



1. Summary information					
School	High Street Primary Academy				
Academic Year	2020/2021	Total PP budget	£94636.18	Date of most recent PP Review	September 2020
Total number of pupils	122	Number of pupils eligible for PP	70	Date for next internal review of this strategy	February 2021

2. Current attainment – Year 6 ( 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
% achieving ARE in reading, writing and maths	15%	42%
progress in reading	-1.74	2.19
progress in writing	-3.69	3.46
progress in maths	-2.94	4.89

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils struggle to retain learning and this can impact on their ability to engage in learning or build upon previous learning. In an external report it was stated that leaders need to make sure that the curriculum is organised so that pupils can learn more and remember more as they move through the school.
B.	Weak Language and Communication skills – 76% are working at a level below that of expected entry into reception, with 24% working within 22/36 months. The majority of children are working at a blanks level 1 or 2 and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.
C.	PP pupils do not maintain positive attitudes to Reading and develop pleasure in reading having a detrimental effect on academic progress in Reading. This is evidenced by the number of KPIs related to Reading, which are achieved by PP pupils when they complete Guided Reading sessions and in school assessments.

<b>D.</b>	Basic number facts. Knowledge of times tables is lower for pupils eligible PP than for other pupils this is especially evident in the Year 2 and 3 cohort. In Year 1, 50% of PP pupils cannot confidently record, recognise numbers to 10 accurately and they cannot recall any numberbonds to 10.	
<b>E.</b>	More frequent behaviour difficulties. PP pupils are more likely to be placed on a behaviour plan and this has an effect on their academic progress and that of their peers.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	High number of children have SEMH issues and this impacts on their ability to engage in learning. Currently 86% of pupils on SEN register with SEMH need are eligible for Pupil Premium.	
<b>E.</b>	Parental engagement and support from home- Less than 50% of PP pupils' parents did not attend parents/carer progress meetings and PP pupils on average do not bring in their home learning on time.	
<b>F.</b>	Complex family situations. Pupils eligible for PP at High Street Primary Academy have on average experienced more Adverse Childhood Experiences.	
<b>G.</b>	Attendance and Punctuality issues. Attendance figures are currently better for PP pupils than other pupils but is still below 90%. Last year, 24% of persistent absentees were eligible for Pupil Premium.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved language and communication skills for pupils eligible for Pupil Premium across Key Stage One and Two. Higher rates of progress across EYFS especially in communication and language especially in the following KPIs: Children express themselves effectively, showing awareness of listeners' needs (part of Speaking ELG).	Pupils in all year groups who are eligible for PP make rapid progress by the end of KS2 so that all pupils who are eligible for PP meet age related expectations. Children leaving EYFS will be working at a blanks level 4 unless an SEND need is identified. During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.
<b>B.</b>	Pupils eligible for Pupil Premium receive the correct level of quality support which is deployed consistently and regularly and leads to rapid progress being made.	Pupils who are eligible for PP will significantly benefit from teachers who have the knowledge and understanding required to meet their needs whether it is an additional need or one that can be met through first quality teaching. Leaders will develop the range and quality of support offered to pupils and check that all stakeholders have deployed this support effectively.
<b>C.</b>	Pupils eligible for PP make at least good rates of progress in maths, reading and writing.	Pupils identified as PP make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning

		journeys. The gap between the amount of PP pupils/non PP pupils who are GLD by the end of Reception will be significantly decreased.
D.	Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured and appropriate support in and out of school will be signposted in a timely manner. PP pupils with complex family situations will be supported as part of an EHAT and will make accelerated rates of progress by the end of the academic year.

5. Planned expenditure					
Academic year		2020/21			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved language and communication skills for pupils eligible for PP funding. Children will have breadth of vocabulary that reflects their experiences and will access tier 2 and 3 vocabulary.	<ul style="list-style-type: none"> <li>All staff will receive high quality Oracy training</li> <li>High quality teaching and enhanced continued professional and leadership development especially in language and communication through links with Plymouth Teaching School Alliance, Livewell SALT and school based SALT.</li> <li>Pupils will have ample opportunities throughout the curriculum to express their</li> </ul>	<p>“Children with poor vocabulary at age five are twice as likely to be unemployed when they are aged 34.” (DFE 2019)</p> <p>At HSPA we aspire to have our children leaving KS2 with a good level of oral communication/presentation skills. Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication ‘Closing the Attainment Gap’. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. To establish and then maintain high quality teaching, continued professional development must be embedded - our headteacher has attended training on Visible Learning which sits at the heart of our curriculum delivery. EEF guidance report on preparing for Literacy recommends high quality interactions between adults and children. We do not want to rely on our least qualified members of staff to have these quality interactions, so, by using our in-school SALT, we will be able to upskill teachers and</p>	High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing. Leaders will use the strategies shared at Oracy INSET to ensure training is implemented well. Teaching and Learning Assistants will be trained by an in-school speech and language therapist. Training will initially take place weekly and then termly meetings will take place to assess, plan, do and review interventions and to discuss any issues. Learning Walks will evidence tier 3 vocabulary on display and reading with pupils will evidence their ability to access tier 3 vocabulary.	SB SH CP	February 2021

