

# Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Sharlston Community School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£109,203	<b>Date of most recent PP Review - external</b>	June 2019
<b>Total no. of pupils</b>	288 Rec - Y6	<b>No. of pupils eligible for PP</b>	98 Rec-Yr 6 <b>34%</b>	<b>Date for next review of this strategy</b>	Spring 2021

## School context (SEF)

Sharlston Community School is based in Sharlston village, a small, ex-mining community, near the city of Wakefield. The school serves a mixed catchment area and is an average sized primary school which, although not yet full in every year group, has a growing number on roll. The proportion of pupils known to be eligible for support through pupil premium has recently increased to 34%, well above the national average of 24%, although this fluctuates in year groups across the school (43% of the current Reception class are in receipt of pupil premium, and 38% of both the Year 3 and Year 4 cohorts. There is a higher than average proportion of boys than that seen nationally throughout school, with only 46% girls, and our current Reception class is made up of 60% boys (only 32% of the Pupil Premium group in this cohort are girls)

Over the last two years there has been a growing number of pupils identified with special educational needs, particularly in EYFS and KS1 and there is a higher proportion of SEND and low prior attainment within the Pupil Premium group, than within the group of pupils not in receipt of Pupil Premium.

There are a number of factors affecting the Pupil Premium pupils attending our school. We believe one of the biggest barriers for children can be poverty of expectation, so we have a culture of actively encouraging every child to reach their full potential and shine. Our 2020 Challenge Curriculum is designed with rich experiences and opportunities to raise our pupil's aspirations, increase their motivation to work hard and succeed, and broaden their future horizons. Promoting the importance of regular attendance is a key area, and although improving due to rigorous work by school, attendance continues to be an issue with Pupil Premium families.

Poor communication, language and literacy skills of many of our Pupil Premium children and families is also a significant barrier. Baseline data from Aut 2020 shows 40% of our EYFS Pupil Premium children are not working at ARE in the areas of communication and language. Developing phonic skills and early reading is a high priority to prepare our children to access the wider curriculum; by ensuring consistently high quality phonics teaching, and that pupils have the opportunities to apply learnt skills to read a range of phonically decodable texts confidently. Language development and actively promoting the acquisition of a wide vocabulary are key aspects of our 2020 Challenge Curriculum.

Last Statutory attainment EYFS (Summer 2019) – Current Year 2 cohort					
Total number of pupils	44	Number of pupils eligible for PP	2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD				50%	
% achieving all learning goals				50%	

Last Statutory attainment % achieving the expected standard in phonics at KS1 (Summer 2019 – current Year 3 and Year 4 cohort)					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	38	Number of pupils eligible for PP	9	78%	
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	38	Number of pupils eligible for PP	10	100%	

Last Statutory attainment attainment KS1 (summer 2019) – current Year 4 cohort					
Total number of pupils	38	Number of pupils eligible for PP	10	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				40%	%
% achieving ARE in reading				70%	79% gap -9%
% achieving ARE in writing				50%	74% gap -24%
% achieving ARE in maths				60%	80% gap -20%

Last Statutory attainment KS2 (Summer 2019)					
Total number of pupils	28	Number of pupils eligible for PP	8	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths			75%	70%	
Progress score in reading				-0.6	0.3 gap -0.9
Progress score in writing				+0.3	0.2 gap +0.11
Progress score in maths				-2.2	0.3 gap -2.5

Current Phonics Screen Dec 2020 Current Year 2					
<b>Total number of pupils</b>	40	<b>Number of pupils eligible for PP</b>	6	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard</b>				67%	91%

