Pupil Premium Grant (PPG) Statement: Impact and Strategy

Holycroft Primary School

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Review date	October 2021
Statement authorised by	Governing Body
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Amount of Pupil Premium received and context of each cohort:

	2018/19	2019/20
Total amount of PPG received	£151,800	£157,080
Total pupils on roll	379	368
Disadvantaged pupils	115	119
Disadvantaged pupils as % of FTE	30.3%	32.3%
Children receiving EYPP Funding	11	7
Looked After Children	0	0

Main barriers to educational achievement for our disadvantaged pupils

- A significant proportion of Pupil Premium Grant (PPG) pupils start school with a relatively poor level of development in Reading, Writing and Mathematics compared to other pupils in their cohort.
- They also have low development in key aspects of prime areas, including their social and emotional development, and this can act as a barrier to learning as they move up through school. This reflects the sometimes chaotic home-lives some of our disadvantaged pupils have.
- A high proportion have low receptive and expressive language skills in both home language and/or English.
- A high portion of our disadvantaged pupils also have Special Educational Needs.
- Historically, attendance for our pupil premium pupils has been below national expectations.
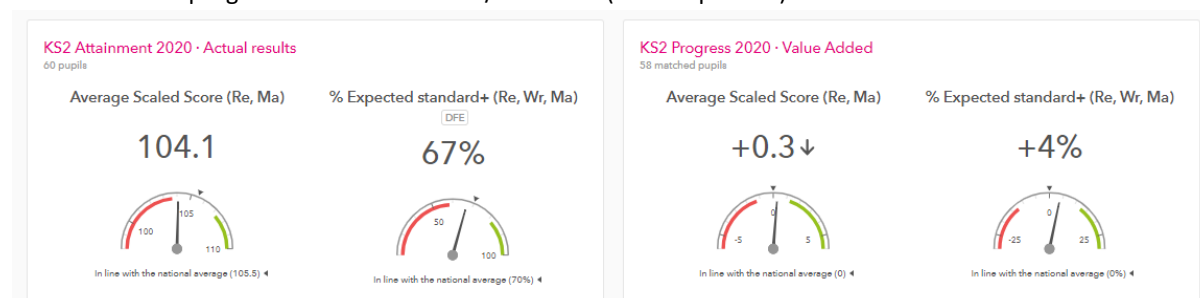
How we spent the Pupil Premium Grant in 2019/20:

(A) Breakfast club

(B) SEND and Inclusion

(C) Attendance

(D) Safeguarding and families

(E) Interventions and tuition

(F) Other
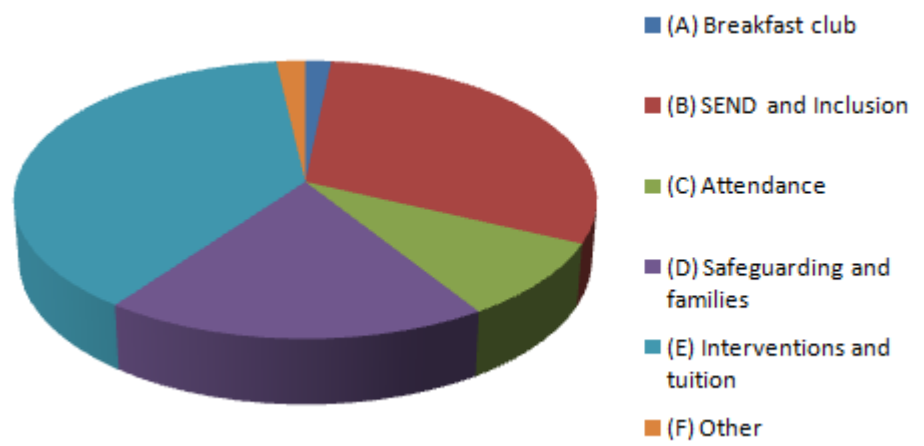
Review: Impact in 2019/20:

PPG children:

3 year rising trend at Expected Standard

KS2 performance summary

	Actual results			Pupil progress		
	2018	2019	2020	2018	2019	2020
Number of Pupils / % Matched	16	27	20	94%	96%	100%
% Expected standard+ (Re, Wr, Ma)	44%	59%	55%	+5%	+8%	-4%
% Higher standard (Re, Wr, Ma)	0%	11%	10%	-2%	+9% ⬤	+5%
Average Scaled Score (Re, GPS, Ma)	101.8	102.8	103.0	+4.8 ⬤	+2.2 ⬤	-0.4 ↓
Average Scaled Score (Re, Ma)	100.8	102.1	102.2	+3.6 ⬤	+1.8	-0.8
% Expected standard+ Reading	50%	63%	55%	+0%	+4%	-16%
% Higher standard Reading	6%	22%	15%	-3%	+7%	-1%
Scaled Score Reading	99.0	100.9	101.4	+1.4	+1.0	-1.4
% Expected standard+ Writing	50%	63%	60%	-1%	-2%	-6%
% Higher standard Writing	25%	15%	15%	+23% ⬤	+9%	+8%
Scaled Score Writing	95.0 ↓	98.9	104.2 ↑	-0.1 ↓	+0.6	+0.8
% Expected standard+ Maths	63%	74%	60%	+13%	+3%	-11%
% Higher standard Maths	13%	26%	15%	+3%	+11%	+1%
Scaled Score Maths	102.5	103.2	103.1	+5.8 ⬤	+2.6 ⬤↓	-0.2 ↓
% Expected standard+ Grammar, Punctuation & Spelling	63%	74%	60%	+13%	+11%	-11%
% Higher standard Grammar, Punctuation & Spelling	31%	37%	25%	+22% ⬤	+17% ⬤	+9%
Scaled Score Grammar, Punctuation & Spelling	103.1	103.9	104.5	+5.5 ⬤	+2.3 ↓	+0.1
% Expected standard+ Science	63%	59%	-	-	-	-