	<p>views and talk about experiences linked to their learning.</p> <ul style="list-style-type: none"> <li>• Tier 2 and 3 vocabulary on display for all curriculum subjects. The vocabulary will also be available in knowledge organisers.</li> </ul>	<p>support assistants to ensure staff are trained to engage in and encourage these high quality interactions. Staff trained to use gap analysis software on O-Track will be able to identify gaps for whole cohorts, groups of pupils and individuals and adapt planning and teaching appropriately.</p>			
<p>The curriculum will be organised so that pupils can learn and remember more, understand the meaning of more words and read with confidence.</p>	<ul style="list-style-type: none"> <li>• HSPA will follow and deliver the Concentric Curriculum.</li> <li>• Reading has been placed at the heart of the curriculum at HSPA.</li> </ul>	<p>Pupils' rate of progress or outcomes are not at the level that aspire for. We need to provide a curriculum that engages the children in their learning. HSPA is committed to deliver a curriculum that improves pupils' knowledge and understanding. It will promote recall and allow the pupils to remember more as they move through the school.</p>	<p>There will be regular monitoring from senior leaders through planning, learning walks and book looks. Staff will receive high quality training on delivering the curriculum. There will also be training on strategies to promote recall and the process in which pupils commit facts to their long term memory. Ensure that support staff are confident to deliver the intervention as defined by the SENCO.</p>	<p>SB CP SH Middle leaders/ subject leads</p>	<p>February 2021</p>
<p>Children's rate of progress is at least good between the statutory points across the school. Progress reported in IDSR will show a clear increase and the gap between HSPA and national average will decrease.</p>	<p>New curriculum to deliver high quality learning. Subject leaders to ensure that curriculum content is fit for purpose. Quality of teaching ensures that pupils meet their targets. Rigorous and effective Pupil Progress Meetings/scrutiny ensures all pupils are monitored. Clear baselines for all pupils will be established so appropriate and effective targets are set. SALT will screen all pupils in EYFS and set up bespoke programmes as appropriate.</p>	<p>Current progress scores are not good enough. Thorough research has led leaders to be confident with the newly implemented curriculum that has the core skills, with an emphasis on Reading, running through all the subjects and topics.</p> <p>All adults will contribute to the evaluation of each lesson against the LO or skill taught to ensure misconceptions are addressed and post teach interventions can be completed.</p> <p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment.</p>	<p>Monitoring of planning – pivotal children will be identified. Monitoring of books/ dynamic marking/ teachers' attentiveness to setting and reviewing targets Pupil progress meetings End of KS2 progress rates.</p>	<p>SB CP</p>	<p>February 2021</p>
<p><b>ii. Targeted support</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils will have the correct level of support deployed to meet their needs and address misconceptions.	<p>SENCo will oversee that the correct support has been identified and is being deployed effectively.</p> <p>TLAs will be trained in delivering high quality interventions which will address misconceptions in a timely manner.</p>	<p>Sutton Trust: Meta-Cognition and self-regulation + 8 month  “Meta-cognitive and self-regulation approaches have consistently high levels of impact with meta-analyses reporting between seven and nine months additional progress on average. It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion.”</p> <p>This is essential to ensure that pupils are supported with outside agencies and parents are fully engaged with IEPs/EHCPs. Focussed group activities are designed to help children to self-regulate and evaluate their own learning.</p>	<p>High quality training will ensure all stake holders can organise, run and review timely interventions. Dynamic Marking Policy will ensure pupils receive high quality and instant feedback on their learning. Inclusion Manager will be responsible for ensuring staff are identifying and meeting the pupils’ needs. Regular learning walks, book looks, pupil conferencing will support evaluating the success of these strategies.</p>	CP SB	<p>Annual reviews – impact statements</p> <p>February 2021</p>
