

# PPG

# Development Plan



**Abbey Meads Community Primary School**

Swindon

# Introduction

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## Statement of intent

At Abbey Meads Community Primary our aim is to inspire all children to develop a life-long love of learning. Our focus is to ensure that the achievements of Pupil Premium children are in line with those of their non -Pupil Premium peers. This year our main priorities are:

1. Improve oral language skills and increase progress in reading for Pupil Premium pupils.
2. Improve resilience, social and emotional skills for pupils.
3. Improve academic attainment for Pupil Premium pupils impacted by the lockdowns of 2020 and 2021, especially in writing.
4. Increase accessibility and take up of out of school experiences for pupils who are eligible for Pupil Premium.
5. To engage with parents and carers of Pupil Premium children to promote engagement with their children's learning.

Our Pupil Premium Plan is design to achieve these objectives by:

1.
  - Whole school focus on the teaching of reading skills and the acquisition of vocabulary. This includes a whole school audit on the teaching of reading, professional development training for staff, moderation of reading throughout the year- both at school and Trust level- to ensure robust judgements and the clear identification of 'must teach' vocabulary across the curriculum.
  - Using Wellcomm to identify children who require oracy Interventions within EYFS to narrow the gap between them and their peers. This year also extended to Year 1 children due to missed opportunities during Covid Lockdown.
  - Phonics interventions in place for children in Year 1 and Year 2 who are not yet age related expectation in this area.
  - Talkie Walkies in place across the school with each year group paired up with another to promote conversation and social engagement.
  - Pre-teaching of key vocabulary as identified from the 'must teach' vocabulary
2.
  - Social and emotional interventions led by the Deputy Head and Pastoral Support TA.
  - Learning Mentor to work with individual children to engage them in learning and promote resilience.
  - Implementation of Metacognition strategies throughout the school.

- Referrals to Trailblazer Mental Health Practitioners as required

3.

- Pupil Progress meetings used to identify Pupil Premium children and to implement further support when needed.
- Additional academic interventions in place to support Pupil Premium children
- Writing intervention to be put in place- including focus on closing vocabulary gap and consolidation of key writing skills

4.

- Funding in place for trips, including residential trips, swimming.
- A broad range of experiences planned throughout the school to provide a wealth of opportunities for children, including visitors to the school.
- The school provide a range of teacher led clubs which are free to access and undertake to ensure all Pupil Premium children who apply are invited to at least one club throughout the year.

5.

- Senior staff and the Pastoral Lead available on the gates at the start and end of days to ensure a welcome and to engage with parents informally.
- Re-introduction of Parent Workshops to support parents to engage with their children's learning.
- Personalised or small group meetings to be offered to Pupil Premium parents
- Tapestry in EYFS. Targeted support for those parents who find it difficult to access.

# Quality of Education (1b) Talkie Walkies

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	BB
<b>Team:</b>	SLT	<b>Monitor:</b>	JH
		<b>Dates:</b>	31/08/21 - 15/07/22

**Description:** To support the development of oracy skills through structured discussion topics between peer mentors and their mentees.  
 To provide a child's voice opportunity - younger children have the opportunity to develop a trust and ability to voice concerns to a child mentor.  
 To provide a language based activity to achieve the above, whilst Covid-19 restrictions prevent close cross phase reading activities within class (Reading Buddies)

**Monitoring \ Evaluation:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Talkie Walkies</b>	● Not Completed	01/10/21 to 15/07/22	BB	<b>Medium</b>

*Whole school approach to mentoring younger children and giving older children opportunities for social responsibility. Y6 paired with Y2, Y5 paired with Y1, Y4 with Reception and Y3 with Nursery. Children will have weekly talking sessions to promote language and social interaction. Activities/items for discussion are led by the class teachers and the older children coached in how to develop specific discussion / related vocabulary. Where appropriate discussion will overlap with Poetry and Talk - where some specific poems (EG: Michael Rosen Eddie Poems) are shared and enjoyed with both age groups. Ongoing reviews will take place on termly basis between teachers from twinned age groups.*

## Success Criteria

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DESCRIPTION	COMPLETED
Weekly sessions take place.	<input type="radio"/> <b>NO</b>
Older children lead appropriate conversations with their younger partner.	<input type="radio"/> <b>NO</b>

## Quality of Education (1b) Meet and Greet

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	MC
<b>Team:</b>	SLT	<b>Monitor:</b>	BB
		<b>Dates:</b>	01/09/21 - 15/07/22

**Description:** Children can find transitioning into school difficult and this can impact on their learning. Having support with their start to the school day will support their mental health and help them to be ready to learn.