Attainment and progress of the whole 2019/20 cohort (for comparison):

KS2 Attainment 2020 · Actual results
60 pupils

Average Scaled Score (Re, Ma)

104.1

In line with the national average (105.5) ◄

% Expected standard+ (Re, Wr, Ma)
DFE

67%

In line with the national average (70%) ◄

KS2 Progress 2020 · Value Added
58 matched pupils

Average Scaled Score (Re, Ma)

+0.3 ↓

In line with the national average (0) ◄

% Expected standard+ (Re, Wr, Ma)

+4%

In line with the national average (0%) ◄

KS2 higher and lower performing pupil groups 2020
Minimum group size: 5

	Higher performing	Lower performing
Overall achievement pupil progress	Female (25) ● Bangladeshi (25) Not FSM (in last 6 years) (38)	White (6) First language English (8) Male (33) ↓
KS2 reading achievement pupil progress	Female (25) Bangladeshi (25) Summer Term (19)	Male (33) FSM (in last 6 years) (20) Pakistani (26)
KS2 writing achievement pupil progress	Female (25) ● Summer Term (19) ● Not FSM (in last 6 years) (38) ●	
KS2 mathematics achievement pupil progress	Female (25) Autumn Term (20) Not FSM (in last 6 years) (38) ↓	White (6) First language English (8) FSM (in last 6 years) (20) ↓

Outcomes at the end of Key Stage 2 for disadvantaged pupils in combined subjects:
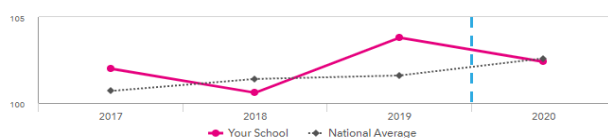
KS2 Attainment 2020
14 pupils

Average Scaled Score (Re, Ma) ⌄

102.4

FFT Rank

100   BETTER ▶   1

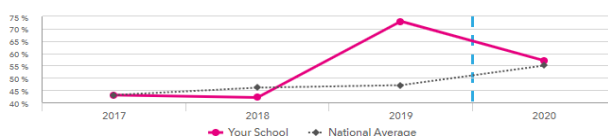In line with the national average (102.6)

% Expected standard+ (Re, Wr, Ma)
DFE ⌄

57%

FFT Rank

100   BETTER ▶   1

In line with the national average (55%)

KS2 Progress 2020
14 matched pupils

Average Scaled Score (Re, Ma) ⌄

-0.5

FFT Rank

100   BETTER ▶   1

In line with the national average (0)

% Expected standard+ (Re, Wr, Ma)
⌄

-1%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

KS2 Attainment 2020
20 pupils

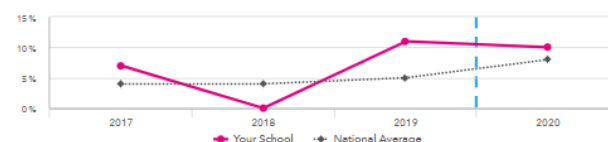**% Higher standard (Re, Wr, Ma)** DFE
⌄

10%

FFT Rank

100   BETTER ▶   1

In line with the national average (8%)