Barriers to learning and engagement can be decreased for pupils requiring support with social, emotional, mental health and behavioural issues.	<p>Using the Graduated Approach to identify pupils in need of additional support, assess the need and consider internal/ external agencies such as: Educational Psychology services (MAST and PCC) Family Support Advisor Family Support Worker School nurse CAMHs CDC Therapists</p>	<p>Sutton Trust/EEF: Social and Emotional Learning + 4 Months. On average, SEL interventions have an identifiable and significant impact on attitudes to learning Learning Mentor/ counselling/Art therapy Support: Outside provision is brought into the school to work with individuals to help overcome trauma, bereavement, build social skills and self-esteem and develop positive attitudes to learning, thus raising academic attainment.</p> <p>Ed Psych service: Early intervention for complex problems.</p>	<p>Services within school to be coordinated by SENDCO to ensure pupils with highest level of need can be prioritised and to liaise with parents/carers and MAST professionals. Plymouth Excellence Cluster quality assurance and ongoing professional development training for MAST</p> <p>Use of SEMH matrix to help track pupils’ needs/progress in area of SEMH.</p>	CP	Every six weeks/ Termly
Significantly increased the percentage of PP pupils reaching the pass mark on the Y1 phonics screening	RWI phonics programme across KS1 and where needed in KS2.	Read Write Inc. Phonics is a dynamic literacy programme based on the rigorous teaching of synthetic phonics. It is designed to get all children reading and writing quickly and easily. The training and resources provide schools with a cohesive and consistent approach to the teaching of phonics and literacy, and to effective classroom management strategies to ensure success for every child.	High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing.	SH	Every six weeks/ Termly
<b>iii.</b> Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Families identified as having complex family situations are supported through a multiagency approach.	Pastoral team will grow this year to include Family Support Worker, Safeguarding Officer who will be overseen by Inclusion Leader.  MAST resources	The EHATs run in the past have had a positive impact on the pupil. HSPA would like to increase their capacity to support more families.  MAST referrals are completed for Learning Mentors, Art Therapists and Counsellors etc.  Child Protection records show an increase in children having experienced Adverse Childhood Experiences (ACE)	Support from MAST to ensure referrals are accepted in a timely manner and staff members are provided with guidance to support children who have experienced ACEs.  The non-class based SENCo has greater capacity to also support teachers to support the children. The INCO will lead a team of SO and FSW. Inclusion Leader will closely monitor impact of EHAT on each pupil.	CP	February 2021
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Subsidised breakfast club and in-class breakfast. EWO employed 1 day a week 100% certificate and prize Inclusion Lead responsibilities now include monitoring attendance.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.  Inclusion Leader is completing an Impact Report on attendance and punctuality using evidence on improving attendance guidance reports.	Through impact report, new interventions will be monitored for success termly. Through feedback from parents, changes will be made to the process for contacting parents and referring to the EWO Attendance lead will continue to ask pupils and parents what the school can do to help and will put in individualised interventions where necessary. Fortnightly will continue to meet every 2 weeks with the EWO. Attendance certificates will now be given out 3 times a year and at the end of year to celebrate attendance achievements.	CP	Termly  Fortnightly
Behavioural issues addressed, particularly at lunchtimes.	Educational Psychologist and MAST resources  Sports coach at lunchtime  Quality provision offered through well trained staff and a range of resources  New positive behaviour policy	When the school has followed the graduated approach but behaviour needs cannot be met, specialist advice and services can be sought from the MAST team. This could include providing support at TAMs and EHATS, and family support so agreed boundaries can be set.  Children struggling with behaviour issues are invited to Positive Play Provision at lunchtime.  Implement and embed school's new positive behaviour policy. Ensure parents are	Staff reminded regularly of the positive behaviour policy SLT to ensure it is used consistently through learning walks and pupil conferencing.  Children to be regularly reminded of HSPA rules, rewards and sanctions. Parents must attend meeting with HT when the threshold is met.  Review of policy in Summer term to assess effectiveness and adaptations made and taken to governors	SB  CP	Termly in SLT  Daily in class  July 2021 Final governors' meeting of the academic year  Every 6 weeks