<b>Quality First Teaching</b> ( <i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i> )					
<b>In school barriers to be addressed</b>				<b>Person/Team Responsible</b>	<b>Cost</b>
<b>A</b>	The quality first teaching of Phonics and early reading is not yet secure throughout school so progress for our early readers is not rapid enough			VM with SLT	£40000
<b>B</b>	A Mastery approach for the teaching of maths is not yet fully embedded throughout school so progress for the prior lower ability group is not rapid enough			SC with SLT	£7000
<b>C</b>	Assessments and feedback are not always used effectively to address misconceptions and identify the specific knowledge and skills that pupils should learn next			JD with SLT	£3000
<b>Targeted Academic Support</b> ( <i>Structured interventions - small group tuition, one-to-one support</i> )					
				<b>Person/Team Responsible</b>	<b>Cost</b>
<b>D</b>	Diagnostic information needs to be used to plan specific interventions that address gaps in learning and result in rapid progress, with a particular focus on identified needs in each cohort (S&L in EYFS, Phonics Year 1, Year2/3 Reading, Maths)			SLT English and Maths Leads	£10000
<b>Wider Strategies</b> ( <i>issues which also require action such as low attendance, behaviour, parental engagement</i> )					
				<b>Person/Team Responsible</b>	<b>Cost</b>
<b>E</b>	Additional support is needed for identified families so that all Pupil Premium pupils continue to attend school on time, in line with their peers			Attendance Team	£3000
<b>F</b>	Support for identified families with strategies for parenting, behaviour management, safeguarding and helping their child academically, so pupils are ready for learning (at home or school) and make at least expected progress			Pastoral Team	£40000
<b>G</b>	Financial restraints of some families, and lack of aspirations for the future, means not all pupils have knowledge of opportunities which exist outside of their own locality and limits their potential, cultural capital and self motivation			All staff to identify disadvantaged	£5000

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>The quality first teaching of Phonics and early reading is not yet secure throughout school so progress for our early readers is not rapid enough.</p> <p>A structured, systematic format for the teaching of Phonics has been shared and started but is not yet embedded and proven.</p> <p>The use of fully decodable reading books in EYFS and KS1 is developing but needs time to embed and show impact.</p> <p>Some pupils do not pass the phonics screening by the end of YR2 and so are disadvantaged when entering KS2.</p>	<p><b>Active Ingredient 1</b> Phonics sessions will be delivered daily in addition to other reading activities and will follow the new strategy.</p> <p><b>Active Ingredient 2</b> The use of fully decodable books will continue to be implemented. Access to the same book will be supported by the use of the reading scheme- Reading planet.</p> <p><b>Active Ingredient 3</b> Phonics reading sessions will replace existing Guided reading sessions in EYFS and Year 1 and the focus will be on decoding.</p> <p><b>Active Ingredient 4</b> The delivery of Guided reading sessions will continue to be developed with the support of the Trust Reading Leader.</p> <p>Diagnostic assessment will identify the phonic and reading needs of children entering KS2 and ensure that any gaps in phonics is quickly addressed</p> <p><b>Active Ingredient 5</b> 1:1 and small group intervention will be delivered to those children at risk of not attaining ARE in phonics and Reading</p>	<p>CPD will be given to all teaching staff around effective approaches to the delivery of phonics lessons and interventions.</p> <p>Phonics reading sessions will be led by the Phonics leader</p> <p>The phonics leader will conduct diagnostic assessment to ascertain the phonics levels of children in LKS2</p> <p>The English lead and trained LKS2 teachers will complete Running reading records to ensure that children identified in LKS2 are able to fully access their reading</p> <p>CPD will be given to all staff on the effective use of Running reading records</p> <p>Audit of Reading books and new phonic readers purchased</p> <p>Online Reading Records purchased for parents and staff to liaise more effectively</p>	<p><b>Short Term:</b> <b>Fidelity:</b> All staff are able to articulate the way in which phonics is taught and what phase each child is working at. <b>Acceptability:</b> The majority of staff gain in confidence in delivering phonics lessons and interventions are pitched in line with pupils' current phonics phase.</p> <p><b>Medium Term:</b> <b>Fidelity:</b> All phonics sessions are delivered consistently. Additional support and one to one catch up activities are in place. All Phonics and Guided reading sessions are related to the children's phonic level Monitoring shows that children are making rapid progress towards reaching ARE in reading by the end of KS1. <b>Acceptability:</b> All children have access to reading books that are matched to their reading level.</p> <p><b>Reach:</b> All staff are confident in the consistency and effectiveness of the whole school approach to phonics and early reading. All staff understands how reading books are matched to a pupils' current phonics phase.</p>	<p><b>Short Term:</b> Pupils' reading books will always be closely matched to their phonic phase. Pupils' phonic lessons/interventions will be planned and delivered following a consistent whole school model.</p> <p><b>Medium Term:</b> Pupils will make rapid progress in both reading and phonics and this will have an impact on their learning in other parts of the curriculum</p> <p><b>Long Term:</b> The percentage of pupils who pass their phonics screening test in Year 1 will be at least 83%. In Year 2, 100% of pupils who resit their phonics screening will pass.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