KS2 Progress 2020
20 matched pupils

% Higher standard (Re, Wr, Ma) ⌄
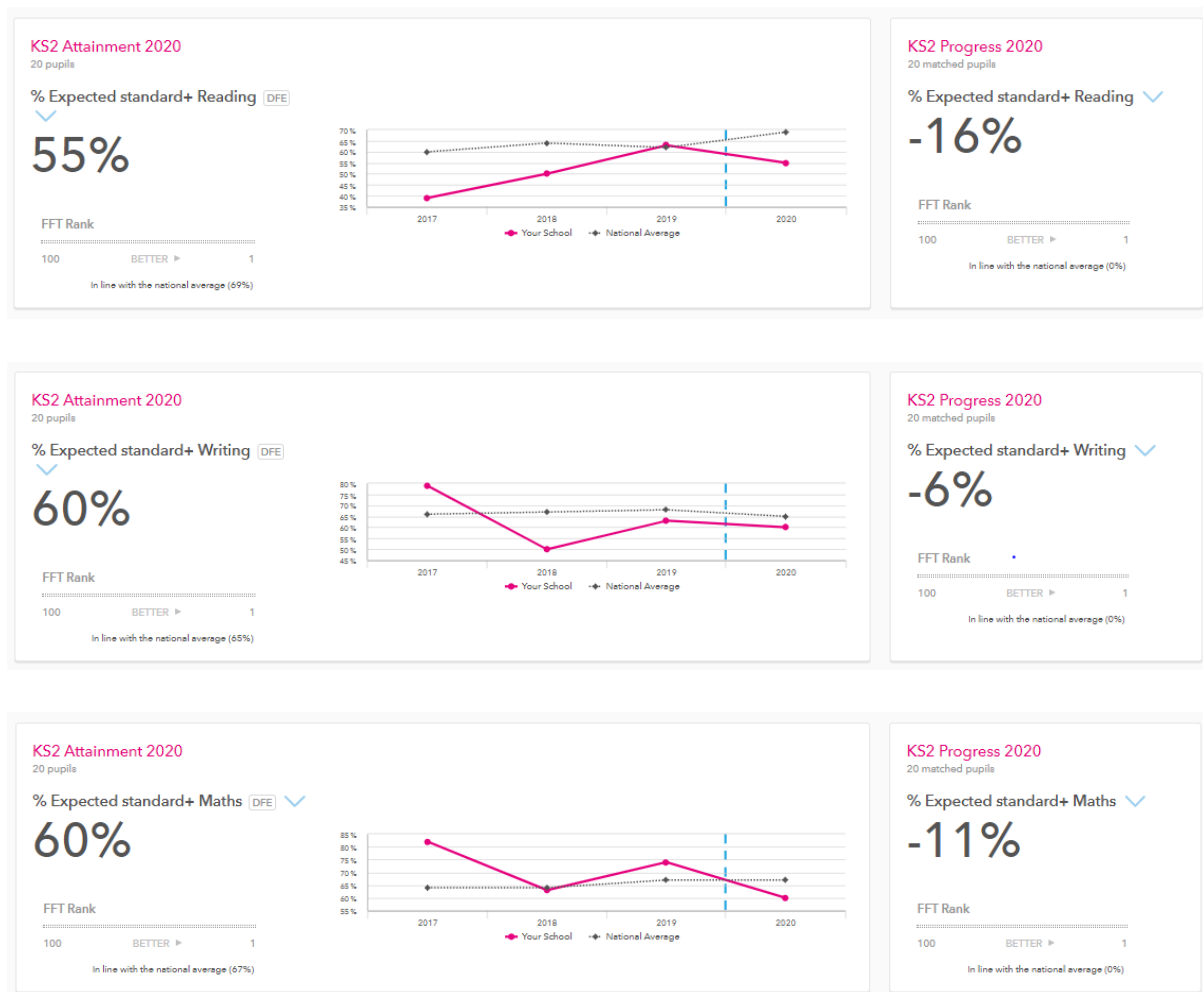
+5%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

Summary:

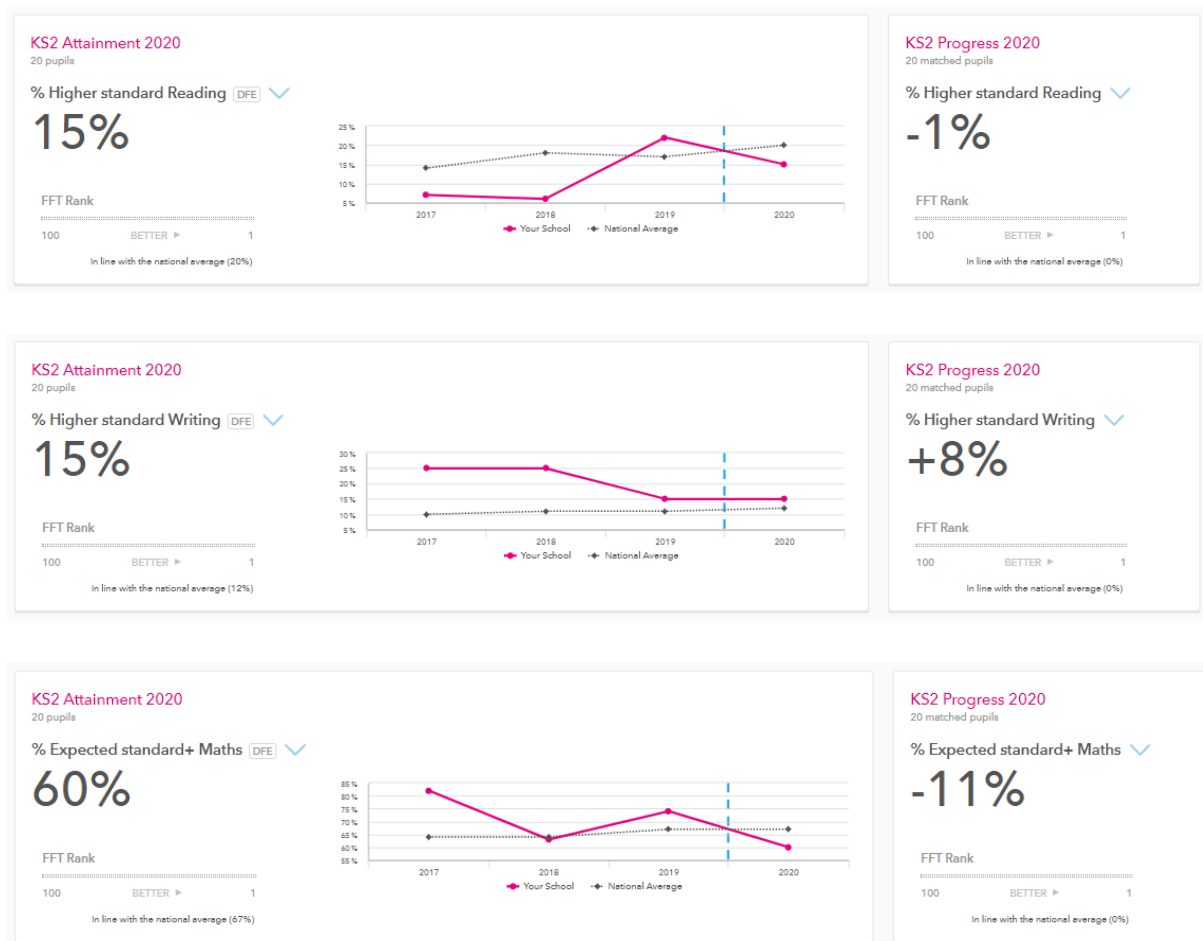- Over time, PPG children have outcomes in line with all children nationally in Combined subjects