		attending meetings if a child reaches the threshold to ensure children are getting consistent messages from home and school.			
<b>Total budgeted cost</b>					<b>£94636.18</b>

6. Review of expenditure				
Previous Academic Year		2020/21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Led	Review
Improved language and communication skills for pupils eligible for PP funding. Children will have breadth of vocabulary that reflects their experiences and will access tier 2 and 3 vocabulary.	<p>High quality teaching and enhanced continued professional and leadership development especially in language and communication through links with Livewell SALT and school link PLP SALT. High Street Academy also fully committed to and participated in The Oracy Project run through Plymouth Teaching School Alliance.</p> <p>Pupils will have ample opportunities throughout the curriculum to express their views and talk about experiences linked to their learning. Tier 2 and 3 vocabulary on display for all curriculum subjects. The vocabulary will also be available in knowledge organise</p>	<p>High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing. Leaders will use the strategies shared at Oracy INSET to ensure training is implemented well. Teaching and Learning Assistants will be trained by an in-school speech and language therapist. Training will initially take place weekly and then termly meetings will take place to assess, plan, do and review interventions and to discuss any issues. Learning Walks will evidence tier 3 vocabulary on display and reading with pupils will evidence their ability to access tier 3 vocabulary.</p>	<p>SB SH CP BC LMe NB</p>	<p>Vocabulary teaching and oracy has been explicit. Practical resources have been developed to ensure tier one and two vocabulary is consistently part of the children's learning. High quality whole school oracy CPD has underpinned staff knowledge and development, evidenced by staff voice. High quality teaching has been evidenced during subject leaders monitoring and evidence of tier 2 and 3 vocabulary being modelled by staff and children has been seen as a strength especially in upper key stage 2.</p> <p>All Teaching Assistants have received 1:2 training from school link PLP SALT on supporting individuals with in-class provision and bespoke targeted programmes.</p> <p>All teaching staff have received training through The Oracy Project, PLP SALY and Livewell SALT.</p> <p>Knowledge organisers have been redesigned with a focus on tier 2 vocabulary. Displays in the classroom have been observed as supporting children to use tier 3 vocabulary.</p> <p>All children in EYFS being supported by NB have met expected standard in their intervention apart from 3 SEN children who are now awaiting support from NHS SALT.</p>
The curriculum will be organised so that pupils can learn and remember more, understand the meaning of more words and read with confidence.	<p>HSPA will follow and deliver the Concentric Curriculum.</p> <p>Reading has been placed at the heart of the curriculum at HSPA.</p>	<p>There will be regular monitoring from senior leaders through planning, learning walks and book looks. Staff will receive high quality training on delivering the curriculum. There will also be training on strategies to promote recall and the process in which pupils commit facts to their long term memory. Ensure that support staff are confident to deliver the intervention as defined by the SENCO.</p>	<p>SB CP SH BC LMe</p>	<p>New curriculum purchased which organises objectives progressively and ensures coverage of the NC. Monitoring of planning, books, the learning environment, pupil voice and lessons shows that children are learning more and retaining more. The impact was seen in many areas of the curriculum during the most recent monitoring visit (May 2021).</p> <p>HMI monitoring visit (May 2021) remarked on the positive impact the reading curriculum had had on pupils' knowledge and love for reading. This has been evident in the progress recorded in Pupil Progress meetings across the school, with particular mention to Early Years and Year 6.</p>

				<p>Early reading is taught well through robust monitoring of the delivery of Read Write Inc Scheme.</p> <p>Although progress in the delivery of the wider curriculum was noted, it was concluded that pupils could not yet articulate the aims or recall previous learning from the wider curriculum in sufficient detail.</p> <p>Next year, High Street Academy will federate with Millbay Academy. Through the federation, High Street pupils will be taught a wider curriculum which has been developed for local pupils – as the schools share the locality it is felt the Millbay curriculum will support High Street pupils articulate their learning in an appropriate way.</p>
Children's rate of progress is at least good between the statutory points across the school. Progress reported in IDSR will show a clear increase and the gap between HSPA and national average will decrease.	New curriculum to deliver high quality learning. Subject leaders to ensure that curriculum content is fit for purpose. Quality of teaching ensures that pupils meet their targets. Rigorous and effective Pupil Progress Meetings/scrutiny ensures all pupils are monitored. Clear baselines for all pupils will be established so appropriate and effective targets are set. SALT will screen all pupils in EYFS and set up bespoke programmes as appropriate.	Monitoring of planning – pivotal children will be identified. Monitoring of books/ dynamic marking/ teachers' attentiveness to setting and reviewing targets Pupil progress meetings End of KS2 progress rates.	SB SH CP BC LMe	In Year 6, 90% of pupils who achieved ARE in KS1, achieved a moderated teaching assessment of EXS or better at the end of KS2 in Reading and Maths. In Early Years, End of year data shows good progress from all RWI children. 63% of Y1 children reached the end of Y1 phonics standard compared to 47% in 2019. The end of year data for the YR children is 68% achieving the ELG. This is compared to 50% in 2019 and 25% in 2018.

