

# Pupil premium strategy statement (primary)

| 1. Summary information        |                    |   |        |   |           |
|-------------------------------|--------------------|---|--------|---|-----------|
| <b>School</b>                 | Castle Mead School |   |        |   |           |
| <b>Academic Year</b>          | 2018 - 19          | <b>Total PP budget</b>                  | £56760 | <b>Date of most recent PP Review</b>                  | July 2018 |
| <b>Total number of pupils</b> | 274                | <b>Number of pupils eligible for PP</b> | 43     | <b>Date for next internal review of this strategy</b> | July 2019 |

| 2. Current attainment                                |  |   |  |
|--|--|---|--|
|  | <i>Pupils eligible for PP (2017-18)</i>  | <i>Pupils eligible for PP (excluding SEN/D) 2017-18</i> | <i>Pupils not eligible for PP (national average – 2017-18)</i> |
| <b>% achieving in reading, writing and maths KS2</b> | 17% 1/6<br><i>(Secondary ready: 33%)</i> | 100% 1/1<br><i>(Secondary ready: 100%)</i>              | 37% (all pupils)   |
| <b>% achieving in reading</b>                        | 50%                                      | 100%  | 62% (school)   |
| <b>% achieving in writing</b>                        | 33%                                      | 100%  | 62% (school)   |
| <b>% achieving in mathematics</b>                    | 17%                                      | 100%  | 46% (school)   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                  |   |
|--|---|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i> |   |
| <b>A.</b>  | Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.  |
| <b>B.</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.  |
| <b>C.</b>  | Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.  |
| <b>D.</b>  | 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.                     |
| <b>E.</b>  | 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. |
| <b>F.</b>  | Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.   |
| <b>G.</b>  | Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.  |

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

|           |   |
|-----------|---|
| <b>H.</b> | Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.  |
| <b>I.</b> | Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged. |

**4. Desired outcomes**

|           | Desired outcomes and how they will be measured  | Success criteria  |
|-----------|---|---|
| <b>A.</b> | 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"> <li>Evidence of taught phonics being used independently in children's writing as well as fluency within reading improving, evidenced within observations and assessments.</li> <li>The number of disadvantaged children passing the phonics screen maintains or improves so it is in line or better than the other children.</li> <li>The outcomes of disadvantaged children across EY and KS1 are in line with or better than the other children in reading.</li> </ul> |
| <b>B.</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"> <li>The outcomes of disadvantaged children across the school are in line with or better than the other children within reading.</li> <li>Outcomes for disadvantaged children are in line with national averages at the end of Key Stage 2 in reading.</li> </ul>   |
| <b>C.</b> | 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"> <li>The outcomes of disadvantaged children across the school are in line with or better than the other children in writing.</li> <li>Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing.</li> </ul>  |
| <b>D.</b> | 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"> <li>The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years).</li> <li>Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing and Early Years in speaking.</li> </ul>   |
| <b>E.</b> | 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"> <li>The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years).</li> <li>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</li> </ul>  |
| <b>F.</b> | Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.  | <ul style="list-style-type: none"> <li>An additional 5 months' progress for disadvantaged learners when compared to non-disadvantaged</li> <li>The outcomes of disadvantaged children across the school are in line with or better than the other children.</li> <li>Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in mathematics.</li> </ul>   |

|           |   |   |
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| <b>G.</b> | 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. | <ul style="list-style-type: none"> <li>All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit)</li> </ul>                           |
| <b>H.</b> | Improve the attendance of children in receipt of Pupil Premium to 95% to eradicate gaps in their learning.  | <ul style="list-style-type: none"> <li>Attendance of children in receipt of Pupil Premium funding to be 95% or above.</li> </ul>  |
| <b>H.</b> | Development of Early Years unit which works cohesively to positively impact transition for pupils from Nursery to Reception.  | <ul style="list-style-type: none"> <li>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.</li> </ul> |

## 5. Planned expenditure

|                      |                |
|----------------------|----------------|
| <b>Academic year</b> | <b>2018-19</b> |
|----------------------|----------------|

