

Pupil premium strategy statement (primary)

1. Summary information					
School	Netherthorpe Primary School				
Academic Year	2018-2019	Total PP budget	£132,000	Date of most recent PP Review	July 2018
Total number of pupils	177 (F2-Y6)	Number of pupils eligible for PP	100	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	7.7%	64%
% making progress in reading	-0.88 %	0.3%
% making progress in writing	1.61 %	0.2%
% making progress in maths	-0.93 %	0.3%
KS1 % achieving standards in reading	68.8%	79%
KS1 % achieving standards in writing	56.3%	74%
KS1 % achieving standards in maths	68.8%	80%
Y1 % achieving expected standards in phonics	81.8%	85%
EYFS % achieving GLD	60%	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p>LOW STARTING POINTS AND LOW ATTAINMENT (READING, WRITING AND MATHS)</p> <ul style="list-style-type: none"> The majority of children have low starting points in the core subjects therefore accelerated progress is necessary to ensure that children achieve GLD (EYFS) and national standards in reading, writing and maths (KS1 and KS2).
B.	<p>CHILDREN FALL INTO MULTIPLE CATEGORIES (eg, SEND/Pupil premium/EAL)</p> <ul style="list-style-type: none"> Some children who are eligible for pupil premium are also EAL and have SEN/D issues including a number of children with EHCP's. This means that makes provision mapping has to be strategically planned in every class.
C.	<p>MOBILITY –</p>

	<ul style="list-style-type: none"> - High mobility with children arriving and leaving at varying times throughout the year which disrupts curriculum continuity and progression. - Some of the new arrival children have little experience of schooling in the UK or overseas so are unfamiliar with routines, the methods, skills and knowledge of the UK curriculum and general school expectations.
D.	COMMUNICATION AND LANGUAGE (EYFS) <ul style="list-style-type: none"> - Communication and language issues, including oral skills in EYFS. - Language acquisition of EAL learners having no English. - Limited English vocabulary of a large percentage of children due to EAL. - Difficulties in grammar due to EAL.

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

E.	ATTENDANCE <ul style="list-style-type: none"> - Children take extended leave in term time to visit family in home country.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children arriving at the normal entry point and those arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.	<p>Those who join the school in various year groups and/or part way through the year will:</p> <ul style="list-style-type: none"> - Have their starting points correctly assessed so that teaching is precise and learning accelerates. - Be integrated successfully into the mainstream classroom but where necessary (those new to English) short term withdrawal may be provided to rehearse vocabulary and new skills/learning. - Be actively involved in their learning through planned, differentiated activities and the correct use of additional adults within the classroom. - Make at least the expected progress with some making accelerated progress. <p>Reach national standards.</p>
B.	Arrange the necessary provision to ensure improved outcomes for those children falling into various potential vulnerable groups. The gaps between themselves and their peers will close as they reach national expectations.	<p>Those children eligible for pupil premium who fall into other potential vulnerable groups, eg, EAL, SEN, will:</p> <ul style="list-style-type: none"> - Have their barriers to learning reduced through an inclusive quality first approach and tight provision mapping. - Make at least the expected progress with some making accelerated progress. <p>Reach national standards.</p>
C.	Children arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.	<p>Those children with low starting points/low attainment levels will:</p> <ul style="list-style-type: none"> - Have their barriers to learning reduced through an inclusive quality first approach and tight provision mapping. - Make at least the expected progress with some making accelerated progress. <p>Reach national standards.</p>

<p>D.</p>	<p>Improved outcomes for pupil premium children, specific EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>All potential vulnerable groups:</p> <ul style="list-style-type: none"> - Acquire, internalise and apply new subject-specific vocabulary. - Use English confidently, at their level of competence. - Develop effective models of spoken and written language. Pupils have the range of speaking skills necessary to participate fully within the curriculum. - Are making at least the expected progress with some making accelerated progress. - Are reaching national standards.
<p>E.</p>	<p>Improve systems to monitor and improve attendance so the persistence absentee figure reduces and overall attendance continues to improve.</p>	<ul style="list-style-type: none"> - Provide an environment where all pupils feel valued and - welcomed. - Encourage regular school attendance so national targets are met. - Foster and develop partnerships with parents/carers so term time leave reduces and attendance improves.