**ii. Targeted Support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Led</b>	<b>Review</b>
All pupils will have the correct level of support deployed to meet their needs and address misconceptions.	SENCo will oversee that the correct support has been identified and is being deployed effectively.  TLAs will be trained in delivering high quality interventions which will address misconceptions in a timely manner.	High quality training will ensure all stake holders can organise, run and review timely interventions. Dynamic Marking Policy will ensure pupils receive high quality and instant feedback on their learning. Inclusion Manager will be responsible for ensuring staff are identifying and meeting the pupils' needs. Regular learning walks, book looks, pupil conferencing will support evaluating the success of these strategies.	CP	The new SENDCo has written the provision map with staff and run CPD in regards to supporting the SEND children in the classroom. She has team taught in each year group to model appropriate use of support materials and this has been seen implemented to good effect during lesson observations. The SENDCo is being supported by a member of the MAT central team and the experienced SENDCo from another MAT school. Regular learning walks show individuals are participating fully in inclusive lessons through either Quality First Teaching or where necessary, specialist advice from external professionals. There is a legacy of poor SEN management which is being addressed effectively and efficiently.

<p>Significantly increased the percentage of PP pupils reaching the pass mark on the Y1 phonics screening</p>	<p>RWI phonics programme across KS1 and where needed in KS2.</p>	<p>High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing.</p>	<p>SB CP SH BC</p>	<p>End of year data shows good progress from all RWI children. 63% of Y1 children reached the end of Y1 phonics standard compared to 47% in 2019. KS2 pupils, identified through the Graduated Approach, received advice from external professionals such as education psychologists on preferred learning styles and alternative strategies to teaching reading, particularly decoding if progress was not as expected when delivering RWI scheme.</p>
<p>Barriers to learning and engagement can be decreased for pupils requiring support with social, emotional, mental health and behavioural issues.</p>	<p>Using the Graduated Approach to identify pupils in need of additional support, assess the need and consider internal/ external agencies such as: Educational Psychology services (MAST and PCC) Family Support Advisor Family Support Worker School nurse CAMHs CDC Therapists</p>	<p>Services within school to be coordinated by SENDCO to ensure pupils with highest level of need can be prioritised and to liaise with parents/carers and MAST professionals. Plymouth Excellence Cluster quality assurance and ongoing professional development training for MAST</p> <p>Use of SEMH matrix to help track pupils' needs/progress in area of SEMH.</p>	<p>CP LMa SB</p>	<p>Whole school training during September inset with follow up sessions in unit meeting and staff meetings. Teachers included ACEs and protective factors on handover notes for transition this year.</p> <p>Lunchtime pupils with more than 3 ACEs were supported by Positive Play provision which saw these pupils have a decrease in behaviour incidences occurring in unstructured playtime.</p> <p>Through the Graduated Approach, identified pupils with more than four ACEs were supported by a directed sports coach to support them integrate in playtime activities in a safe and productive way. They also coached the pupil on strategies such as fair play, sportsmanship and respecting the referee's decision.</p>
<p>Significantly increased the percentage of PP pupils reaching the pass mark on the Y1 phonics screening</p>	<p>RWI phonics programme across KS1 and where needed in KS2.</p>	<p>High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing.</p> <p>Support from Ilsham Literacy Hub to support RWI Reading Leader.</p> <p>Every child on RWI scheme is assessed by Reading Leader every six weeks.</p>	<p>SH SB</p>	<p>RWI training has been implemented and well received by staff – staff voice shows improved confidence and understanding of the RWI scheme. Checking of the quality of sessions has been continuous and from internal and external sources. GR inset has been delivered to all staff from the MAT's English specialist and a recent standards check day showed good quality work in evidence in books and lessons and pupil voice showed greater clarity around how the learn to read. Reading for pleasure occurs in classes daily and both staff and children have voiced their enjoyment of this. Improvements were noted in the May Ofsted visit. End of year data shows good progress from all RWI children. 63% of Y1 children reached the end of Y1 phonics standard compared to 47% in 2019. Vocabulary teaching and oracy has been explicit. Practical resources have been developed to ensure tier one and two vocabulary is consistently part of the children's learning. High quality whole school oracy CPD has underpinned staff knowledge and development, evidenced by staff voice.</p>