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | Sutton Trust                 |            | How will you ensure it is implemented well?           | Staff lead                   | When will you review implementation? |
|--|--|---|------------------------------|------------|---|------------------------------|--------------------------------------|
|  |  |   | Cost                         | Impact     |   |                              |                                      |
| 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. | 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>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> | Phonics                      |            | Phonics lead monitor teaching and learning in phonics | Phonics Lead (Emma Roxbrugh) | Termly                               |
|  |  |   | £<br>(Start up costs<br>£££) | + 4 months |   |                              |                                      |

|  |   |  |                                       |           |   |  |        |
|--|---|--|---------------------------------------|-----------|---|--|--------|
| B: Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. | Develop use of whole class teaching of reading to replace guided reading in KS2   | 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. | Reading comprehension strategies      |           | Teaching of reading monitored by Reading Leader alongside member of SLT.  | Reading Leader (Leanne Cunningham – KS2) | Termly |
|  |   |  | £                                     | +5 months |   | Reading Leader (Leanne Cunningham – KS2) | Termly |
| C: Use of Writing Essentials and high quality verbal feedback in each year group supports better outcomes in writing.                        | Use of 'Writing Essentials' in all year groups  | 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.<br><br>Feedback studies tend to show very high effects on all types of learning across all age groups.  | Feedback                              |           | Trust wide writing moderations<br><br>Book scrutiny in Learning Conversations<br><br>Drop in sessions<br>Pupil interviews<br><br>SLT part of action research teams    | Trust English Lead (Leanne Cunningham)   | Termly |
|  | Undertake action research into strategies to improve quality and quantity of verbal feedback pupils receive on their work that relates directly to improved outcomes. |  | £                                     | +8 Months |   |  |        |
| D: The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.                  | Use of 'Progression in Language Structures' document to explicitly model spoken English   | 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.  | Communication and Language approaches |           | Expectations that speaking frames are planned for and used across the curriculum.<br><br>Speaking frames will be displayed in classrooms.<br><br>Staff will use these | English Lead-Leanne Cunningham           | Termly |
|  |   |  | £                                     | +5 months |   |  |        |

|  |  |  |                                       |           |   |   |               |
|--|--|--|---------------------------------------|-----------|---|---|---------------|
|  |  | <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>in both spoken and written learning.</p> <p>Impact monitored by English Lead</p>   |   |               |
| <p>E: Explicit teaching of vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum.</p> | <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>Communication and language approaches used in the early years include reading aloud to children and discussing books, <b>explicitly extending children’s spoken vocabulary by introducing them to new words in context</b>, 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 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. Most studies comment on the importance of training and teacher development or support with implementation.</p> | Communication and Language approaches |           | <p>Impact monitored by English Lead</p> <p>Book looks</p> <p>Member of SLT involved in action research team</p> <p>Pupil interviews</p> | <p>English Lead – Leanne Cunningham</p> | <p>Termly</p> |
|  |  |  | £                                     | +6 months |   |   |               |

|   |   |  |                                   |            |   |                             |        |
|---|---|--|-----------------------------------|------------|---|-----------------------------|--------|
| F: Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. | <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 the use of speaking frames in maths to support children in explaining their thinking and recording their mathematical reasoning.</p> | <p>Maths No Problem is a highly effective approach to teaching maths which is based on research and evidence.</p> <p>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> | Mastery Learning                  |            | <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> | Maths Lead – Fay Perdichhia | Termly |
|   |   |  | £                                 | + 5 months |   |                             |        |
|   |   |  | Metacognition and self-regulation |            |   |                             |        |
|   |   |  | £                                 | +7 months  |   |                             |        |
| <b>Total cost:</b>  |   |  |                                   |            |   | <b>£21 400</b>              |        |

| ii. Targeted support   |  |   |              |           |   |   |  |
|--|--|---|--------------|-----------|---|---|--|
| Desired outcome  | Chosen action/approach   | What is the evidence and rationale for this choice?   | Sutton Trust |           | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?             |
|  |  |   | Cost         | Impact    |   |   |  |
| 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. | Targeted interventions to support the application of phonics eg Wesford and 1:1 RWI Phonics            | <p><u>WESFORD</u></p> <p>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>Reading Recovery and RWI 1:1</u></p> <p>Children who complete 'Reading Recovery' have usually progressed from text level 0 to level 17, or equivalent. These children have learned four-to five times faster than their classmates to catch up and after the intervention their progress continues in line with their peers. 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> | Small Group  |           | <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 - Emma Roxbrugh</p> <p>English Lead – Leanne Cunningham</p> | Termly   |
|  |  |   | £££          | +4 months |   |   |  |
|  |  |   | One to one   |           |   |   |  |
|  |  |   | ££££         | +5 months |   |   |  |
| B: Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within                          | <p>Better Reading Partners</p> <p>Support for children who are vulnerable in their reading choices</p> | <p>Evidence supports specific and highly individualised reading programmes.</p> <p>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</p>   | One to one   |           | <p>Children identified by class teachers.</p> <p>Reading Lead to monitor impact of intervention</p>   | <p>Reading Lead – Leanne Cunningham</p> <p>Sharon Hellyer</p>               | Termly/at beginning and end of each intervention |
|  |  |   | ££££         | +5 months |   |   |  |