5. Planned expenditure

Academic year

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?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A) LOW STARTING POINTS AND LOW ATTAINMENT Children arriving at the normal entry point and those arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.</p>	<p>Low starting points IN EYFS. PSED Buy 'best behaviour book' series to use in key worker sessions to explore appropriate behaviour</p>	<p>Social and emotional learning strategies - EEF EYFS Teaching and Learning Toolkit Evidence states: Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Two broad categories of SEL strategy can be identified:</p>	<p>Ensure the 'behaviour book' has been bought and is being used in key worker sessions.</p>	Rachael Broomhead	July 2019
<p>(B) CHILDREN FALL INTO MULTIPLE CATEGORIES Arrange the necessary provision to ensure improved outcomes for those children falling into various potential vulnerable groups. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>Low starting points IN EYFS. PSED SAFE activities used with the whole class at the beginning of a session to cue children into learning as well as to provide self-regulation strategies which can be referred to when necessary.</p>	<p>Universal programmes that seek to improve behaviour or engagement throughout settings. Specialised programmes targeted at children with emotional, behavioural or learning difficulties. Gain 3+ months</p>	<p>Ensure all staff are trained in SAFE principles and shared strategies are being used across the unit.</p>	Rachael Broomhead	July 2019
	<p>Low starting points IN EYFS. PSED P4C training lead by Anne Dawson for all EYFS staff</p>		<p>All staff attend P4C training and then sessions will be delivered to the children.</p>	Rachael Broomhead	July 2019
<p>(C) MOBILITY Children arriving at various points throughout the year receive the correct</p>	<p>Low starting points IN EYFS. Literacy Ensure all staff have completed Pie Corbett Talk for Reading. Implement across EYFS with a focus on oral</p>	<p>Talk for Writing - EEF Teaching and Learning Toolkit Evidence states: Talk for Writing is an approach to teaching writing that emphasizes three teaching methods: 'imitation' (where pupils learn texts by heart, so they can discuss and dissect</p>	<p>Once all staff have attended Pie Corbett training, planning in F1 and F2 will follow the 'talk for writing approach'</p>	Rachael Broomhead	July 2019

<p>provision to enable them to make accelerated progress where necessary so national expectations are reached.</p>	<p>story retelling. Buy reading spines to ensure coverage.</p>	<p>them), 'innovation' (where pupils adapt stories to create their own versions), and 'invention' (where teachers help pupils to create original stories). Subjective perceptions from the school staff in the interviews and the online questionnaire were very favourable about Talk for Writing, commenting on improved engagement and writing performance.</p>			
	<p>Low starting points IN EYFS. Numeracy</p> <p>CPD for EYFS Take part in the maths EYPD programme, the focus will centre around:</p> <ul style="list-style-type: none"> - Subject knowledge and pedagogical understanding - Cardinality in the context of the outdoor environment. - Developing child initiated play in your setting (with a focus on the 4Cs) and developing the adult's role in this. 	<p>Early Numeracy Approaches - EEF EYFS Teaching and Learning Toolkit Evidence states</p> <p>The most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities.</p> <p>Gain 6+ months</p>	<p>Alicia and Catherine will meet to complete strategic plan which they will then implement throughout the year.</p>	<p>Alicia Evans/Catherine Hemmingway</p>	<p>July 2019</p>
	<p>Low starting points/Attainment/multiple need in EYFS. Numeracy</p> <p>EYFS: Additional Level 3 Teaching Assistant An extra level three teaching Assistant has been employed for the academic year 2018-2019 due to the low starting points of the EYFS cohort.</p> <ul style="list-style-type: none"> - Key worker responsibility to ensure good links between home/school. - Reduced sized groups to deliver emotional literacy 	<p>Support staff - EEF Teaching and Learning Toolkit Evidence states: EEF toolkit reports teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Gain 1+ month</p>	<p>Recruit new Level 3 TA from protocol agency. Ensure they have a full understanding of the unit in terms of routines, systems, policies, expectations, etc.</p>	<p>Liz Gray/Rachael Broomhead</p>	<p>July 2019</p>

