs are on offer and organise termly). PP targeted & invited to clubs to ensure representation.</p> <p>Paid clubs within the sch required to offer PP ch places as part of their package.</p> <p>Purchase of Real Legacy (Sports' Premium budget), PSHE Lead attend PSHE Association Conference & launch PSHE curriculum using CPD time.</p>	<p>2019-20 Targeted PP attend the clubs on offer. Club Lead (KD/LW) monitor this. 2020-21 PP ch are engaged in clubs and pursue access, with targeting still in place. 2021-22 The enrichment offer of clubs is embedded into the culture of the sch where PP ch have equitable and supported access.</p> <p>2019-20 School Council, Reading Ambassadors & Leaders' of Sports are launched and developed. PP are targeted to take part. 2020-21 Pupil leadership strategies become embedded and impact on whole sch is evaluated i.e. SCouncil projects. 2021-22 PP are well represented in Pupil Leadership programmes across the sch</p>	<p>IMPACT</p> <p>PP children have access to the full curriculum offer.</p> <p>Staff have a good understanding of the barriers that may prevent PP participation in clubs and work to overcome them i.e. finance, travel etc.</p> <p>PP ch see themselves as active members of their sch community and build a range of personal skills such as fair play, tolerance & resilience.</p>
<p>3. To provide a wide pastoral offer so that children with social and emotional needs can access all aspects of school life.</p>	<p>Train our Flourish lead in Ecotherapy so that children with social and emotional needs have access to a high-quality therapeutic intervention.</p> <p>HSLW 1:1 and group support.</p> <p>Loseley Rangers club to launch and run across each Key Stage over the course of the year with PP children targeted & proportionally represented.</p> <p>1:1 reading time for PP boys with specialist male PE teacher.</p> <p>Purchase, train staff and launch Real Legacy lunchtime programme.</p>	<p>HSLW & Flourish Lead (DL)</p> <p>HSLWs (DL/DC)</p> <p>Outdoor Ed Lead (RE)</p> <p>SR</p> <p>Sport Lead (KD)</p>	<p>Training Autumn 2019, launch Spring 2020</p> <p>Weekly 2019-20</p> <p>Termly 2019-20</p> <p>½ termly 2019-20</p> <p>Spring 2020 training, launch after</p>	<p>Ecotherapy training & Flourish hours</p> <p>HSLW time</p> <p>Outdoor Learning Lead free club after sch with simple resources i.e. tins, gardening tools (on site)</p> <p>Use of Sports Teacher (SR) first 30 mins 4 x weekly</p> <p>Purchase of Real Legacy (Sports' Premium budget), CPD time for lunch staff training</p>	<p>2019-20 Ecotherapist trained and the offer developed over the year. Target ch identified in the Summer Term for a September start. And their area of need i.e. attendance etc. 2020-21 Embed Ecotherapy across the school and evaluate impact.</p> <p>2019-20 Establish club (UKS2 Aut, LKS2 Spring & KS1 Summer). 2020-21 Embed the club and develop specific projects i.e. weather station or bug hotel etc.</p> <p>Establish a set of 5/6 readers for term 1 and use pupil voice to evaluate impact. Plan Spr onwards accordingly.</p> <p>2019-20 Staff trained and programme is launched. 2020-21 Embed programme. 2021-22 Develop specialists within the lunch staff team</p>	<p>IMPACT</p> <p>Flourish programme is a wide offer that reaches many children. PP ch with access achieve personal targets such as improve attendance or engage in learning. Where measurable, this information is tracked.</p> <p>Social and emotional needs are met through targeted intervention and PP with these needs are able to access school life.</p> <p>The outdoor space and notion of growing is used to nurture our PP ch with social and emotional needs.</p> <p>All children develop personal skills and British Values at play.</p>