% Expected standard and above in Reading, Writing and Maths

KS2 Attainment 2020
20 pupils

% Expected standard+ Reading DFE

55%

FFT Rank

100   BETTER ▶   1

In line with the national average (69%)

KS2 Progress 2020
20 matched pupils

% Expected standard+ Reading ∨

-16%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

KS2 Attainment 2020
20 pupils

% Expected standard+ Writing DFE

60%

FFT Rank

100   BETTER ▶   1

In line with the national average (65%)

KS2 Progress 2020
20 matched pupils

% Expected standard+ Writing ∨

-6%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

KS2 Attainment 2020
20 pupils

% Expected standard+ Maths DFE ∨

60%

FFT Rank

100   BETTER ▶   1

In line with the national average (67%)

KS2 Progress 2020
20 matched pupils

% Expected standard+ Maths ∨

-11%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

Summary:

- Reading and Writing: overall, 3 year rising trend in attainment at Expected Standard and above
- Maths: slight decline in attainment at Expected Standard and above

% Higher standard in Reading, Writing and Maths

KS2 Attainment 2020
20 pupils

% Higher standard Reading [DFE] ⌄

15%

FFT Rank

100   BETTER ▶   1

In line with the national average (20%)

KS2 Progress 2020
20 matched pupils

% Higher standard Reading ⌄

-1%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

KS2 Attainment 2020
20 pupils

% Higher standard Writing [DFE] ⌄

15%

FFT Rank

100   BETTER ▶   1

In line with the national average (12%)

KS2 Progress 2020
20 matched pupils

% Higher standard Writing ⌄

+8%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

KS2 Attainment 2020
20 pupils

% Expected standard+ Maths [DFE] ⌄

60%

FFT Rank

100   BETTER ▶   1

In line with the national average (67%)

KS2 Progress 2020
20 matched pupils

% Expected standard+ Maths ⌄

-11%

FFT Rank

100   BETTER ▶   1

In line with the national average (0%)

Summary:

- 3 year rising trend in Reading
- Slight decline in Writing and Maths

Scaled scores in Reading, Writing and Maths
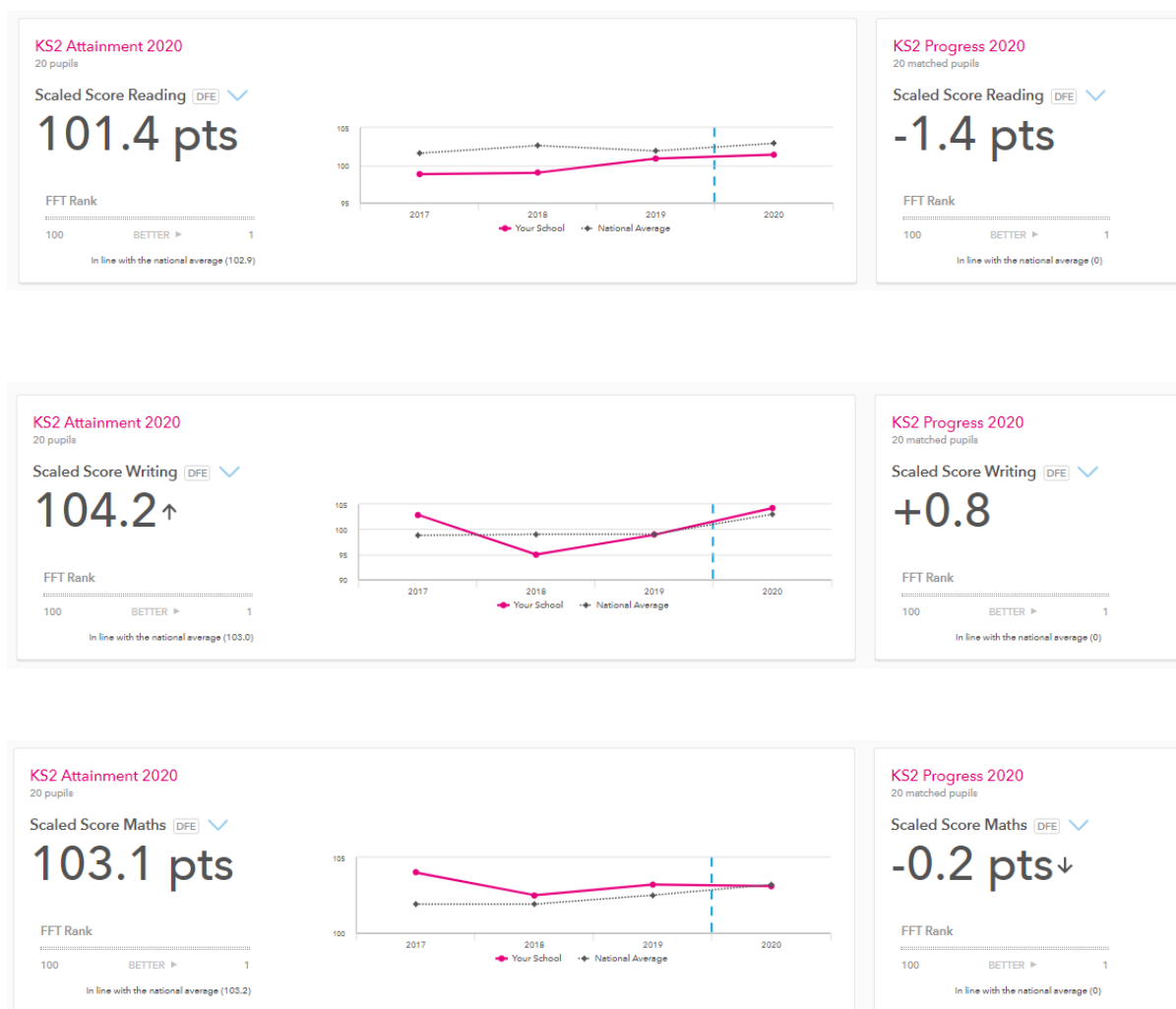
Summary:

- 3 year rising trend in Reading, Writing and Maths

Attendance:

	2017/18	2018/19	2019/20
All pupils at Holycroft	95.3%	95.6%	90.7%*
National comparison	95.8%	95.5%	No data
Disadvantaged pupils at Holycroft	95.4%	95.8%	90.9%

*2019/20 data: prior to closing

Strategy 2020/21: How we will spend the funding

At Holycroft Primary, we have high aspirations and ambitions for all our pupils; every child matters.   We strongly believe that every child has the potential to achieve. PP funding, along with allocations made from the school's main budget, will ensure that every pupil is able to achieve the same as, or exceed, all other children nationally. The spending strategy has been determined by a thorough needs analysis of:

- *In-school data returns*
- *End of Key Stage data*
- *Evidence based research*

Evidence based research

This has been key when continuing to develop our strategy; making the most efficient use of resources with highest impact. We know that our long term strategy, over time, has been embedded and has impact. Therefore, refining and deepening our current best practice is the basis of our 2017/18 strategy.

Central to our strategy is the DfE research report, ***Supporting the attainment of disadvantaged pupils: Articulating success and good practice*** (Macleod, Sharp, Bernardinelli et al, 2015). This research identified seven building blocks that are common in schools which are more successful in raising the attainment of disadvantaged pupils:

1. *A whole-school ethos of attainment for all*
2. *Addressing behaviour and attendance*
3. *High quality teaching for all*
4. *Meeting individual learning needs*
5. *Deploying staff effectively*
6. *Data driven and responding to evidence*
7. *Clear, responsive leadership*

Our intended outcomes, planned actions to achieve these outcomes and how we plan to measure the impact of our actions are outlined below against each of the seven building blocks.

1. A whole-school ethos of attainment for all

Our school has an ethos of high attainment for all pupils, avoiding stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost Centre*
- Strong AfL links - Misconceptions being addressed straight away - Greater challenge for higher attaining children - Targeted use of support staff	**Continue to embed flexible groupings in class (SLT, CTs)** **Quality CPD (LM)** **Pupil Progress meetings (GM/LM)** **Cross phase moderation** **Support staff appraisal**	- Teachers will be better equipped at grouping pupils based on AfL - Work will be set appropriate to the needs of pupils - Focussed groups will allow for misconceptions to be addressed immediately - Support staff will be aware of their roles within the class and know how best to support pupils within these groups.	B, F, D
- Pupils respond to marking to improve their work - Misconceptions are swiftly addressed	**Quality CPD** **Implement school impact marking code consistently** **Monitoring of effective use of marking code by SLT**	- Pupils will have dedicated time to purple polish their work - Pupil progress improves from lesson to lesson and over units of work - Pupils confidence will increase within lessons, better equipping them with skills to complete the tasks set	F, B,
Consistently high standard of teaching and learning across all year groups with dips quickly identified and corrected	**Monitoring of Teaching and Learning across all groups by SLT**	- Pupil progress and outcomes will be consistently high across school (measured at pupil progress meetings) - Pupil books will be high quality	E, F, B, D
Increased social mobility of pupils	**Invite past pupils into school as role models.**	High pupil progress and outcomes	B, C, D, E, F

		Children from Holycroft accepted to selective Grammar schools • Children from Holycroft accepted onto Further Education paths, including university.	
• Increased aspirations for all pupils, by all families.	**Family Learning courses to be run in the hub.** **Families to be part of EHCP reviews.** **Parent consultation afternoons to be actively promoted.** **TAFs to be established where parental engagement and aspiration**	• Parents will complete courses and gain qualifications • Aspirations of families for their children will be incorporated into reviewed EHCPs • More families will actively engage in parents afternoon.	B, C, D, F

2. Addressing barriers to learning: behaviour, attendance and emotional support

We ensure that effective positive behaviour strategies are in place. We respond quickly to poor attendance and provide strong social and emotional support, including through working with families. Key to this is early intervention. We understand the link between attendance, behaviour and emotional support. We have extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing support services and parent liaison staff, alongside teaching and learning interventions.