**iii. Other approaches**

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Led	Review
<p>Families identified as having complex family situations are supported through a multiagency approach.</p>	<p>The EHATs run in the past have had a positive impact on the pupil. HSPA would like to increase their capacity to support more families.</p> <p>MAST referrals are completed for Learning Mentors, Art Therapists and Counsellors etc.</p> <p>Child Protection records show an increase in children having experienced Adverse Childhood Experiences (ACE)</p>	<p>Support from MAST to ensure referrals are accepted in a timely manner and staff members are provided with guidance to support children who have experienced ACEs.</p> <p>The non-class based SENCo has greater capacity to also support teachers to support the children. The INCO will lead a team of SO and FSW. Inclusion Leader will closely monitor impact of EHAT on each pupil.</p>	<p>CP</p>	<p>In 2019-2020, 5 x EHATs were run. In 2020-2021 13 EHATs were managed and 11 TAM meetings regularly held.</p> <p>Due to the pandemic, MAST were not sending therapists into schools for face-to-face sessions. Therefore, there was not an increase to the service. However, 5 families were successfully referred for a family support worker and an additional 6 pupils were supported by the MAST educational psychologist.</p> <p>SENCO undertook the NASENCo through University of Plymouth. Through this award she was able to critically engage with the local offer and meet representatives from many of the services on offer in Plymouth.</p>
<p>Increased attendance rates and punctuality for pupils eligible for Pupil Premium.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Inclusion Leader is completing an Impact Report on attendance and punctuality using evidence on improving attendance guidance reports.</p>	<p>Through impact report, new interventions will be monitored for success termly. Through feedback from parents, changes will be made to the process for contacting parents and referring to the EWO</p> <p>Attendance lead will continue to ask pupils and parents what the school can do to help and will put in individualised interventions where necessary.</p> <p>Fortnightly will continue to meet every 2 weeks with the EWO. Attendance certificates will now be given out 3 times a year and at the end of year to celebrate attendance achievements.</p>	<p>CP SB LMa VH</p>	<p>Attendance is close to target of 96% with the school working closely with the local LA and the EWO service.</p> <p>Two families where pupils are persistent absentees are being supported through a multi-agency approach.</p> <p>Individual cases are reviewed every two weeks with the EWO and attendance data is analysed by school staff and EWO.</p>
<p>Behavioural issues addressed, particularly at lunchtimes.</p>	<p>When the school has followed the graduated approach but behaviour needs cannot be met, specialist advice and services can be sought from the MAST team. This could include providing support at TAMs and EHATS, and family support so agreed boundaries can be set.</p> <p>Children struggling with behaviour issues are invited to Positive Play Provision at lunchtime.</p> <p>Implement and embed school's new positive behaviour policy. Ensure parents are attending meetings if a child reaches the threshold to ensure children are getting consistent messages from home and school.</p>	<p>Staff reminded regularly of the positive behaviour policy SLT to ensure it is used consistently through learning walks and pupil conferencing.</p> <p>Children to be regularly reminded of HSPA rules, rewards and sanctions. Parents must attend meeting with HT when the threshold is met.</p> <p>Review of policy in Summer term to assess effectiveness and adaptations made and taken to governors</p>	<p>SB LMa CP</p>	<p>During the Ofsted monitoring visit in May, behaviour was noted as much improved and was good in many areas:</p> <p><i>"Your work to improve pupils' behaviour in and around the school has been successful. You have developed a strong behaviour policy. You have provided useful training to ensure that staff are skilled at understanding pupils' behaviour. Staff and pupils routinely follow your new higher expectations. There is an increasingly purposeful environment. Positive relationships are modelled effectively. Consequently, many pupils say that behaviour is getting better and they feel safe."</i></p>

			<p>Split playtimes and lunchtimes have ensured that children are only playing in small groups and they are being engaged more positive. A questionnaire shows that all staff cited can reference an improvement in lunchtime and playtime behaviour. Pastoral staff run 'positive play' which means that children who find unstructured play tricky to manage can enjoy their lunch with an adult, having social skills modelled to them, and are able to re-engage with their learning quickly after lunch. A behaviour raffle has been instigated and children earn tickets and prizes for observing good manners and moving around</p> <p>All staff support positive behaviour in the dining hall by serving the children lunch and supporting the MTAs. This has resulted in fewer lunchtime behaviour incidences.</p> <p>A new behaviour policy is in effect which offers clearer processes for staff in regard with escalating and dealing with incidents. The benefits of this have also been cited by staff in the feedback captured by the staff questionnaire. The impact of this and the improvements in behaviour were recognised during the Ofsted inspection in May '21.</p>
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