

Pupil premium strategy / self-evaluation

| 1. Summary information | | | | | |
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| School | The Mead School | | | | |
| Academic Year | 2019-20 | Total PP budget | £77,740 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 504 (562 with nursery) | Number of pupils eligible for PP | 58 (12%) (58 – 10% - with nursery) | Date for next internal review of this strategy | July 2020 |
| REVIEW of this plan: | <p>NB: This plan was of course affected by the partial closure of schools from March to July 2020. The Pupil Premium strategy focus throughout the lockdown and gradual re-opening was to monitor and support all disadvantaged learners both pastorally and academically through regular home contact in addition to the remote learning being provided for all, and prioritisation of places in school where appropriate.</p> | | | | |

| 2. Current attainment | | | |
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| | <i>Pupils eligible for PP (2018-19)</i> | <i>Pupils eligible for PP (excluding SEND) (2018-19)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 42% Y6 17% Y2 | 63% Y6 50% Y2 | 54% Y6 48% Y2 |
| % making expected progress in reading (as measured in school) | 67% Y6 17% Y2 | 75% Y6 50% Y2 | 58% Y6 64% Y2 |
| % making expected progress in writing (as measured in school) | 58% Y6 17% Y2 | 75% Y6 50% Y2 | 74% Y6 64% Y2 |

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| % making expected progress in mathematics (as measured in school) | 42% Y6 17% Y2 | 63% Y6 50% Y2 | 78% Y6 66% Y2 |
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| 3. Barriers to future attainment (for pupils eligible for PP) | | |
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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence. | |
| B. | Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum. | |
| C. | Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences. | |
| D. | Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-long learners. | |
| E. | Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and 2 hinders their achievement broadly. | |
| F. | Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged. | |
| G. | Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged. | |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | | |
| H. | Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment | |
| I. | Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged. | |
| J. | Low levels of parental engagement in children's learning demonstrated by poor attendance at workshops and other educational events | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1. Impact will be measured through a range of termly assessment information as well as observations/learning walks. | <ul style="list-style-type: none"> Evidence of taught phonics being used independently in children's writing as well as fluency within reading improving, evidenced within observations and assessments. The number of disadvantaged children passing the phonics screen maintains or improves so it is in line or better than the other children. The outcomes of disadvantaged children across EY and KS1 are in line with or better than the other children in reading. |
| B. | Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. | <ul style="list-style-type: none"> The outcomes of disadvantaged children across the school are in line with or better than the other children within reading. Outcomes for disadvantaged children are in line with national averages at the end of Key Stage 2 in reading. |
| C. | Use of Writing Essentials and Speaking Frames in each year group supports better outcomes in writing. Revision of feedback policy ensures an increase in accurate, precise verbal feedback to individuals, which leads to improved outcomes in writing. | <ul style="list-style-type: none"> The outcomes of disadvantaged children across the school are in line with or better than the other children in writing. Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing. |

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| D. | The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing as well as mathematical reasoning. | <ul style="list-style-type: none"> ● The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). ● Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing and Early Years in speaking. |
| E. | Explicit teaching of Tier 2 Vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum. Explicit teaching of Tier 3 Vocabulary across KS2 in the context of whole class reading widens children's vocabulary and deepens their understanding, thereby raising their achievement in reading and writing. | <ul style="list-style-type: none"> ● The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). ● Outcomes for children who are disadvantaged are in line with national averages at the end of Key Stages in reading and writing and Early Years in Speaking. |
| F. | Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. | <ul style="list-style-type: none"> ● An additional 5 months' progress for disadvantaged learners when compared to non-disadvantaged. ● The outcomes of disadvantaged children across the school are in line with or better than the other children. ● Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in mathematics. |
| G. | Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations. | All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit) |
| H. | Improve the attendance of children in receipt of Pupil Premium to at least 95% to eradicate gaps in their learning | Attendance of children in receipt of Pupil Premium funding to be 95% or above. |
| I. | Development of Early Years unit which works cohesively to positively impact transition for pupils from Nursery to Reception. | Those pupils who transition from our nursery to reception and who are in receipt of pupil premium funding to perform in line with national averages at the end of EY. |
| J. | Parents are more engaged in their child's learning and are able to support them in their learning. | <ul style="list-style-type: none"> ● Improved attendance at workshops ● Increased evidence of parents listening to their children read at home ● Increased attendance at parents' evenings |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Implementation of Read Write Inc (RWI) phonics programme taught daily in EYs and KS1 to ensure high quality teaching of phonics and fluency in reading at KS1. | Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1. | <p>63% of the disadvantaged learners in Y1 passed the phonics screen check in June 2019 (compared to 78% of all children).</p> <p>83% of all Reception children achieved the Early Learning Goal for Reading. 67% of Disadvantaged Learners reached the ELG. 100% of those who are disadvantaged but without SEND achieved this milestone.</p> | <p>Smaller groups will enable accelerated progress; therefore both KS1 and KS2 TAs are to be trained to teach RWI. Books going home with children need to complement the teaching they have received in school that week. To this end, RWI book bag books (phonically decodable) have been purchased. Vulnerable disadvantaged learners need to be identified earlier in the year so that targeted interventions can be developed with support from a RWI consultant. To facilitate this, trust wide RWI Development Days will include time to review current phonics data of all sites, not just the site hosting. Reception need to begin with RWI groups earlier in the year to enable more teaching time.</p> <p><i>Continue with this approach.</i></p> | £1476 |
| Develop use of whole class teaching of reading to replace guided reading in KS2. | Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. | <p>The school's approach to whole class teaching of reading in KS2 has significantly developed since last year. Following on from feedback during lesson observations, mixed ability pairings and correct modelling of reading aloud has improved.</p> <p>83% of pupils between Y3 and Y5 are working at ARE in reading (No-SEND). This is 86% for DL (No-SEND)</p> <p>Year 3, 84% DL (No-SEND) have reached ARE or higher compared to 88% for Non-DL (No-SEND)</p> <p>Year 4, 67% DL (No-SEND) have reached ARE or higher compared to 72% for Non-DL (No-SEND)</p> | <p>Continue to ensure that disadvantaged learners are paired with HA readers, so that they are able to engage in discussions about the texts due to their partner being able to read to them if they struggle. Continue to improve modelling reading aloud; this is a vital approach in the teaching of reading, particularly for disadvantaged learners who may not hear their own parents/ carers read aloud.</p> <p>The Leadership team and Reading leads to devise a consistent structure for the teaching of reading that will carefully consider the provision within whole class reading sessions that every disadvantaged child should receive (e.g. mixed ability pairings, teacher modelling fluency, pre-teaching specific vocabulary etc.)</p> | £2186 |