|   |  |   |                                       |           |   |  |  |
|---|--|---|---------------------------------------|-----------|---|--|--|
| KS2.  | Develop use of mentors for those children who need a reading champion                        | (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.  |                                       |           |   |  |  |
| D: The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.               | Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes. | Data collected from the intervention feeds into ECAT assessments to identify clear next steps.  | Communication and Language approaches |           | Impact monitored by EY and English Lead   | EY Lead – Caitlin Wyse<br><br>English Lead – Leanne Cunningham | Termly/at beginning and end of each intervention                           |
|   | Early Talkboost<br>Talkboost 1 and 2   | 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. | £                                     | +6 months |   |  |  |
| F: Improve children’s ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. | Maths Counts   | 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.  | One to one                            |           | Five trained Maths Leads across both sites.<br><br>Maths lead identifies children in need of Maths Counts | Maths Lead - Fay Perdichhia                                    | Continuously<br><br>Data reviewed after each 10 week cycle of Maths Counts |
|   |  |   | ££££                                  | +5 months |   |  |  |



|  |  |  |                                    |                          |   |  |   |
|--|--|--|------------------------------------|--------------------------|---|--|---|
| 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. | Use of tailored mentoring programmes such as 'Sensory circuits'  | 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.<br><br>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. | Meta cognition and self-regulation |                          | Impact monitored by SENCO   | SENCO – Polly Marsh<br><br>Trust PE lead- Alice Perry<br><br>RB Teacher- Katie Payne<br><br>Deputy Head of School- AGby Simons | Termly/at beginning and end of each intervention    |
|  |  |  | £                                  | +8 months                |   |  |   |
| 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. | Designation of a Parent Support Advisor to proactively support children and families with any challenges they face.  | Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a 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.   | Parental engagement                |                          | Impact monitored by SENCO   | SENCO – Polly Marsh<br>DHT Harriet Phillips  | Termly/at beginning and end of each intervention    |
|  |  |  | £££                                | +3 months (+5 months EY) |   |  |   |
| 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. | Our nurture group 'The Forest' 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 ( <a href="http://www.nurturegroups.org">www.nurturegroups.org</a> ).   | Social and emotional learning      |                          | SENCO and Behaviour/SEMH Lead to oversee implementation and selection of pupils to engage with provision. | SENCO – Polly Marsh<br><br>Behaviour/SEMH Lead – Harriet Phillips  | Termly at the beginning / end of each intervention. |
|  |  |  | £££                                | +4 months                |   |  |   |

|  |  |  |                               |           |   |   |   |
|--|--|--|-------------------------------|-----------|---|---|---|
| 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. | The establishment of "The Meadow" to support children in KS2 developing confidence, self-esteem and reducing anxiety through the use of an Art based intervention.                   | Develops children's essential skills in order to enable them to re-enter their year group classes in their own time. It can now be proved that Art decreases stress levels. Access to Art, whether it is looking or making helps with a reduction in cortisol levels. The research can now prove that Art reduces chronic stress, anxiety, sleep problems and memory impairment (Rebecca Chamberlain from KU Leuven University in Belgium). For a pupil of school age, having this type of experience will support their emotional development by reducing the levels of stress that the modern child is subjected to. | Arts' participation           |           | SENCO to oversee selection of pupils to engage with provision and monitor the impact. | SENCO – Polly Marsh<br>Art therapist - Becky Churchill        | Termly at the beginning / end of each intervention              |
|  |  |  | ££                            | +2 months |   |   |   |
| 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. | The use of "The Forest" to support the most vulnerable children in KS2 developing confidence, self-esteem and reducing anxiety through the use of Theraplay and the Thrive approach. | Children are supported with their emotional health, well-being and social skills, all of which are needed for learning to take place. The Thrive approach is based on up to date brain science and research into child development and helps staff in school to adapt their approach to individual children to build self-esteem, well-being and behaviour. All members of staff understand the underpinning theories and practical ways to remain in relationships when dealing with challenging behaviour. Staff are supported to look at behaviour developmentally and learn how to support right time development. | Social and emotional learning |           | SENCO to oversee selection of pupils to engage with provision and monitor the impact. | SENCO – Polly Marsh<br>Behaviour/SEMH Lead – Harriet Phillips | Continuously<br>Impact measured for individuals on termly basis |
|  |  |  | £££                           | +4 months |   |   |   |
| G: Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities,  | Employment of relate counsellor to support identified children with their confidence, self-esteem and reducing anxiety<br><br>Use of alternative provision (Equine                   | 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.  | Social and emotional learning |           | SENCO to oversee selection of pupils to engage with provision and monitor the impact. | SENCO – Polly Marsh   | Termly at the beginning / end of each intervention              |
|  |  |  | £££                           | +4 months |   |   |   |