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<b>B. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p>A Mastery approach for the teaching of maths is not yet fully embedded throughout school so progress for the prior lower ability group is not rapid enough</p> <p>Teachers follow the White Rose Scheme of Learning but do not always understand why they are using particular representations, or questions and do not always understand the key prior learning</p> <p>Teachers tend to use resources from the WR scheme without attending to intelligent practice, Children do not always understand the underlying structures – they do not have the conceptual understanding alongside proficiency</p> <p>Currently there is a coherent approach to learning fluency facts however there is an over emphasis on rote</p>	<p><b>Active Ingredient 1</b> Use the NCETM Maths Teaching for Mastery audit to review current provision and identify priorities for improvement</p> <p><b>Active Ingredient 2</b> Develop teacher subject knowledge across school, and expertise in crafting lessons, using the DfE ready to progress materials</p> <p><b>Active Ingredient 3</b> Develop teachers understanding of variation particularly in relation to intelligent practice</p> <p><b>Active Ingredient 4</b> Embed teaching fluency strategies throughout school</p> <p><b>Active Ingredient 5</b> Introduce a systematic approach to the teaching of and to improve instant recall of multiplication and division facts</p> <p><b>Active ingredient 6</b> Introduce focused intervention early to ensure gaps do not start to appear – One T and One TA KS1 trained on the 'Spot on with Number' early intervention by Mathematics Count (Louise Matthews)EEF Maths intervention trial?</p>	<p>Develop use of DfE ready to progress criteria and supporting materials on NCETM to identify prior learning, key representations, key language including sentence stems.</p> <p>Attend TRG and complete gap tasks</p> <p>Staff CPD – share key ideas from TRG, including how to use DfE guidance materials.</p> <p>Attend TRGs and complete gap tasks.</p> <p>Provide staff CPD (staff meetings) to develop practice in all classes.</p> <p>Use of supplementary schemes of work to develop pedagogy.</p> <p>CPD for KS1 teachers on strategies for learning additive facts supported by DfE guidance</p> <p>Develop approach throughout KS1 CPD</p> <p>Introduce consistent strategies to LKS2 for securing x tables facts – staff meeting and PPA support</p> <p>Start the Spot on with Number training</p>	<p><b>Short Term:</b> <b>Fidelity:</b> All staff are trained to deliver high quality maths lessons using the Maths Mastery approach</p> <p><b>Acceptability:</b> The majority of staff experience a growing confidence in using the DfE ready to progress criteria for planning and delivering mastery lessons. Staff feedback is positive</p> <p><b>Medium Term:</b> <b>Fidelity:</b> A Maths Mastery approach is embedded within the school and consistent models, images and methods are taught and built on through school to ensure fluency is developed securely</p> <p><b>Acceptability:</b> Staff are all confident in delivering mastery lessons and there are focused interventions that ensure children develop secure basic fluency and recall skills</p>	<p><b>Short Term:</b> Pupils have their immediate needs met and books indicate progress in maths in all year groups</p> <p><b>Long Term:</b> End of year internal data shows more pupils are working at age related expectations in maths and can instantly recall ARE facts</p>

memorisation rather learning and using strategies		Devote teaching time to developing fluency and timestables		
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>