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| | | <p>Year 5, 100% DL (No-SEND) have reached ARE or higher compared to 90% for Non-DL (No-SEND)</p> <p>Year 6, 66% DL (No-SEND) have reached ARE or higher compared to 70% for Non-DL (No-SEND)</p> <p>STAR vocabulary (a specific method of teaching new vocab) has been successfully introduced in Term 6. As this initiative becomes more embedded, the vocabulary gap between the disadvantaged learners and the non-disadvantaged learners will narrow. Consequently, the gap in reading outcomes should also decrease.</p> | <i>Continue with this approach.</i> | |
| <p>Use of 'Writing Essentials' in all year groups</p> <p>Undertake action research into strategies to improve quality and quantity of verbal feedback pupils receive on their work that relates directly to improved outcomes.</p> | <p>Use of Writing Essentials and high quality verbal feedback in each year group supports better outcomes in writing.</p> | <p>These are designed so that there is no difference in the way feedback is given between groups of children.</p> <p>70% of DLs (No-SEND) are working at ARE in Writing across years 1, 3, 4 & 5. This compares to 77% of Non-DL (No-SEND) who are working at this level.</p> <p>78% of Y6 DL (No-Send) achieved EXS+ with 80% of Non-DL (No-Send) achieving this.</p> <p>Comparative judgement used by all classes this year to support teacher assessment.</p> | <p>Vulnerable children should be conferenced on a more regular basis to ensure the verbal feedback is understood and acted upon well.</p> <p>Continue to develop new strategy for whole class feedback into following year, increasing direct feedback to DLs where possible and relevant.</p> <p>Comparative judgement to be further developed this year through the use of collaborative reviews as a result of the findings within a writing assessment window.</p> <p>New handwriting scheme to be implemented by all classes – an issue highlighted across the school with the use of comparative judgement this year.</p> <p>A clear target of closing the 'Greater Depth' gap between DL (5%) and Non-DL (25%).</p> | £536 |
| <p>Use of 'Progression in Language Structures' document to explicitly model spoken English</p> | <p>The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.</p> | <p>End of year assessment of reading in Early Years for DL learners shows 67% reaching ARE, compared to 66% as an average across the school (excluding Y2 and Y6).</p> <p>Children are confident to use modelled sentence stems and this has been evident when they have been able to apply this into their independent writing.</p> <p>Across the rest of the school, evidence of the use of speaking frames is clear in pupils' writing.</p> | <p>Speaking frames now need to be more evident in the Early Years environment so that additional support staff feel confident to use and model during continuous provision time.</p> <p>The importance of speaking frames to be lifted and reviewed within teaching teams.</p> <p>Talk4Writing is an established core approach at our school. Extend to ensure language structures are clearly incorporated.</p> <p>English lead to attend Voice 21 Oracy Pioneer CPD improve how oracy is embedded into the curriculum.</p> <p><i>Continue with this approach.</i></p> | £257 |

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| <p>Undertake action research into the best strategies for teaching new vocabulary to pupils from EY to Y6 – to include through context of class texts as well as subject specific vocab and words that are Tier 2 (eg. evaluate, compare, explore)</p> | <p>Explicit teaching of vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum.</p> | <p>End of year assessment of Speaking in Early Years for DL learners shows 100% reaching ARE.</p> <p>Using the STAR approach to vocabulary teaching has developed children’s abilities to discuss words and their meanings at a much greater depth, resulting in better understanding. Consequently, children regularly (and appropriately) introduce STAR vocab words into their writing.</p> | <p>The profile of vocabulary to be further raised in the Early Years’ environment (especially in continuous provision time) to enable children to access specific vocab and staff to support e.g. in water area key and extended vocab to be displayed as well as an area to add any new vocab to be explored.</p> <p>Interventions specifically targeting PP children e.g. ‘Story nurture group’ at the end of each day needs to be successfully implemented and time allocated consistently. This will allow children to have additional time to not only have time to talk in a small group but to specifically target the teaching and exploration of new vocab linked to the spine books.</p> <p>STAR vocab approach to be consistently used across the whole school, developing from current strengths in certain year groups.</p> <p>Development of STAR approach in YR and Y1.</p> <p><i>Continue with this approach.</i></p> | <p>£546</p> |
| <p>Implementation of Maths No Problem approach to teaching mathematics.</p> | <p>Improve children’s ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.</p> | <p>Maths No Problem has been securely implemented across the school. The lesson structure is being used more consistently and this year the timetable has been changed to allow for 90 minute maths lessons.</p> <p>77% of children in Y1, Y3, Y4 and Y5 are working at ARE or above. This is 71% for those who are DL.</p> <p>73% of children in Y6 achieved ARE, 42% of those who are DL achieved this standard.</p> <p>Two EY teachers have participated in a work group organised by the Boolean Maths Hub. This has had impact across our EY with particular focus on early predictors of success – this work has resulted in a Trust review of the EY curriculum and assessment - focusing on what the children need to know to support a successful transition to Year 1. This will be continued next year.</p> <p>Time has been spent working on formative assessment methods. This was part of a Teacher Research Group – teachers now use structure systems and process to gain formative assessment through whole class feedback.</p> | <p>Moving forward there is to be a focus on the EY maths curriculum and the transition from EY to Year 1, along with fluency across the school.</p> <p>Build on lessons learned from the Boolean Maths Hub as well as good practice seen at a school in London.</p> <p><i>Continue with this approach.</i></p> | <p>£7752</p> |
| <p>Use of lesson study as a vehicle for school improvement, particularly focused on the teaching of mathematics.</p> | | <p>Teachers from Y1-Y6 have all participated in Lesson Study across this academic year. In many year groups this has been described by staff as a ‘transformational’ CPD opportunity.</p> | <p>Moving forward there should be a focus on how to further improve the quality and engagement of partner talk as well as to vary the range of talking opportunities that will improve learning for all pupils.</p> | <p>£2352</p> |