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost centre*
• Children consistently demonstrate Outstanding Learning Behaviours across school	**Embed Holycroft Outstanding Learning Behaviours (OLBs) across school, using the school's positive behaviour policy and:** • **Golden Tickets home** • **Assemblies**	• Children will be able to talk about their OLBs, know what they are good at and which OLBs they need to improve	B, D, E, F

• Improved metacognitive learning and independent learning • Children will consistently demonstrate high standards of personal development, behaviour and welfare	• **Parent Consultation afternoons** • **Postcards home** • **Achievement assemblies** • **Posters** • **Half termly behaviour rewards** • **Constructive Parent Consultation afternoons**	• Children strive to show OLBs around school • Parents understand the vision of OLBs and actively encourage their children	
• Attendance at school will improve	**Regular monitoring and actions by the Attendance officer Importance of attendance shared with all families and pupils;** *higher attendance rates associated with higher attainment (Taylor, 2012).*	• Attendance data will show that PPG pupils' attendance is at least as good as, or better than, national averages.	A, B, C. D
• All children and families will be well supported	**Safeguarding policies will be up to date.** **Early Help pathways will be established and monitored.** **Safeguarding and Families action plan will be written, monitored and evaluated.**	• Children will be safe and accessing learning.	A, B, C, D, E, F
• All pupils new to the school will quickly make good progress towards their targets	**Quality transition processes from one setting to another (TC/HH/LM)** **Targets set (GM/LM)** **Areas of need quickly identified and provision put in place (class teachers and SENCOs)**	• Data will show that pupils are making at least expected progress.	A, B, C, D, E, F
• Children with specific behaviour needs will be able	**Children will have bespoke IBPs written for them to positively**	• Children will be engaged in learning and making at least	B, C, D, E

to engage in all academic and social aspects of their timetable	**encourage good behaviour and learning behaviour.** **The school rules and IBPs will be followed consistently with all members of staff; some may need additional training.** **Interventions to support emotional development will be implemented when appropriate (BB)**	expected progress academically. • Quantitive measures (such as Boxall profiling and Leuvan's scales) will show improvements in emotional development. • Intervention entry and exit data will show progress.	
• LAC will have their emotional needs catered for in school	**All LAC will have bespoke PEPs written for them that identify aspects to develop and measurable strategies to do so (HH)**	• PEP objectives will be met	B, C, D
• Vulnerable pupils will start the school with a full stomach and be ready to learn	**Continue to provide a breakfast club for vulnerable pupils.**	• Attendance at breakfast club will be good. • Children who attend breakfast club will make at least good progress.	B, C

3. High quality teaching for all

We emphasise high quality teaching first and aspire to consistently high standards by setting expectations, monitoring performance and sharing best practice.

The importance of high quality teaching is supported by a study by the Sutton Trust (2011), which found that good teachers can make a large difference to pupils' results overall, and are especially important for pupils from disadvantaged backgrounds.

The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.

(Sutton Trust, 2012, p. 2)

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost Centre*
• All teaching in school to be good, the majority outstanding	**High quality CPD schedule (LM)** **Monitoring of Teaching and Learning and consistency (GM/LM)** **High quality NQT and RQT mentoring and induction programmes (LM)** **Individual staff research (All)** **Performance Management cycle completed (GM)** **Forest schools and outdoor provision implemented (RT)** **Implement a broad and balanced curriculum across school (GM)** **High quality PSHE curriculum embedded (HH)** **AfL strategies to be embedded across school (SLT)** **Impact Marking to be fully embedded and monitored (GM/LM)** **Report standards to Governors (GM)**	Monitoring records will show that all teaching is at least good and the majority outstanding. All NQTs will pass their induction year. All staff will progress to at least the next point on their pay scale. Children will make progress against broad curriculum objectives, including PSHE and RE. Governors will know the quality of T and L across school.	B, D, E, F

4. Meeting individual learning needs

Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs, routinely finding out about the barriers to learning for each individual and discussing them with the pupils and their families. The staff work as a team to pinpoint where exactly the barriers to learning lie and identify what might help each pupil to make progress.

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost Centre*
• SEND pupils will make progress in line with group and individual targets	**Rigorous tracking of progress for pupils with SEND (LM/BB) A comprehensive SEND action plan will be written, monitored and evaluated (LM/BB)**	• Pupils with SEN will make at least expected progress from their individual starting points	B, F, D
• All support staff will be used effectively to meet the needs of pupils	**Class teachers will show deployment of support staff on their planning and use them to best impact in every lesson (all)**	• Data will show that gaps in learning have been identified and filled	A, B, C, D, E, F
• Children with Speech, Language and Communication needs will be identified and their needs met	**Children to be identified through evidence based screening (BB) SLCN interventions to be established and developed (BB).**	• Intervention entry and exit data will show pupil progress. • Pupils with SLCN will make at least expected progress towards reaching and exceeding ARE.	B, D, E
• Looked After Children will quickly close the gap on their peers in all subjects	**Measurable PEPs will be written and implemented (HH)**	• Bespoke provision ensures that pupil progress is accelerated year on year. • PEP objectives will be met.	A, B, C, D, E