<b>C. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p>Assessments and feedback are not always used effectively to address misconceptions and identify the specific knowledge and skills that pupils should learn next</p> <p>Teachers marking away from pupils has little impact on their progress</p> <p>Pupils do not always have the opportunity to respond to feedback given on how to improve their work</p> <p>Effective AFL during lessons is not used consistently by all staff</p> <p>Staff do not always use effective questioning techniques to find out what pupils know, or to identify misconceptions and gaps in learning</p>	<p><b>Active Ingredient 1</b> Opportunities for pupils and staff to give feedback, and respond to learning, will be planned in on a daily basis</p> <p><b>Active Ingredient 2</b> Teachers plan a well sequenced curriculum to ensure pupils build upon prior knowledge and skills</p> <p><b>Active Ingredient 3</b> Pupils will be given the opportunities to edit their work in response to feedback (purple pen)</p> <p><b>Active Ingredient 4</b> Pupils and staff will give feedback on work using agreed success criteria</p> <p><b>Active Ingredient 5</b> Pupils will be able to clearly articulate how final drafts and finished products meet the expectations for success as defined by the agreed success criteria</p>	<p><b>CPD</b> for both teaching and support staff</p> <p>All staff will access <b>CPD</b> on A4L strategies and effective questioning</p> <p>Opportunities for all staff to <b>collaborate</b>, watch and share good practice will be planned into the calendar</p> <p>Regular opportunities for coaching will be provided by Key Stage/Subject Leaders</p>	<p><b>Short Term</b></p> <p><b>Fidelity:</b> All staff are able to clearly articulate the principles of AFL and staff are incorporating more effective questioning into their pedagogy. Pupils understand how to improve their work to a higher standard because staff make clear through feedback and agreed success criteria the specific knowledge and skills they should learn and use</p> <p><b>Acceptability:</b> The majority of staff experience a growing confidence in using AfL effectively and asking pupils the right questions to determine their understanding and plan next steps</p> <p><b>Medium Term</b></p> <p><b>Fidelity:</b> There is evidence in planning, pupils' work and monitoring activities that AfL strategies are being used effectively in every lesson to ensure rapid progress for all pupils</p> <p><b>Reach:</b> All staff are confident in giving effective feedback that enables pupils to improve their work</p>	<p><b>Short Term:</b> Pupils will gain a greater understanding of how effective feedback moves their learning on</p> <p>Pupils will have higher expectations in terms of the quality of the work they produce and outcomes in books will reflect this.</p> <p><b>Medium Term:</b> The quality of pupils' work will improve as a result of effective feedback from both teaching and support staff</p> <p><b>Long Term:</b> The percentage of pupils working at ARE in RWM combined will increase</p>
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>