**Monitoring \ Evaluation:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Meet and greet</b>	● Not Completed	02/09/21 to 15/07/22	MC	Medium
<i>CM will meet and greet identified children to support transition into school each morning and ensure they are ready for learning.</i>				

### Success Criteria

DESCRIPTION	COMPLETED
Identified children have better learning behaviours and a smooth transition into school.	● NO
Parents, children and teachers all identify this has had a positive impact.	● NO

## Quality of Education (1b): Learning mentor

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	MC
<b>Team:</b>	SLT	<b>Monitor:</b>	BB
		<b>Dates:</b>	31/08/21 - 15/07/22

**Description:** Some children find time out of the classroom difficult and as a result their behaviour can become difficult. Providing children with a learning mentor to support them at these times can ensure playtimes are positive and they are ready to go back into school and learn with their peers.

**Monitoring \ Evaluation:** -

### Targets

TITLE	RAG	DATES	TEAM	PEOPLE	STATUS/PRIORITY
<b>Quality of Education (1b): Learning mentor</b>	● Not set	31/08/21 to 15/07/22	PPG	Responsible: MC Monitor: MC	In Progress <b>HIGH</b>
Some children find time out of the classroom difficult and as a result their behaviour can become difficult. Providing children with a learning mentor to support them at these times can ensure playtimes are positive and they are ready to go back into school and learn with their peers.					

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Learning mentor</b>	<input type="radio"/> <b>Not Completed</b>	01/10/21 to 30/06/22	MC	<b>Medium</b>
<p><i>Children are identified to be supported in class by the Learning Mentor under the supervision and guidance of the Class teacher. The Mentor will build up a relationship with the children and support them in making the right choices in order to attain their potential.</i></p>				
<b>Playtime</b>	<input type="radio"/> <b>Not Completed</b>	01/10/21 to 30/06/22	MC	<b>Medium</b>
<p><i>Separate zone at Lunch playtime with structured activities and games to promote team work and build self esteem. Children who would benefit from this support will be identified by the class teacher. Year groups will have an allocated day for this additional support</i></p>				

## Success Criteria

DESCRIPTION	COMPLETED
Fewer issues/disputes during and after break times.	<input type="radio"/> <b>NO</b>
Children will have increased self esteem and resilience.	<input type="radio"/> <b>NO</b>
Children and teachers identify this has had a positive impact.	<input type="radio"/> <b>NO</b>



# Quality of Education (1f): Pupil Premium

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	MC
<b>Team:</b>	SLT	<b>Monitor:</b>	BB
		<b>Dates:</b>	30/08/21 - 30/06/22

**Description:** Please see separate PPG Strategy including PPG Plan within Perspective for full range of Actions.  
 Our aim is to ensure that children who are Pupil Premium are not disadvantaged either in terms of academic potential or their ability to access a broad range of enriching experiences. The main priorities in our 3 year plan are:

1. Improvement of oracy leading to an increase in reading skills.
2. Teaching our children to be resilient and focusing on their social and emotional skills.
3. Improvement of academic attainment-especially in writing.
4. Ensure that out of school experiences are accessible to all.
5. Engage parents and carers in their children's learning

**Monitoring \ Evaluation:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Oracy Interventions</b>	● Not Completed	11/10/21 to 18/02/22	MC	High
<i>Use Wellcome as a baseline to identify children in EYFS who have a potential language difficulty. Intervention is then put in place to provide them with the support needed to be at age related expectations. This will also take place with targeted children in Year 1.</i>				

## Success Criteria

DESCRIPTION	COMPLETED
Pupils will demonstrate improvement in their oracy skills and in reading.	● NO
Pupil Premium pupils will demonstrate increase in their resilience and social and emotional behaviours.	● NO
The academic attainment for Pupil Premium pupils will show improvement with numbers achieving age related expectations increasing by at least 10%	● NO
Parents of Pupil Premium children engage with school to support their children's learning.	● NO



## Behaviour and attitudes (2a): Metacognition

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	NW
<b>Team:</b>	SLT	<b>Monitor:</b>	BB
		<b>Dates:</b>	01/09/21 - 15/07/22

**Description:** Develop metacognition throughout the school so that children can understand how they learn and become more resilient.  
Staff meetings to plan metacognition teaching and how principles will be used across the school.  
Focus on very small specific elements that relate to embedding principles and skills of metacognition, (EG Marvellous Mistakes and resilience, colours as learners), but not weekly use of reflect-ED curriculum other than focused termly activities taken from this resource.