• Children with additional needs will have appropriate resources to support their progress	**Additional learning resources will be purchased to support children with SEN (BB)**	• Children with additional needs will make at least expected progress in relation to their starting points and individual targets	B, E
• Children with limited life experiences, impacting negatively on learning and progress, will have the opportunity to broaden their knowledge and understanding of the world.	**Use the grant to subsidise funding for school trips, e.g. Lineham Farm (PW)** **Develop a broad and balanced curriculum (GM)**	• Children's increased knowledge and understanding of the world will impact on confidence, vocabulary and language skills	F, E
• All children will be able to learn because they are not hungry in the morning	**Funding for breakfast club to continue (PW)**	• Children will make at least expected progress	A, C
• Governors have an accurate understanding of the quality of provision and outcomes for PP/SEND pupils • Governors hold leaders to account and challenge any underperformance regarding provision and progress of PP pupils	**Appoint a lead PP Governor and a lead SEND Governor to be proactive and ensure development and progress of PP pupils (LM)**	• Governors hold staff accountable for low attainment, not accepting low aspirations and inconsistent performance	B, C
• Safeguarding and early intervention	**See Safeguarding and Families action plan**	• Our most vulnerable pupils with PP will be fully engaged in	B, C,

procedures will continue to be robust		learning and are at ARE or rapidly closing the gap.	D, E, F
• Children will make swift progress on entry to school in order to compensate for their significantly low starting points	**One of the most influential variables is the attainment of disadvantaged pupils on school entry (Save the Children, 2012). Funding to be used to accelerate progress in the Early Years - see EYFS action plan (HH)**	• Provision in EYFS will be outstanding. Children will rapidly close the gap on their peers nationally.	B, C, D, E, F
• Teachers and children will know exactly where the children are at in their learning and where they need to go next.	**AfL will be used consistently well through school to identify next steps in learning. Achieved through CPD and immediate feedback after monitoring (GM/LM) Impact Marking to be embedded across school (RR)**	• Children will make at least good progress within a lesson and unit of work.	F

5. Deploying staff effectively

We have models of dispersed leadership and use our best teachers to work with pupils who need the most support and train teaching assistants to support pupils learning. Responsibilities are devolved to frontline staff and we look to use support staff more effectively.

We are developing our use of TAs based on evidence based research. This includes ensuring they are well trained in supporting learning; deploying them to deliver high quality one-to-one and small group support; and ensuring a connection between learning from everyday classroom teaching and structured interventions (Sharples *et al.,* 2015). We aim to provide TAs with thorough training on pedagogy so that they understood the drivers for educational practice, how to provide quality questioning and give appropriate feedback. TAs are also deployed to deliver interventions to small groups or individual pupils rather than always being class-based or assigned to specific pupils; deployment is based on the needs of pupils at the time rather than existing staffing structures.

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost Centre*
• Skilled support staff who are up to date with current good practice	**Regular support staff meetings to up skill staff and ensure good communication (GM/LM)**	• Pupils will be well supported - observation	B, E, D, F
• Gaps in learning will be identified and addressed effectively	**Interventions to be delivered to appropriate children. Entry and exit data to be analysed (LM)**	• Intervention data will show that pupils are making at least expected progress	
• Children with social and emotional needs will have targeted support	**The school's Learning Mentor to complete a focussed action plan (NB/YS)**	• Boxall profiles will show an improvement in social and emotional development	B, D
• Children whose families do not engage with learning, and children whose	**The new AHT lead improved support and provision for families - see action plan for further details (HH)**	• Increased family engagement with school and outcomes for pupils	D, B, C, E, F, A

families need additional support, will be well supported by the 'Holycroft Family'.			
• All children will attend school all the time	**School Attendance Officer to target families in need of additional support. Liaise with ESW. TAF coordinator to target families. Close collaboration between AO and HT (GM/JV)**	• All children in school will meet their individual targets and the school attendance target of 96%	B, C, D, E, F

6. Data driven and responding to evidence

We aim to use data more comprehensively to monitor pupils' progress. We look to identify areas of need at every opportunity, for example by baseline testing when pupils join Holycroft, during reviews of progress, and in all day-to-day teaching.

Teachers upload pupils' assessment data frequently - daily or weekly. Leaders and teachers scrutinise data for individual pupils, not just at the year group or class level. The Leadership Team monitor how each pupil progresses and closely monitors the success teachers have in supporting their pupils to make progress.

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost Centre*
• ALL staff will continue to have high expectations of all pupils' progress and outcomes	**SLT set aspirational targets for specific groups of pupils and individuals based on ARE (GM/LM)** **Pupil Progress Meetings (GM/LM)** **Performance Management Cycle (GM)** **Phase Action plans (CP, HH, CM)**	• Pupil progress and outcomes will be at least good	**F, B, D**
• All staff will be skilled at identifying and	**CPD - e.g. AfL, Moderation of assessments on FFT**	• FFT will be used consistently well to identify gaps in	**B, E, F**

filling gaps in learning		learning - evident on the tracker	
• Teachers and children will continue to know exactly where the children are at in their learning and where they need to go next.	**AfL will be used consistently well through school to identify next steps in learning. Achieved through CPD and immediate feedback after monitoring (GM/LM)** **Impact Marking to be embedded across school (RR)**	• Children will make at least good progress within a lesson and unit of work.	**B, D, F**
• All staff will continue to use data effectively	**Training on FFT, moderation between year groups and phases (LM)**	• Pupil progress will be at least good due to gaps in learning being quickly identified and filled	**F, B, D**
• All pupils will make good progress from key stage to key stage	*'The variable with the strongest positive relationship with disadvantaged pupils' attainment at Key Stage 2 was their attainment at Key Stage 1.* **Continue dispersed leadership model (SMT)**	• Progress between key stages will be at least consistently good due to children being rigorously monitored from year to year and key stage to key stage	**B, C, D, E, F**

7. Clear, responsive leadership

We are proud that our Leadership Team is made up of 'home grown' leaders. Effective, Governor supported succession planning has been key to ensuring that our vision of success for all children remains paramount. The Ofsted reports on the pupil premium (Ofsted 2013 and 2014a) emphasise the importance of leadership in promoting good progress among disadvantaged pupils. This is consistent with the wider literature on school leadership (Bloom *et al*., 2014; Fullan, 2014; Hattie, 2009; Seashore Louis *et al*., 2010; Leithwood and Seashore Lewis, 2012; Robinson *et al*., 2009) which highlights the importance of leadership focused on learning.