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<b>D. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p>Diagnostic information needs to be used to plan same day, and specific interventions, that address gaps in learning and result in rapid progress, with a particular focus on identified needs in each cohort (S&amp;L in EYFS, Phonics Year 1, Reading and Maths Y2, 3 and 4)</p> <p>Same day and Wave 2 interventions are not always targeted at the right children, or delivered in a way that is effective enough to close gaps in understanding</p>	<p><b>Active Ingredient 1</b> NFER/SATs test used in line with calendar dates</p> <p><b>Active Ingredient 2</b> QLA completed in preparation for pupil progress meetings (PPM)</p> <p><b>Active Ingredient 3</b> Running Records administered to Year 2 and KS2 pupils assessed as working below ARE, to gather diagnostic and baseline information for planning interventions</p> <p>Sandwell Numeracy tests administered to identify gaps</p> <p><b>Active Ingredient 4</b> PPM used to discuss gaps from QLA and teacher assessment, and identify clearly targeted interventions on provision maps</p> <p><b>Active Ingredient 5</b> Wave 2 First class at Number Maths interventions in place for Year 2 and Year 3 pupils</p> <p><b>Active Ingredient 6</b> One to one or small group interventions will be delivered by trained support staff</p> <p><b>Active Ingredient 7</b> Improve systems to evaluate and measure the impact of interventions</p>	<p><b>CPD</b> for all teaching staff on use of QLA, same day intervention and specific interventions (First Class at Number, BLAST, NELI, Working Memory)</p> <p><b>Communication</b> between teachers and support staff to ensure same day interventions are timetabled to quickly address misconceptions</p> <p><b>Collaboration</b> between teachers, support staff and SENDCo to ensure the needs of all the pupils are fully met</p> <p>The expectations of record keeping of interventions is shared with all staff and this is monitored regularly by SLT</p>	<p><b>Short Term Fidelity:</b> All staff are confident and skilled in identifying and addressing specific areas for improvement</p> <p><b>Acceptability:</b> Monitoring of QFT evidences that next steps are carefully considered and progress is clearly identified in pupils' books</p> <p>Wave 2 interventions are driven by teachers planning and are tightly focused on skill and knowledge acquisition</p> <p><b>Medium Term Fidelity:</b> All Wave 2 and same day intervention sessions are delivered effectively, with follow up by teaching staff. Pupils make progress through intervention sessions and improve in their identified areas of need.</p> <p><b>Reach:</b> Same day interventions will be highly effective and reduce the number of pupils requiring Wave 2 interventions</p>	<p><b>Short Term:</b> Pupils will talk positively about interventions and communicate about the impact they are having on their learning</p> <p><b>Medium Term:</b> Pupils accessing interventions will have made rapid progress between assessment periods and standardised scores</p> <p><b>Long Term:</b> Pupils will reach their full potential and be able to fully access the curriculum in the future</p>
<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>	

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<b>E. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
Additional support is needed for identified families so that all Pupil Premium pupils continue to attend school on time, in line with their peers	<p><b>Active Ingredient 1</b> Weekly focused monitoring of attendance and punctuality of disadvantaged pupils by Attendance Team</p> <p><b>Active Ingredient 2</b> Communicate weekly attendance to school community and celebrate great attendance termly</p> <p><b>Active Ingredient 3</b> Robust meetings and formal improvement plans for families where pupil attendance falls into a category</p> <p><b>Active Ingredient 4</b> Contact with parents via first call system and home visits to address non attendance</p> <p><b>Active Ingredient 5</b> Develop parental engagement to promote the value of attending school every day</p>	<p>CPD for pastoral and admin staff where needed</p> <p><b>Implement</b> Attendance HEROs and promote throughout school – all staff to highlight the link between good school attendance and future success</p> <p><b>Collaboration</b> with EWO and Social care where required</p> <p><b>Collaborative</b> links with families will be developed to improve and strengthen relationships</p>	<p><b>Short Term Fidelity:</b> Staff ensure all attendance concerns are followed up using the agreed Trust policy</p> <p><b>Acceptability:</b> School will take action where required to ensure pupils attend in line national attendance data</p> <p><b>Medium Term Fidelity:</b> Staff culture promotes the value of regular attendance and punctuality</p> <p><b>Reach:</b> Robust procedures for safeguarding and family support are in place where attendance falls below school target figure (96%)</p>	<p><b>Short Term:</b> Pupils understand the value of their education and attend more regularly as they are self motivated to succeed</p> <p><b>Medium Term:</b> Parents are receptive and active partners in promoting improved attendance</p> <p><b>Long Term:</b> Attendance data for all groups improves to at least national expectations</p>
<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>	