	<p>sessions exploring emotional literacy.</p>				
	<p>Low starting points/Attainment/multiple need in EYFS</p> <p>EYFS: Apprentice Teaching Assistant. An apprentice teaching Assistant will be employed by the school to increase capacity maximising learning opportunities' for the children with low starting points/attainment and those falling into different potentially vulnerable groups.</p>	<p>Support staff - EEF Teaching and Learning Toolkit Evidence states: EEF toolkit reports teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Gain 1+ month</p>	<p>Interview and recruit a high quality apprentice teaching assistant. Ensure they receive the necessary support in school and links with mentor are effective and supportive.</p>	<p>Liz Gray</p>	<p>July 2019</p>

	<p>Low starting points/Attainment/multiple need in KS1 and KS2:Teaching Assistant in Every Class</p> <p>To support the children effectively a teaching assistant is assigned to each class group to ensure learning is maximised through the provision of resources, targeting specific children and follow specific whole class approaches to accelerate progress for the children with low starting points/attainment and those falling into different potentially vulnerable groups.</p>	<p>Support staff - EEF Teaching and Learning Toolkit Evidence states: EEF toolkit reports teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Gain 1+ month</p>	<p>M Elliott/L Hammond to line manage TAs and complete the performance management cycle of TAs.</p>	<p>M Elliott/L Hammond</p>	<p>July 2019</p>
	<p>Low starting points/Attainment/multiple need in KS1 and KS2 KS1 and KS2: Collaboration for Teaching Assistants and Teachers</p> <p>The school day has been re-organised to allow time for teachers and teaching assistants to collaborate so there is a clear, shared understanding of teaching and learning for the day.</p>	<p>In the EEF report project 'Maximising the Effectiveness of Teaching Assistants' it states the importance of teacher/TA collaboration and the positive impact it has upon learning outcomes.</p>	<p>M Elliott/Liz Gray to monitor the impact on teaching and learning of these meetings.</p>	<p>Liz Gray</p>	<p>July 2019</p>