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| Develop the use of speaking frames in maths to support children in explaining their thinking and recording their mathematical reasoning. | | <p>Children use speaking frames during partner and group discussions, and have been observed independently using them to further their reasoning of mathematical problems.</p> <p>Speaking frames have then been used in the modelled journaling tasks, which have resulted children becoming independent in embedding them into their own journals.</p> | <p>Continue to embed next year: Speaking frames to be planned, and taught to the children, in Maths lessons. Teachers to model them to children and expect and reinforce that they are used correctly.</p> <p>Increase focus on speaking frames during partner discussions to enable different ability children to both learn most effectively.</p> | N/A |
| ii. Targeted support | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Targeted interventions to support the application of phonics eg Wesford and 1:1 RWI Phonics | Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1. | <p>Of the nine children who received RWI 1:1 during Terms 4 and 5 none of them were DIS.</p> <p>Throughout the year we ran precision teaching. 5 out of the 8 PP children received this intervention. 5 out of the 8 children passed the Phonic Screen.</p> <p>The percentages would vary termly. Based on Terms 4 and 5 it would be as follows: 12 children in Y1 accessed Precision Teaching and of those 1 (8%) are eligible for PP funding. This child passed the Phonic Screen. (However, this does not reflect the intervention 5 of the 8 received throughout the year.)</p> <p>Y1 – 78% passed Phonics screen (63% of DL) Y2 – 84% now passed Phonics screen (50% of DL)</p> | <p>To ensure future success small group interventions from September focusing on accurate segmenting & blending and reading high frequency words will be implemented in Y1. This provision, in addition to any 1:1 intervention would improve both fluency and accuracy.</p> <p>Parental engagement is also key in supporting our learners. Offering parent phonics workshops would enable parents to better support their children with their reading at home.</p> <p>Phonics lead to identify families who would benefit from 1-1 sessions each week to scaffold their learning at home.</p> <p><i>Continue with this approach.</i></p> | £2750 |
| Use of Better Reading Partners as an intervention | Children are able to retrieve key information from a | The delivery and consequential impact of reading interventions was varied across the school. | Next year most KS2 TAs will be RWI trained, reducing the RWI group sizes, consequently having a positive impact on the quality of interventions delivered. | £1842 |

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| Support for children who are vulnerable in their reading choices | text, make inferences and give justifications when reading independently within KS2. | <p>Non-teaching adults have been paired with DLs across the school. This hasn't been consistent amongst the staff who volunteered, but those children who have continued to read with mentors have thoroughly enjoyed regularly reading with an adult and have improved their interest in reading.</p> | <p>Reading lead has completed two training sessions and will be running PDM sessions for staff to share knowledge of BRP, it is hoped that teachers will feel better equipped to decide which of their children would benefit from this intervention and so that they ensure enough time is being given to provide maximum impact.</p> | |
| Develop use of mentors for those children who need a reading champion | | <p>The reading lead has been putting weekly book recommendations on the school newsletter to support choices of high quality texts, as well as displaying posters about these texts. HOS has also taken the book recommendations from the newsletter and created a reading display.</p> <p>An after-school book club was run during terms five and six, DLs to be invited to recommend future books.</p> | <p>From this, Reading lead to fully monitor next year's BRP interventions and the impact they have.</p> <p>Many teachers have struggled to timetable the 3x20mins sessions recommended for BRP but have aimed to. Next year, most TAs will not be allocated to classes in the afternoon but this time will be protected for carrying out interventions such as BRP.</p> <p>Timetabled daily independent reading sessions are to continue and will be used to share recommendations, listen to readers and check children's reading choices. The new 'Reading Ribs' will support teachers in making linked recommendations to children to widen their reading choices.</p> <p>Reading lead to carry out pupil interviews to further understand their reading habits and produce strategies to motivate DL to read as well as support them with their choices.</p> <p>The reading mentor scheme has been a great success in the school and should be continued next year, improving the consistency between the staff supporting the children.</p> <p><i>Continue with this approach.</i></p> | |
| Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes. Use of Talkboost in Reception. | The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing. | <p>Early Years- 'Talk boost' has been successfully implemented in reception by a trained and skilled TA.</p> <p>6 children accessed the TalkBoost intervention this year, of which 3 were eligible for PP</p> <p>Observations by teachers and TAs found that children demonstrated increased classroom participation, improved confidence and better skills in listening and attention.</p> <p>33% of the PP children that did the talk boost intervention achieved ELG for speaking and the other 66% were almost in line with expectation. All children made good progress from their baseline at the beginning of the year. 100% of the children achieved ELG in listening and attention and 67% in self-confidence and self-awareness.</p> | <p>Children to be identified for this intervention before the start of the Autumn Term, using what is known as a result of transition from nurseries and home visits This will enable the intervention to have greater impact more quickly. Those who demonstrate a need for this intervention later in the term can then be in an additional cohort.</p> <p>Early Talk Boost in Nursery also needs to be a priority and children need to be assessed and targeted.</p> <p><i>Continue with this approach.</i></p> | £140 |