**Monitoring \ Evaluation:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Embed Metacognition</b>	● Not Completed	16/11/21 to 15/07/22	NW	Medium
<p><i>Develop metacognition throughout the school so that children can understand how they learn and become more resilient. Staff meetings to plan metacognition teaching and how principles will be used across the school. Focus on very small specific elements that relate to embedding principles and skills of metacognition, (EG Marvellous Mistakes and resilience, colours as learners), but not weekly use of reflect-ED curriculum other than focused termly activities taken from this resource.</i></p>				

## Success Criteria

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DESCRIPTION	COMPLETED
Children are able to articulate how they approach new learning. They demonstrate an ability to identify themselves as a learner and how they use mistakes to advance their own learning.	<input type="radio"/> <b>NO</b>
Children are more resilient in their learning behaviours. They become more accurate and at times challenging in the way they identify their own ability to approach new learning. Choosing their colour effectively.	<input type="radio"/> <b>NO</b>

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## Behaviour and attitudes (2b): SEMH

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	MC
<b>Team:</b>	SLT	<b>Monitor:</b>	MC
		<b>Dates:</b>	31/08/21 - 15/07/22

**Description:** We recognise that there is an increase in the anxieties among children and that this has been exacerbated by the pandemic. In order to support the well-being of our children, we have expanded our SEMH Team to reflect the needs of our school.

**Monitoring \ Evaluation:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>SEMH team</b>	● Not Completed	01/10/21 to 17/12/21	MC	Medium
<p><i>The SEMH Team has been expanded in recognition of the increased number of children across the school who need support. JH will focus on those requiring more therapeutic support. CM will focus on those who would benefit from an increase in self-esteem and developing more positive learning behaviours.</i></p>				

### Success Criteria

DESCRIPTION	COMPLETED
Identified children have a smoother transition into school and better learning behaviour.	● NO
Parents, children and teachers all identify this has had a positive impact.	● NO

## Behaviour and attitudes (2b): Mental well-being

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**RAG:** ● Not set      **Status:** In Progress

**Priority:** High      **Responsible:** MC

**Team:** SLT      **Monitor:** MC

**Dates:** 31/08/21 - 30/06/22

**Description:** We recognise the importance of mental well-being for both our children and staff. It is our responsibility to ensure that everyone in our community can share and be supported.

**Monitoring \ Evaluation:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Senior Mental Health Training</b>  <i>School has applied for a grant for Senior Mental Health Training in order to implement effectively a whole school approach to mental health and well-being. Training will be in January and June. Information and strategies will be shared in Staff Meetings and a whole school approach formulated.</i>	● Not Completed	20/01/22 to 30/06/22	MC	Medium
<b>Staff</b>  <i>All staff recognize the importance of and promote well-being with time being given to talk about worries and strategies given. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993669/Mental_Health_Resources_for_teachers_and_teaching_staff_June_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993669/Mental_Health_Resources_for_teachers_and_teaching_staff_June_2021.pdf</a></i>	● Not Completed	01/10/21 to 30/06/22	MC	Medium
<b>Talktime</b>  <i>Access to Talktime for identified children to promote strategies for dealing with worries and anxieties</i>	● Not Completed	01/10/21 to 17/12/21	MC	Medium
<b>Trailblazers</b>  <i>Remain part of Trailblazer project referring children as appropriate            Parents and children identify that this has been a supportive intervention.            SENDCo to monitor wait times of individual children and liaise with Trailblazer time to expediate more urgent referrals</i>	● Not Completed	01/10/21 to 17/12/21	MC	Medium

## Success Criteria

DESCRIPTION	COMPLETED
There is a clear whole school approach to mental health and well-being.	<input type="radio"/> NO
All staff aware of how they can support mental well-being.	<input type="radio"/> NO
Questionnaires show children can identify what they can do when worried and when they need to ask for help.	<input type="radio"/> NO
Children are confident in sharing worries with staff.	<input type="radio"/> NO
Talktime sessions support those in need of additional support.	<input type="radio"/> NO
Engagement with Trailblazer project remains high and parents, children and teachers identify that this has had a positive impact.	<input type="radio"/> NO



## Behaviour and attitudes (2b): Lighthouse

<b>RAG:</b>	● Not set	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	MC
<b>Team:</b>	SLT	<b>Monitor:</b>	BB
		<b>Dates:</b>	31/08/21 - 31/08/22

**Description:** Use Lighthouse to support parents and to access support for children with SEMH needs

**Monitoring \ Evaluation:** -

### Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Lighthouse</b>	● Not Completed	01/10/21 to 18/02/22	MC	<b>Medium</b>

*Further develop our relationship with Lighthouse both in terms of support for Parents and in terms of accessing therapeutic services for children eg Play Therapy.  
Lighthouse will provide Family Support Workers who can liaise and support families through a range of circumstances such as managing challenging behaviour, setting appropriate morning/bedtime routines, supporting parents with mental health difficulties, difficult relationships and financial hardships etc  
Lighthouse will support with managing TAC meetings when an independent link is required.*

### Success Criteria

DESCRIPTION	COMPLETED
Parents identify that they feel supported by parent support workers.	● NO
Lighthouse staff are able to offer support with SEMH strategies enabling teachers to support children more effectively	● NO