	<p>Low starting points/Attainment/multiple need in KS1 and KS2</p> <p>Ks1 and KS2 Embedding a Mastery Approach Embedding a mastery approach, the majority of lessons are organised with children in mixed ability pairs. For some lessons children with very low attainment sometimes work with other children of a similar ability so targeted teaching can take place to</p>	<p>Mastery Learning - EEF Teaching and Learning Toolkit Evidence states: Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Gain 5+ months</p>	<p>Monitor implementation of mastery approach through the performance management cycle.</p>	<p>Liz Gray</p>	<p>July 2019</p>
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	<p>Low starting points/Attainment/multiple need in KS1 and KS2 KS2 EAL Group</p> <p>Deliver daily small group tuition for children in Key stage two who are in the Early stages of English acquisition.</p> <p>An Arabic speaking HLTA will work with a small number of EAL children. They will focus exclusively on a small number of learners in a separate classroom. The daily sessions will focus on language development and promote group work and learner interaction. The activities will be designed to encourage interaction and purposeful, focused talk between learners. Many of the activities are repetitive therefore the same language items are used many times. There is a comprehensible input - the activities are based either on photo/picture input or on stories that create a meaningful context for the language items. They all have clear language aims and focus on particular functions and sentence structure.</p>	<p>Reducing class size targeting teaching to small EAL group: EEF Teaching and Learning Toolkit Evidence states:</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>Gain 3+ months</p>	<p>M Elliott/L Hammond/Liz Gray monitor the effectiveness of the EAL sessions through monitoring cycle. Ensure once children are able they can then return to whole class literacy lessons asap.</p>	<p>Liz Gray</p>	<p>Termly</p>
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	<p>Low starting points/Attainment/multiple need in KS1 and KS2</p> <p>Improving Quality Of Teaching In Maths:</p> <p>CPD for KS1 and KS2</p> <p>Maths Readiness CPD Programme to develop maths practice across key stages 1 and 2 : Y2, Y6 and Deputy Head take part in the programme, the focus will centre around:</p> <ul style="list-style-type: none"> - Mathematical mindset - Mathematical proficiency and structure: + and -. - Mathematical proficiency and structure: X and ÷ <p>Y1, Y4, Y5 and Y6 attend subject knowledge training.</p> <p>CPD for Year 2: Reasoning First Maths Programme to be implemented in year 2: Deputy Head and Y2 teachers, take part in the programme which involves:</p>	<p>EEF Report 'Improving Mathematics in Key Stage 2 and Key Stage 3 In the EEF Report 'Improving Mathematics in Key Stage 2 and Key Stage 3 – it states the importance of CPD and structured interventions to provide additional support in raising attainment.</p> <p>Maths Reasoning Y2: EEF Teaching and Learning Toolkit Evidence states Maths Reasoning Intervention Pupils in schools receiving the Mathematics and Reasoning intervention made an additional three months' progress in maths compared to other pupils. The approach was cost effective and popular with teachers, although they generally felt that there was too much content to cover in the allotted time Gain 2+ months</p>	<p>M Elliott to ensure that all relevant courses have been attended by staff and strategies are being implemented across school. Follow up staff meetings to take place and monitoring through the performance management cycle.</p>	<p>M Elliott/Liz Gray</p>	<p>July 2019</p>
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	<ul style="list-style-type: none">- Whole class teaching and includes activities to promote both number sense and quantitative reasoning.				
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	<p>Low starting points/Attainment/multiple need in KS1 and KS2</p> <p>KS1 and KS2: (Students): The school attempts to recruit high numbers of students and volunteers to increase teaching and learning support across school. This includes students from a number of courses:</p> <ul style="list-style-type: none"> - Sheffield University Medical Students. - Sheffield Hallam Childhood studies students. - Sheffield Hallam Specialist students. - Sheffield Hallam Literacy Volunteers. 	<p>Research Paper into Volunteer Support in schools by the: Centre for Mental Health in Schools & Student/Learning Support reports:</p> <p>Volunteers can be a multifaceted resource in a classroom and throughout a school. For this to be the case, however, the school staff must value volunteers and learn how to recruit, train, nurture, and use them effectively. When implemented properly, school volunteer programs can enable teachers to personalize instruction, free teachers and other school personnel to meet students' needs more effectively, broaden students' experiences, strengthen school-community understanding and relations, enhance home involvement, and enrich the lives of volunteers.</p>	<p>M Elliott arrange a number of placements across school, both students and volunteers.</p> <p>Organise support so it is distributed effectively throughout EYFS, KS1 and KS2 to maximise learning effectively.</p>	M Elliott	July 2019
<p>(D) COMMUNICATION AND LANGUAGE</p> <p>Improved outcomes for pupil premium children, specific EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>Communication and Language: F1 Teaching</p> <p>Ensure staff are consistently embedding the following principles: Delivering daily group sessions based on 'stories for talking' linked to topic vocabulary to whole class in F1 and specific children in F2.</p>	<p>EYFS communication and Language approaches: EEF Teaching and Learning Toolkit Evidence states:</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>Gain 6+ months</p>	<p>Ensure that the necessary staff are confident in delivering the stories for talking sessions. Check that sessions are talking place when timetabled and are impacting on CLL.</p>	Rachael Broomhead	July 2019

	<p>Communication and Language: EYFS REAL PROJECT: Staff invite parents across EYFS to help develop children's early literacy skills.</p>	<p>Parental Engagement: EEF Teaching and Learning Toolkit Evidence states: The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Gain 3+ months</p>	<p>EYFS lead and Learning Mentor select specific families for the programme. Sessions will then be delivered and parents supported both at home and in school.</p>	<p>Rachael Broomhead/ Karen Ainsley</p>	<p>July 2019</p>
	<p>Communication and Language: EYFS Sheffield's talking training: Staff to attend when rescheduled (SAFE techniques and helping children with communication difficulties)</p>	<p>EYFS communication and Language approaches: EEF Teaching and Learning Toolkit Evidence states: Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Gain 6+ months</p>	<p>Relevant staff to attend training and cascade strategies down to others so implementation is effective across the unit.</p>	<p>Rachael Bromhead</p>	<p>July 2019</p>