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| Use Maths Counts as a maths intervention | Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. | <p>Of the children who accessed the Maths Counts intervention, 50% are eligible for pupil premium funding, their average standardised score increased by 4 on the PUMA tests.</p> <p>It was also noted by class teachers that these children demonstrated increased confidence, greater resilience when approaching maths and increased levels of excitement about engaging in the intervention as a result of participating in Maths Counts.</p> | <p>To ensure the programme continues successfully, protected time needs to be allocated to the diagnostic period to ensure the maximum amount of children are tested and set up on the Maths Counts programme.</p> <p>Maths partners (TA's) timetables need to allow for the allocated sessions required to gain the maximum impact. This can be achieved next year through not allocating TAs to classes in the afternoon and this time being dedicated to the delivery of interventions.</p> <p><i>Continue with this approach.</i></p> | £4319 |
| Use of tailored mentoring programmes such as 'Sensory circuits' | Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations. | <p>Of the 9 children who have accessed this intervention, 3 (33%) are eligible for PP funding. The impact has been evidenced through observations of children where the following improvements have been noted:</p> <ul style="list-style-type: none"> - physical skills of balance and control - physical stamina - regulating emotions physically particularly for those with ADHD - better able to deal with winning and losing - developing turn taking skills - working cooperatively with others and understanding the impact of their actions on others - over coming fears such as changing their centre of gravity climbing, jumping off, being in small spaces. - confidence to try new things and practise skills such as climbing steps and ladders, jumping from boxes and landing safely, crawling inside tunnels particularly for those with proprioception and vestibular difficulties. - listening, speech and language skills e.g. following a sequence - addressing sensory needs of children including proprioception and vestibular needs | <p>Children all have individual targets for physical development, some of which are set by outside agencies such as occupational therapists, Speech and language therapists, physio therapists etc. Where possible recommendations and advice from specialists are incorporated into sensory circuits.</p> <p>This has been extended this year to include specialist PE sessions to support specific physical and sensory needs of children.</p> <p><i>Continue with this approach.</i></p> | £1872 |
| Designation of a Parent Support Advisor to proactively support children and families with any challenges they face. | | Our PSA helped around 30 families last year – about 85% of these benefit from PP. She provided weekly or drop in/telephone support and check ins with key families. A key part of her role is also attending MSP reviews and holding CAFs with these families alongside our ELSA | <i>Continue with this approach.</i> | £4313 |

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| <p>Our nurture group 'The Nest' is available to assist with the development of wellbeing, social communication, language and behaviour and also offering a supportive safe place for KS1 children requiring small group intervention.</p> | | <p>Nurture provision ONSITE:</p> <p>3 children benefited from Art Psychotherapy – 2 of which were PP. This ran from Sept to March and involved termly reviews with parents, class teacher and SENCO</p> <p>9 children engaged in weekly Reading Dog sessions, supported by PSA (this ran from Sept to Dec) – 5 of these children are PP</p> <p>24 children were supported by our onsite counselling service "Time To Talk" which involved around 4-8 weeks of 1:1 talk therapy on a weekly basis and included liaising with family and Jackie – 9 of which are PP</p> <p>ELSA groups (social skills, Garden of Dreams, Communication Works, Anti-Anxiety Girls group) involved 34 children over the year. These sessions were lead by our ELSAs and covered both key stages. Around 15 of these children were PP.</p> <p>Our onsite Forest School provision supported 11 children in Year 5. 5 of these children were PP.</p> <p>Our specialist PE TA provided a Mentoring scheme to some children with regular check ins and use of activity/sport to engage with children. He accessed around 15 children, 7 of which were PP.</p> <p>OFFSITE nurture provision included Equine (1 PP child for one term, 2 children 1 of which PP supported for 2 terms). We also accessed a CSL Forest School provision for 2 girls in Yr 6, one of which is PP.</p> | <p><i>Continue with this approach.</i></p> <p><i>Continue with this approach.</i></p> | <p>£10281</p> |
| <p>Use of alternative provision (Equine therapy, Forest schools, Lark Rise Farm, gardening therapy) to support the most vulnerable children in developing confidence, self-esteem and reducing anxiety.</p> | | <p>60% of the 20 children who have accessed alternative provision are eligible for pupil premium funding. The impact of the various interventions is described below.</p> <p><u>Forest school</u></p> <ul style="list-style-type: none"> - Children have opportunities to learn outside the classroom and develop a variety of life skills including working cooperatively, sharing, using tools safely, accessing the pond, investigating wildlife, learning construction skills, building fires and cooking outdoors, developing their knowledge and understanding of the world around them. | <p>Forest School sessions to continue to be targeted at DL pupils to extend their opportunities.</p> <p><i>Continue with this approach.</i></p> | <p>£14396</p> |