Our Leadership Team set the expectation of success for all. They clearly communicate our expectation that all pupils should work hard to achieve their potential and that everyone in the school will support them in this. They expect the progress of disadvantaged pupils to at least match that of their non-disadvantaged peers (nationally).

All staff are involved in decision-making, from pupil level up to strategic level. Staff are empowered, valued and inspired to do their best for all pupils.

Outcomes sought	Actions to be taken (by who)	Expected measurable impact	Cost Centre*
• Clear vision will continue to be communicated in setting goals and instilling a sense of urgency in instilling them	**High quality CPD programme (LM)** **Customs and practices by Leadership team - act as role models, exhibit the behaviours we to see in our staff and follow through the policies and approaches we are implementing (SLT)** **SDP communicated to all staff (GM)** **Pupil progress meetings (GM/LM)**	• A commonly owned plan for success, staff empowered to take collective leadership for achieving success Team Holycroft.... pupil progress and outcomes	B, D, F
• All staff will continue to know the end of year targets for all children in their class.	**Set aspirational targets for specific groups of pupils based on ARE and make clear that all are accountable for raising the attainment of all pupils (GM/LM)**	• All pupils will be on track to reach ARE at the end of KS2	B, C, D, E

• All staff will know the next steps for their professional development and be proactive in achieving them.	**Focus on high quality teaching and identifying the learning needs of individual pupils (GM/LM)** **Regular monitoring, including immediate feedback; transparency and active learning for all. Staff to be encouraged to reflect on their own practice and identify ways to improve (GM/LM)**	• Completed Performance Management cycles. • Monitoring records will show an improvement in the quality of teaching and learning.	F
• The school Impact Marking Policy will be fully embedded across school	**Training in high quality feedback (impact marking) from RR**	• Pupil books and data will evidence progress due to impact marking	F
• School resources will be used effectively, including staff resources	**Resources to be linked to SDP (GM)**	• Children will be able to make at least expected progress	All
• School will continue to embed strong data systems, analyse results and make sure everyone acts on them • School will continue to have effective, efficient systems for leaders to identify aspects of strength across school and areas to develop	**Pupil Progress meetings** **Phase Leader Action Plans** **FFT CPD and moderation** **BSquared** **Boxall Profiling** **SIMs** **Curriculum Teams** **CPOMS**	• Data will be used accurately to identify learning needs of individuals and groups, review progress and address underperformance quickly.	B, C, D. E, F
• All staff are accountable for raising attainment of all children	**Performance Management cycle** **Pupil Progress meetings** **Phase Leader Action Plans**	• Teachers know pupils' aspirational targets and plan across the	B, C, D, E, F

	Curriculum Teams	curriculum to meet them	
• Governors have an accurate understanding of the quality of provision and outcomes for PP pupils • Governors hold leaders to account and challenge any underperformance regarding provision and progress of PP pupils	**Appoint a lead PP Governor to be proactive and ensure development and progress of PP pupils** **Pupil Premium termly report (LM)**	• Governors hold staff accountable for low attainment, not accepting low aspirations and inconsistent performance	B, D, C
• Staff will continue to be well supported by Leadership, able to take risks with their practice and have a good work/life balance	**Staff wellbeing embedded into Leadership customs and practices, including CPD (GM/LM)**	• Staff questionnaire	B, D, F, E
• Staff will continue to be willing to challenge the status quo, take risks and explore innovations	**Open classrooms** **Pupil progress meetings** **Performance Management** **Subject Leadership teams (shared responsibilities and forum for development)**	• Staff questionnaire • Pupil progress and outcomes	B, D, F, E, C
• All staff are will continue to be outward looking, including building external networks and partnerships.	**Sharing of information and working in partnership with colleagues, pupils, families and the local community.** **CPOMS** **SLEs**	• Impact on pupil progress and outcomes	B, D, F, E, C
• Current staff will be upskilled to take on more specialist roles	**NPQSL** **SLE development** **SEN PGCE**	• Recognised qualifications gained by staff	B, D, F

within school and impact on attainment in other schools	**Middle Lead programme** **Deputy/Headship Mentoring**		E,

*Cost Centres: proportion of total pupil premium funding expenditure

Linked documents:

- School Development Plan
- Safeguarding and Families Action Plans
- SEND Action Plan
- Phase Action Plans - EYFS, Middle and Upper Years
- Pupil Progress Meeting Action Plans
- CPD programme
- Performance Management records
- English, Maths and Curriculum Team plans
- Behaviour reporting
- Attendance reporting
- HT reports
- PPG, SEND, Inclusion, Behaviour, Attendance, Child Protection policies