|   |  |  |                      |                          |  |   |                |
|---|--|--|----------------------|--------------------------|--|---|----------------|
| improving access to their learning as well as broadening their horizons and raising their aspirations                           | therapy, Forest schools, Lark Rise Farm, gardening therapy) to support the most vulnerable children in developing confidence, self-esteem and reducing anxiety.  |  |                      |                          |  |   |                |
| H: Attendance of children in receipt of Pupil Premium funding to be 95% or above  | 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). | Where attendance is above the average, it is often because disadvantaged learners are enjoying their learning.<br><br>Achieved by:<br>Mutually supportive conversation between school and families<br>Support for parents to model the process of engaging with learning.  | Parental engagement  |                          | All office staff aware of policy<br><br>Dedicated member of office staff (Sandie Johnston) linked to attendance<br><br>Attendance monitored by Attendance Lead | Attendance Lead – Harriet Phillips                                    | Monthly        |
|   |  |  | £££                  | +3 months (+5 months EY) |  |   |                |
| I: Development of Early Years unit which works cohesively to positively impact transition for pupils from Nursery to Reception. | Standalone nursery to become part of school provision so that Early Years unit caters for children from age two to five.   | Beginning early years' education at a younger age appears to have a moderate positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later. Moderate positive effects have been detected for early reading outcomes in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families. | Earlier starting age |                          | Early Years' Strategic Lead to support EY Lead in the continued development of Early Years' Unit   | Early Years Strategic Lead - Helen Tate<br><br>EY Lead – Caitlin Wyse | Ongoing        |
|   |  |  | £££££                | +6 months                |  |   |                |
| <b>Total budgeted cost</b>  |  |  |                      |                          |  |   | <b>£26 600</b> |

| iii. Other approaches  |   |  |                               |           |   |   |  |
|--|---|--|-------------------------------|-----------|---|---|--|
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | Sutton Trust                  |           | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation ?            |
|  |   |  | Cost                          | Impact    |   |   |  |
| 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. | Free extra-curricular clubs run by staff  | 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.   | Arts' participation           |           | Wider opportunity of clubs run termly, so that children have a wide range of choices; careful selection process by office.<br><br>Disadvantaged Learner Lead monitors attendance of children in receipt of PPG. | Disadvantaged Lead – Harriet Phillips                             | Termly   |
|  |   |  | ££                            | +2 months |   |   |  |
|  |   |  | Sports' participation         |           |   |   |  |
|  |   |  | £££                           | +2 months |   |   |  |
| 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. | 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. | 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<br><br>On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. | Social and Emotional Learning |           | Specially designed Emotional literacy wheels used to provide pre and post assessment data.  | SENCO – Polly Marsh<br><br>Behaviour/SEMH Lead – Harriet Phillips | Termly/at beginning and end of each intervention |
|  |   |  | £££                           | +4 months |   |   |  |

|  |  |   |                                    |           |  |   |          |
|--|--|---|------------------------------------|-----------|--|---|----------|
| 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. | Universal access to music tuition  | Year 4 Ukelele led by specialist music teacher  | Arts' participation                |           | Specialist music teacher employed to teach Ukelele. Overseen by Music Lead   | Music Lead- Frans Andrews   | Termly   |
|  |  |   | ££                                 | +2 months |  |   |          |
| 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 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.<br><br>The evidence suggests that the impact is greater for more vulnerable and older learners. | Outdoor Learning                   |           | Provision for residential trips overseen by Leadership team, Educational Visits Co-ordinator and SMSC lead               | EVC Lead – Katie Payne<br><br>SMSC lead – Rebecca Blunden           | Annually |
|  |  |   | £££                                | +4 months |  |   |          |
| 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. | Thrive Approach, implemented with individuals and classes.   | 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 |           | Thrive practitioners trained, training disseminated to all staff, support available for staff to implement the approach. | SENCO – Polly MARsh<br><br>Behaviour / SEMH Lead – Harriet Phillips | Termly   |
|  |  |   | £                                  | +8 months |  |   |          |

|  |                            |  |  |  |  |  |               |
|--|----------------------------|--|--|--|--|--|---------------|
|  |                            | 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. |  |  |  |  |               |
|  | <b>Total budgeted cost</b> |  |  |  |  |  | <b>£8 760</b> |