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| | | <ul style="list-style-type: none"> - Experiencing the elements, paddling in puddles, rolling on the grass, climbing trees - During these sessions DL children have shown to be more relaxed and able to work together more effectively. <p><u>Equine therapy</u></p> <ul style="list-style-type: none"> - Children have opportunities to become involved in activities (such as grooming, feeding, haltering and leading a horse). - The goal of equine therapy is to help the patient develop needed skills and attributes, such as accountability, responsibility, self-confidence, problem-solving skills, and self-control. | | |
| Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time; staff work with families to address barriers they face in getting children to school). | Attendance of children in receipt of Pupil Premium funding to be 95% or above | Currently attendance for this group is 95.1% (excluding two DL on part-time timetables) | <p>School to continue with systems and procedures established this year and build on relationships with parents to enable attendance for this group to continue to improve.</p> <p>School needs to minute School Attendance meetings even where parents do not attend to allow referrals to be made in a timely fashion to the Education Welfare Service.</p> <p><i>Continue with this approach.</i></p> | £693 |
| <p>Standalone nursery to become part of school provision so that Early Years unit caters for children from age two to five.</p> <p>Participation in Wiltshire's Vulnerable Two's Project.</p> | Development of Early Years unit which works cohesively to positively impact transition for pupils from Nursery to Reception. | <p>Outcomes for disadvantaged learners are not yet in line with non-disadvantaged learners; this remains a priority for the next academic year.</p> <p>In term 6 50% of PP pupils achieved GLD. Of those that did not achieve GLD 50% have additional SEN needs.</p> <p>41% of the cohort came from the school nursery; transition was smooth for those children and they were able to settle quickly into Year R routines.</p> | <p>Continue to work with nursery leads to develop the unit and focus on the progress of PP children from age 3 in order to have a positive impact on their reception year and on their progress.</p> <p>Interventions to support PP children to be carried out by teachers from term 1, e.g. nurture reading groups, smaller lunch and snack groups to focus on talking and conversation as slow progress in speaking for PP children affected progress in all other areas.</p> <p><i>Continue with this approach.</i></p> | £4117 |
| iii. Other approaches | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Free extra-curricular clubs run by staff | Develop personal skills and qualities, reducing exclusions | 46 PP children between Years 3-6 were offered and attended at least one free after school club during the year. This means there was a 100% success rate with | <i>Continue with this approach.</i> | N/A |

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| | and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations. | all Disadvantaged children in Years 3-6 attending at least once club across the year. | | |
| <p>An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups.</p> | | <p>13 children received regular 1:1 or 1:2 Thrive provision with the ELSAs, 7 of which are eligible for PP funding</p> <p>51 children received ELSA support on a 1:1 basis ranging from 4 to 8 weeks (3 PP children were seen every week all year) and 17 of these were PP. The impact on the children who have accessed this support has been noticeable in terms of supporting them to manage loss and bereavement, anxieties, prior and ongoing trauma, transition to specialist provision as well as support for their SEND need.</p> <p>Nurture breakfast provided support for around 14 children throughout the year, 8 of these are eligible for Pupil Premium – which supports them to start the day with a good breakfast, direct positive adult interaction as well as a morning 'wake and shake' and mindfulness session. This results in these children being able to access their class positively at the start of the day as well as de-escalate those that come in in a heightened state.</p> <p>Nurture lunch supported around 10 different children in 2018-19, 6 of which are eligible for PP funding. This has supported the children with life skills and the social conventions of eating together and playing in a small, more structured environment. They also have sensory activities to support their development which has impacted positively on sensory integration and in some cases enabled specific children to eat a wider range of food.</p> <p>One of our ELSA's also supported the PE leader in running the Family Funs sessions which supported around 25 different families over the year including around 7 families at Wingfield. Around 40 – 50% of these families benefit from PP.</p> | <p><i>Continue with these approaches</i></p> | <p>£15047</p> |

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| <p>Universal access to music tuition</p> | | <p>Specialist music teacher is employed across the school to deliver high quality music tuition to all pupils. All DLs have received the same access.</p> <p>External specialists have been employed to teach a musical instrument or provide singing lessons to LAC across the school.</p> <p>This has proved a great success, with children displaying fantastic engagement and boosting confidence. 22% of these were DLs,</p> | <p><i>"We want to highlight 4 Trowbridge schools that have particular commitment to inclusive engagement in Music. Yours is one of these". Nick Howdle – Wiltshire Music</i></p> <p><i>Continue with this approach.</i></p> | <p>£665</p> |
| <p>All children in Years 4 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship.</p> | | <p>Braeside Year 4 100% DLs (4) attended the year four one-night residential trip to Braeside.</p> <p>Plas Pencelli Year 6 10 out of 12 pupils (83%) eligible for pupil premium funding went on the year six four-night residential trip to Plas Pencelli in Wales. Those two children that chose to stay behind, completed an activity week on and off-site (including cooking, rock climbing and walking etc.) with other children who had chosen not to go for various different reasons.</p> | <p><i>Continue with this approach.</i></p> | <p>£1000</p> |
| <p>Thrive Approach, implemented with individuals and classes.</p> | | <p>Two members of staff have completed the Thrive Practitioner training this year. Interventions are delivered 1:1 and group.</p> <p>Some children have received direct Thrive support from the fully trained members of staff and other children have received Thrive approach methods delivered by other staff members after having carried out a Thrive assessment.</p> <p>13 children received regular 1:1 or 1:2 Thrive provision with the ELSAs, 7 of which are eligible for PP funding All of these children have shown progress in their age-related development and the time given for these activities has been highly valuable. Examples of the benefits have been; improvement in discussion skills, improvement in self-belief, improvement to discuss feelings more openly, ability to discuss things that have happened in the past that may still be affecting them now.</p> | <p><i>Continue with this approach.</i></p> | <p>£1200</p> |