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F. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Support for identified families with strategies for parenting, behaviour management, safeguarding and helping their child academically, so pupils are ready for learning (at home or school) and make at least expected progress	<p><b>Active Ingredient 1</b> Pastoral manager in place to work closely with school Parent Support Adviser and identify families where support is needed</p> <p><b>Active Ingredient 2</b> Continue to engage with outside agencies in order to signpost support and make referrals to other agencies</p> <p><b>Active Ingredient 3</b> Jigsaw PSHE, and aspirational assemblies</p> <p><b>Active Ingredient 4</b> Funding will ensure all pupils have access to uniform and PE kits.</p> <p><b>Active Ingredient 5</b> Lunchtime homework catch up club set up so pupils have a quite supportive environment to work</p>	<p>Target parents and carers to attend workshops, feet sessions, inspire sessions and family learning in order to support their children.</p> <p>Weekly pastoral meeting to determine support and monitor impact</p> <p>Specific interventions led and delivered by the pastoral manager</p>	<p><b>Short Term Fidelity:</b> All staff aware of the barriers that exist for the disadvantaged pupils in their class, and how they can be supported with resources</p> <p><b>Acceptability:</b> Families and children requiring support are quickly identified and support offered</p> <p><b>Medium Term Fidelity:</b> Through home school working, most disadvantaged pupils have their needs identified early and action taken to address barriers before problems arise</p>	<p><b>Short Term:</b> Improved home/school working positively impacts on parental engagement</p> <p><b>Medium Term:</b> Supported more by home, disadvantaged pupils develop more positive attitudes to school</p> <p><b>Long Term:</b> Data indicates more disadvantaged pupils have made progress to reach at least ARE</p>
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>

G. Planned Expenditure				
Barrier/Problem	Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes

<p>Financial restraints of some families, and lack of aspirations for the future, means not all pupils have knowledge of opportunities which exist outside of their own locality and limits their potential, cultural capital and self-motivation</p>	<p align="center"><b>(What are the active ingredients?)</b></p> <p><b>Active Ingredient 1</b> Staff use the new 2020 Challenge Curriculum as a basis to plan and deliver a range of aspirational activities (visits, workshops, visitors – possibly online) to enhance learning</p> <p><b>Active Ingredient 2</b> A proportion of funding is allocated to subsidise school visits, residentials and visitors (+online workshops) in school for all Pupil Premium pupils.</p> <p><b>Active Ingredient 3</b> Disadvantaged pupils able to participate in a range of extracurricular activities either for free, or at a reduced rate.</p> <p><b>Active Ingredient 4</b> Parents will be consulted and engaged to maximise applications for PP funding, and promote the benefits of these experiences</p> <p><b>Active Ingredient 5</b></p>	<p><b>CPD</b> for teaching staff for developing 2020 Challenge Curriculum with a clear programme of planned activities and opportunities</p> <p><b>Collaboration</b> in Challenge Curriculum Teams to ensure each topic has explicit links to learning about related careers and professions, with resources from Primary Futures Project planned in to be used across school</p> <p><b>Communication</b> about past pupils' and wider school community successes via a whole school display, to further motivate pupils in school and involve parents in building aspirations</p>	<p><b>Short Term Fidelity:</b> All staff to be aware of how they can raise/develop pupils' aspirations through curriculum links and assemblies</p> <p><b>Acceptability:</b> All staff are growing in confidence to talk about how pupils' aspirations are being raised</p> <p><b>Medium Term Fidelity:</b> Pupils will ALL access richer experiences and be self-motivated to work towards their future opportunities, discussing their choice of careers</p> <p><b>Reach:</b> All staff are confident in the strategies that are in place to raise pupils' aspirations and both staff and parents can talk confidently about specific pupils and how the strategies are having a positive impact on motivating them</p>	<p><b>Short Term:</b> <b>Pupils will have a growing knowledge</b></p> <p><b>Medium Term:</b> <b>Long Term:</b> Pupils reach their potential, are fully motivated to succeed further and develop cultural capital</p>
<p align="center"><b>Review Progress at the end of the autumn term</b></p>	<p align="center"><b>Review Progress at the end of the spring term</b></p>	<p align="center"><b>Review Progress at the end of the summer term</b></p>		
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