	<p>F2/KS1/KS2 Teaching Ensure staff are consistently embedding the following principles:</p> <ul style="list-style-type: none"> - Use of learning/ talk partners during whole class sessions. - Provide talk frames to scaffold talk. - Ensure teaching assistants pre-teach new topic vocabulary before the sessions take place. - Ensure lolly sticks are used to choose children to contribute to lessons after talk time which ensures the less confident speakers have a voice. <p>Send staff on training when necessary.</p>	<p>Oral language Interventions: EEF Teaching and Learning Toolkit Evidence states:</p> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups (such as Thinking Together). Gain +5months</p>	<p>Ensure all staff fully understand the approaches used to develop speech and Language. Send key staff on training and ensure that strategies are implemented in the classroom.</p>	<p>Laura Hammond</p>	<p>July 2019</p>
	<p>Communication and Language EYFS, KS1 and KS2: Speech and Language Therapist: Key children screened for speech and language difficulties. Regular meetings between the SENCO, SALT and TA's. Plans identify strategies to use in whole class setting.</p>		<p>Ensure screening has taken place and information sharing is occurring effectively to enable strategies to be used effectively across school.</p>	<p>Laura Hammond</p>	<p>July 2019</p>
Total budgeted cost					<p>£55,500.00</p>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Desired outcome (A) LOW STARTING POINTS AND LOW ATTAINMENT Children arriving at the normal entry point and those arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.</p> <p>(B) CHILDREN FALL INTO MULTIPLE CATEGORIES Arrange the necessary provision to ensure improved outcomes for those children falling into various potential vulnerable groups. The gaps between themselves and their peers will close as they reach national expectations.</p> <p>(C) MOBILITY Children arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.</p>	<p>Low starting points IN EYFS. PSED Buy 'best behaviour book' to use as an intervention for those children displaying more challenging behaviour!.</p>	<p>Social and emotional learning strategies - EEF EYFS Teaching and Learning Toolkit Evidence states:</p> <p>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Two broad categories of SEL strategy can be identified:</p> <p>Universal programmes that seek to improve behaviour or engagement throughout settings. Specialised programmes targeted at children with emotional, behavioural or learning difficulties. Gain 3+ months</p>	<p>Ensure the 'behaviour book' has been bought and is being used with specific children.</p>	<p>Rachael Broomhead</p>	<p>July 2019</p>
	<p>Low starting points IN EYFS. Literacy Additional Reading</p> <ul style="list-style-type: none"> - 1:1 Readers - extra readers - HFW groups - Additional phonics groups <p>The above completed due to employment of extra TA.</p>	<p>Early Literacy Approaches: EEF Teaching and Learning Toolkit Evidence states</p> <p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <p>storytelling and group reading; activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing. Gain 4+ months</p>	<p>Specific interventions will be in place for those needing additional reading support. Monitor provision mapping.</p>	<p>Laura Hammond</p>	<p>July 2019</p>

	<p>Assessments EYFS, KS1 & KS2 Ensure that all children are assessed quickly (by TA) upon entry to obtain accurate baselines which can be used as starting points for future planning.</p>	<p>All research highlights the importance of initially assessing every child to identify starting point to which then lead to strategic planning for next steps.</p>	<p>All data will be updated termly and scrutinised in pupil progress meetings.</p>	<p>Liz Gray</p>	<p>July 2019</p>
	<p>KS1 and KS2: Provision Maps/Interventions Class teacher and TA identify children with low starting points and low attainment to provision map interventions to accelerate progress.</p>	<p>Provision Mapping All research highlights the importance of meeting the needs of all learners. Tight provision maps ensure that the necessary provision is in place for each child which will result in achievement for all. Provision maps plan support for literacy, numeracy, EBD, etc including: FFT, extra guided reading, reading comprehension and 1:1 reading sessions, pre teach, dockside group, phonics, additional spellings, 1st class@number, success@arithmetic,etc.</p>	<p>All provision maps will be monitored termly to ensure key children have their needs met.</p>	<p>M Elliott/Laura Hammond</p>	<p>July 2019</p>
	<p>Y6 Interventions Additional Tutor Role: Children in year 6 receive 1:1 and small group Tuition in maths/reading/writing and grammar depending on need. Employ tutor to carry out interventions.</p>	<p>One to One Tuition: EEF Teaching and Learning Toolkit Evidence states One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Gain 5+ Months</p>	<p>Year 6 teachers and HT will identify those children who will benefit from 1:1 tuition. Map provision and monitor effectiveness. .</p>	<p>Liz Gray</p>	<p>July 2019</p>