6. Planned expenditure

Academic year

2019-20

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

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Implementation of Read Write Inc (RWI) phonics programme taught daily in EYs and KS1 to ensure high quality teaching of phonics and fluency in reading at KS1.</p> <p>RWI to start earlier in EYs to enable pupils to make quicker progress in their reading.</p> <p>Train all KS2 teaching assistants (as well as those new to KS1) to enable them to deliver RWI groups within KS1, thereby enabling each group to be smaller and more focused.</p> <p>Purchase additional phonically decodable books (RWI bookbag books) to ensure children are rehearsing the sounds they have been taught.</p> <p>RWI lead to be released from teaching phonics to enable coaching and supporting the teaching</p> | <p>Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.</p> | <p>Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.</p> <p>RWI provides integrated comprehension, writing, grammar, spelling and vocabulary and draws upon experience gained in more than 4000 schools over 10 years.</p> | <p>Phonics lead monitor teaching and learning in phonics</p> | <p>Phonics Lead Lucie O'Leary</p> | <p>Termly</p> |

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| <p>of RWI, as well as to carry out RWI assessments.</p> | | | | | |
| <p>Develop use of whole class teaching of reading to replace guided reading in KS2.</p> <p>Codify KS2 reading to support new teachers with how we teach reading in the upper school.</p> <p>Review independent / home reading scheme for KS2 to increase levels of engagement by pupils and reading for pleasure.</p> <p>Class teachers to use 'Reading Ribs' to support the widening of pupils' reading experiences.</p> | <p>Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.</p> <p>Pupils read for pleasure inside and outside of school.</p> | <p>Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> | <p>Teaching of reading monitored by Reading Leader alongside member of SLT.</p> | <p>Reading Leader – Emma Davies</p> | <p>Termly</p> |
| <p>Use of 'Writing Essentials' in all year groups</p> <p>Implement findings from action research into strategies to improve quality and quantity of verbal feedback pupils receive on their work that relates directly to improved outcomes – whole class feedback.</p> <p>New handwriting scheme to be implemented to improve fluency of pupils' writing</p> <p>Collaborative reviews of Comparative Judgment to be carried out twice a year as a result of the</p> | <p>Use of Writing Essentials and high quality verbal feedback in each year group supports better outcomes in writing.</p> <p>Comparative Judgement is used as a tool to improve the quality of writing in each year group, rather than just as summative assessment.</p> | <p>Writing Essentials have been developed with year group teams across the trust to support planning, target setting, feedback and assessment of writing against year group expectations.</p> <p>Feedback studies tend to show very high effects on all types of learning across all age groups.</p> | <p>Trust wide writing moderations Book scrutiny in Learning Conversations Drop in sessions Pupil interviews SLT part of action research teams</p> | <p>Trust English Lead (Leanne Cunningham)</p> <p>English Leader Nicola Demski</p> | <p>Termly</p> |

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| <p>findings within a writing assessment window. Whole class feedback to be carried out on the writing produced.</p> | | | | | |
| <p>Use of 'Progression in Language Structures' document to explicitly model spoken English, with clear evidence of this within Talk4Writing structures.</p> <p>Embed the use of speaking frames in maths to support children in explaining their thinking and recording their mathematical reasoning.</p> | <p>The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing in all subjects.</p> | <p>The 'Progression in Language Structures' document identifies the language structures needed to acquire and manipulate learning and exemplifies progression through the year groups. This should enable any teacher or practitioner to both identify what is needed and to structure the development of language for progress in key skills over a unit of work.</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.</p> | <p>Expectations that speaking frames are planned for and used across the curriculum. Speaking frames will be displayed in classrooms. Staff will use these in both spoken and written learning. Impact monitored by English and Maths Lead</p> | <p>English Lead – Nicola Demski</p> <p>Maths Lead – Sophie Howe</p> | <p>Termly</p> |
| <p>Embed learning from STAR approach to teaching vocabulary across the school (to include through context of class texts as well as subject specific vocab and words that are Tier 2 (eg. evaluate, compare, explore)).</p> <p>Undertake action research into improving the use of dialogic talk – Voice 21 teacher research group.</p> | <p>Explicit teaching of vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum.</p> | <p>Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'.</p> <p>For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any</p> | <p>Impact monitored by English Lead Book looks Member of SLT involved in action research team Pupil interviews</p> | <p>English Lead – Nicola Demski</p> | <p>Termly</p> |

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| | | <p>new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils, rather than in a direct teaching or tutoring role.</p> <p>Most studies comment on the importance of training and teacher development or support with implementation.</p> | | | |
| <p>Implementation of Maths No Problem approach to teaching mathematics.</p> <p>Use of lesson study as a vehicle for school improvement, particularly focused on the teaching of mathematics.</p> <p>Develop clear expectations for each year group with regard to elements of maths facts that should be taught that year alongside tracking of achievement in these aspects.</p> <p>Build on learning from Boolean Maths Hub by:</p> <ul style="list-style-type: none"> - Developing an approach to bridge the gap from Early Years into Year 1 - Developing a new EYFS long-term plan - Developing a list of 'non-negotiables' for EYFS - Creating a 'Maths Intent' document to chart progression of expected skills development across the year - Creating a 'Non-negotiables for Baseline' document | <p>Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.</p> <p>Improve children's fluency and ability to apply known maths facts to other areas of mathematics.</p> <p>Deep knowledge and understanding of key fluency facts that children will be able to build on will be secured, enabling them to access the Year 1 curriculum with confidence and success.</p> | <p>Maths No Problem is a highly effective approach to teaching maths which is based on research and evidence. It builds pupils' fluency without the need for rote learning. It teaches new concepts using the Concrete, Pictorial and Abstract approach and pupils learn to think mathematically as opposed to reciting formulas they don't understand.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>Lesson Study is a model of collaborative enquiry originating from Japan that is becoming increasingly popular around the world as a way to enhance classroom practice. When carried out effectively, Lesson Study has the potential to transform teacher practice and improve pupil learning. Lesson Study can also support developing trust and build a sense of collective efficacy amongst staff.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> | <p>Training Days and Professional Development Meetings used to deliver Continuous Professional Development (CPD) in addition to lesson study</p> <p>Impact will be monitored by the Maths Lead</p> <p>Book looks (maths journals)</p> <p>Pupil interviews</p> <p>Learning walks</p> | <p>Maths Lead = Sophie Howe</p> | <p>Termly</p> |

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| <p>- Establishing a common understanding of what maths in the early years looks like</p> <p>Participation in Boolean Maths Hub Teaching for Mastery workgroup.</p> | | | | | |
| <p>To establish use of the PIVOTAL behaviour curriculum to support children's engagement in learning:</p> <ul style="list-style-type: none"> - Calm consistency of adults - Relentless routines - First attention to best conduct - Scripted conversations - Restorative conversations | <p>Behaviour expectations are understood by all stakeholders and are applied consistently and fairly. This will be reflected in their positive behaviour and conduct.</p> <p>Low level disruptive behaviour is not tolerated and pupils behaviour does not disrupt lessons or the day to day life of the school.</p> <p>Relationships among pupils and staff reflect a positive and respectful culture.</p> | <p>Studies estimate between three and six children in each school class will have significant social, emotional or behavioural difficulties that impair their current and future life prospects.</p> <p>A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.</p> <p>Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning</p> <p>Children from disadvantaged backgrounds are even more likely to be affected by these issues, the PIVOTAL behaviour curriculum supports the whole school community and should be particularly helpful for students with behavioural difficulties to self-regulate their behaviour</p> | <p>The behaviour lead in the school has attended thorough training in the Pivotal approach in order to be able to disseminate the training to the rest of the staff team.</p> <p>All staff members trained in the Pivotal approach to behaviour management to ensure consistency of approach.</p> | <p>Nigel Andrews (DHT)</p> | <p>Ongoing</p> |
| <p>Children to be taught about how their brain works and to understand how important it is to feel 'stuck'. They will be taught techniques to support self-regulation and self-awareness.</p> | <p>Children will know how to learn effectively and will be committed to learning.</p> <p>Children will think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> | <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels</p> | <p>PDM time allocated to ensure high focus on this as part of enrichment year focus.</p> <p>Display in school hall to encourage high profile.</p> | <p>Nigel Andrews DHT</p> | |

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| | | of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. | | | |
| To promote physical and mental health and wellbeing in all our children through our enrichment year - Happy Healthy Active Me | <p>Children will:</p> <ul style="list-style-type: none"> Attend after school clubs regularly Engage in the wider life of the school Gain an explicit understanding of how to look after themselves mentally and physically Gain a sense of belonging to team/group as part of another aspect of school life Be able to develop their metacognition by having a deep understanding of self Have daily physical activities within the school day Be able to reflect using stilling opportunities | <p>Physical activity is not only essential for healthy growth and development, it's also important to learning.</p> <p>Research shows that physical activity - whether it's team sports, bike riding, swimming at the beach or playground games - has positive effects on the brain and on school performance.</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> | The Happy Healthy Active me enrichment year will have a high profile in the school. All classes will be actively engaged in providing opportunities for children to learn about the importance of being physically and emotionally healthy. | Alice Perry (Trust lead for PE) | |
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| Total budgeted cost | | | | | |
| ii. Targeted support | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| <p>Targeted interventions to support the application of phonics eg Wesford and 1:1 RWI Phonics</p> | <p>Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.</p> | <p><u>WESFORD</u> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three,</p> <p><u>RWI 1:1</u> Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> | <p>Children in need of phonics' support identified by class teachers.</p> <p>Teams timetable interventions for phonics</p> <p>English and Phonics Leads monitor impact of interventions</p> | <p>Phonics Lead - Lucie O'Leary</p> <p>English Lead – Nicola Demski</p> | <p>Termly</p> |
| <p>Use of Intensive Reading Support as an intervention</p> <p>Support for children who are vulnerable in their reading choices</p> <p>Develop use of mentors for those children who need a reading champion</p> | <p>Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.</p> | <p>Evidence supports specific and highly individualised reading programmes. There is an indication that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> | <p>Children identified by class teachers.</p> <p>Reading Lead to monitor impact of intervention</p> | <p>Reading Lead – Emma Davies</p> | <p>Termly/at beginning and end of each intervention</p> |

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| <p>Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes.</p> <p>Use of Talkboost in Reception – groups to be started in September.</p> | <p>The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.</p> | <p>Data collected from the intervention feeds into ECAT assessments to identify clear next steps.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> | <p>Impact monitored by EY and English Lead</p> | <p>EY Lead – Kate Seviour</p> <p>English Lead – Nicola Demski</p> | <p>Termly/at beginning and end of each intervention</p> |
| <p>Use Maths Counts as a maths intervention</p> | <p>Improve children’s ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.</p> | <p>Evidence strongly supports the claim that one-to-one and small group support are highly effective, particularly for primary school pupils in maths. It also suggests that learning approaches that encourage meta-cognition, or ‘learning to learn’ behaviours are highly effective, not only in improving confidence and ability in maths, but also in improving long term outcomes across a range of subjects.</p> | <p>Five trained Maths Leads across both sites.</p> <p>Maths lead identifies children in need of Maths Counts</p> | <p>Maths Lead - Sophie Howe</p> | <p>Continuously</p> <p>Data reviewed after each 10 week cycle of Maths Counts</p> |
| <p>Use of tailored mentoring programmes such as ‘Sensory circuits’ and Specialist Sports sessions</p> | <p>Develop personal skills and qualities, reducing exclusions and improving behaviours.</p> <p>Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p> | <p>Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. There is significant improvement in children’s resilience, attitudes and the development of skills.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> | <p>Impact monitored by SENCO</p> | <p>SENCO = Jennie Jones</p> | <p>Termly/at beginning and end of each intervention</p> |
| <p>Designation of a Parent Support Advisor to proactively support</p> | <p>Improved behaviour in class and pupil</p> | <p>Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a</p> | <p>Impact monitored by SENCO</p> | <p>SENCO = Jennie Jones</p> | <p>Termly/at beginning and end of each intervention</p> |

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| children and families with any challenges they face. | attainment as a consequence. | presence on the playground before and after. Parents can drop in or set a time for meetings. Parental involvement is consistently associated with pupils' success at school; this is particularly the case for disadvantaged families. | | | |
| Our nurture group 'The Nest' is available to assist with the development of wellbeing, social communication, language and behaviour and also offering a supportive safe place for KS1/KS2 children requiring small group intervention. | | There are over 62 academic studies in the last two decades researching nurture group provision, including five non-randomised studies that have shown children and young people attending nurture groups are more likely to improve in social and emotional functioning than their peers that remain in the mainstream class (www.nurturegroups.org). | SENCO and Behaviour/SEMH Lead to oversee implementation and selection of pupils to engage with provision. | SENCO = Jennie Jones Behaviour lead – Nigel Andrews (DHT) | Termly at the beginning / end of each intervention. |
| Employment of relate counsellor to support identified children with their confidence, self-esteem and reducing anxiety Use of alternative provision (Equine therapy, Forest schools, Lark Rise Farm, gardening therapy) to support the most vulnerable children in developing confidence, self-esteem and reducing anxiety. | | Recognised benefits include building self-confidence, raising self-esteem, improving communication skills, changing behaviour, improving management skills offering an opportunity for children a chance to take time out and just breathe for a while. | SENCO to oversee selection of pupils to engage with provision and monitor the impact. | SENCO – Jennie Jones | Termly at the beginning / end of each intervention |
| Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time; staff work with families to address barriers they face in getting children to school). | Attendance of children in receipt of Pupil Premium funding to be 95% or above | “Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.” | All office staff aware of policy Dedicated member of office staff (Helen Goodall) linked to attendance Attendance monitored by Attendance Lead | Attendance Lead = Nigel Andrews | Monthly |

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| Where parents refuse to engage, LA systems to be implemented as soon as possible. | | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818204/School_attendance_July_2019.pdf | | | |
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Total budgeted cost

iii. Other approaches

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Free extra-curricular clubs run by staff.</p> <p>Participation in extra-curricular clubs to be tracked by office staff and reported to DL lead on termly basis.</p> | <p>Develop personal skills and qualities, reducing exclusions and improving behaviours.</p> <p>Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p> | <p>Providing enrichment activities that feed into the experience and enjoyment of learning and school life, particularly if these are less likely to be provided at home.</p> | <p>Wider opportunity of clubs run termly, so that children have a wide range of choices; careful selection process by office.</p> <p>Disadvantaged Learner Lead monitors attendance of children in receipt of PPG.</p> | <p>Disadvantaged Lead – Theo Gaines</p> | <p>Termly</p> |
| <p>An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs.</p> <p>Support may include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups.</p> | <p>Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home</p> <p>On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> | <p>Specially designed Emotional literacy wheels used to provide pre and post assessment data.</p> | <p>SENCO – Jennie Jones</p> <p>Behaviour Lead – Nigel Andrews</p> | <p>Termly/at beginning and end of each intervention</p> | |
| <p>Universal access to music tuition</p> | <p>All Y4 children learn to play the ukulele.</p> | <p>Children will be given an opportunity to take part in a diverse range of approaches that seek to enrich children's school experience. Enriching education has intrinsic benefits for all children, including and those from disadvantaged</p> | <p>Specialist music teacher employed to teach Ukelele. Overseen by Music Lead</p> | <p>Music Lead (Sandra Dixon)</p> | <p>Termly</p> |

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| | | backgrounds equally deserve a well-rounded, culturally rich, experience. | | | |
| All children in Years 4 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship. | | Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable and older learners. | Provision for residential trips overseen by Leadership team, Educational Visits Co-ordinator and SMSC lead | EVC Lead = Becs Millard SMSC lead = Kate Seviour | Annually |
| Thrive Approach, implemented with individuals and classes. | Through tailored Thrive activities based on a thorough assessment of the individual, children will begin to feel safe and secure. They will have a sense of belonging and begin to feel able to engage in classroom activities with their peers. Children will develop skills in being part of a school and family community | The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips staff to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. | Thrive practitioners trained, training disseminated to all staff, support available for staff to implement the approach. | SENCO – Jennie Jones Behaviour Lead – Nigel Andrews | Termly |
| Workshops for parents to be established with parents invited specifically. Parents who do not attend Parents' Evening to be specifically and persistently followed up with. | Parents are more engaged in their child's learning and feel equipped to support them at home. Relationships between parents and school become more positive which has an impact on | Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary | PSA to continue to work with parents who request support. Class teachers to follow up with individual parents to ensure 100% attendance for parents' evening. Class teacher and subject leads to invite specific parents for workshops to support parents in supporting pupils' learning. | PSA – Jackie Percivall Deputy Heads – Becs Millard, Theo Gaines, Nigel Andrews | Termly |

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| <p>Use stickers for children that prompt parents to ask them specifics about their day eg. "Ask me about ..."</p> <p>Hold open afternoons/mornings where parents are invited in to read alongside their child or look at their work</p> <p>Have tea/coffee with SLT at the gate / in the hall</p> | <p>their engagement in their child's learning.</p> | <p>schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</p> | | | |
| Total budgeted cost | | | | | |

7. Additional detail