	<p>KS1 and KS2 Social and Emotional Intervention Learning mentor Role:</p> <p>The Inclusion Team (DHT, SENCO and LM) identify those needing emotional support which is a barrier to learning. Support is provided by the LM. Provision maps identify interventions which include:</p> <ul style="list-style-type: none"> - Lunch time nurture club (lego therapy, theraplay games, board game club). - 1:1 support - Group support - <p>Learning mentor employed to run interventions above.</p>	<p>Social and Emotional Intervention: EEF Teaching and Learning Toolkit Evidence states</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> <p>Gain 4+ months</p>	<p>Inclusion manager and Learning mentor meet termly to organise provision for those children needing support.</p> <p>Monitor effectiveness of provision through inclusion meetings.</p>	<p>K Ainsley/M Elliott/L Hammond</p>	<p>July 2019</p>
	<p>1:1 TA Support (EHCP):</p> <p>Some PP children also have EHCP in place for their complex needs. In order for them to access the curriculum it is essential that these children are provided with 1:1 support to facilitate a personalised curriculum.</p>		<p>SENCO to meet regularly with 1:1 TAs to monitor the effectiveness of provision. The outcomes and formal targets to be reviewed through termly SEN review meetings alongside parents and key staff.</p>	<p>Laura Hammond</p>	<p>July 2019</p>
	<p>1:1 TA Support (Continuous provision):</p> <p>Some children have barriers which prevent them from accessing classroom based learning for parts of the day. The KS1 continuous provision is used to develop key skills, eg, early play, social and emotional, early maths, literacy, etc.</p>				

<p>(D) COMMUNICATION AND LANGUAGE</p> <p>Improved outcomes for pupil premium children, specific EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>Communication and Language: S4t Intervention F1</p> <p>All children in F1 to receive S4T through key worker groups. Selected groups of F2 with lower vocabulary to have as an intervention lead by TA.</p>	<p>Oral Language Interventions: EEF Teaching and Learning Toolkit Evidence states:</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p> <p>Gain 5+</p>	<p>F1 Children organised into key worker groups and specific F2 children receive the intervention. Look at progress through programme.</p>	<p>Rachael Broomhead/L Hammond</p>	<p>July 2019</p>
	<p>Communication and Language F2:</p> <p>F2 Intervention All children in F2 to be assessed and interventions to take place accordingly lead by TA. Eg, LEAP, Rainbow Talk.</p>		<p>Ensure initial assessments have taken place and interventions are in place. Check progress data of cohort.</p>	<p>Rachael Broomhead/L Hammond</p>	<p>July 2019</p>
	<p>Communication and Language EYFS: Rainbow talk:</p> <p>Training lead by Anne Dawson to whole staff team.</p>		<p>Ensure all staff have received rainbow talk training and the sessions are implemented through unit.</p>	<p>Rachael Broomhead/L Hammond</p>	<p>July 2019</p>
	<p>Communication and Language: KS1 and KS2</p> <p>Training for specific teaching Assistants on language approaches and interventions. The SENCO and teaching Assistants have accessed training on specific language programmes. Eg, LEAP, VIP, NIP. They were successfully implemented however due to the influx of new staff, good practice needs sharing so the interventions can be successfully run in every year group across school. Where possible principles of interventions can be adapted so the context relates to topics within the classroom.</p>		<p>Ensure all staff are confident leading interventions and have attended relevant training.</p>	<p>Laura Hammond</p>	<p>July 2019</p>

Total budgeted cost £71,500

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>(E) ATTENDANCE Improve systems to monitor and improve attendance so the persistence absentee figure reduces and overall attendance continues to improve.</p>	<p>Weekly attendance monitoring: identify children who have missed a day or been late for school during that current week or the one before.</p>	<p>Weekly monitoring ensures that all attendance is scrutinised and no children slip through the net.</p>	<p>Learning mentor and deputy head meet half termly to monitor attendance strategies and data.</p>	<p>Karen Ainsley/Marie Elliott</p>	<p>July 2019</p>
	<p>Half termly meetings between the deputy Headteacher with all parents of children whose attendance falls below 90%.</p>	<p>Half termly monitoring ensures that children who are falling below 90% are picked up quickly and parents are informed.</p>			
	<p>Termly meetings set up between the Attendance Officer (from the multi-agency support team), deputy Headteacher and Learning Mentor.</p>	<p>Key children showing poor attendance are identified quickly and support put in place immediately where necessary.</p>			
	<p>Inclusion Team: Monthly discussion with Inclusion Team where attendance is a standing items on the agenda.</p>	<p>Whole school attendance is monitored and key children discussed where necessary.</p>			
	<p>1st Day Contact: telephone calls to all absent pupils who have not contacted school by close of registration.</p>	<p>Parents/School work closely to monitor attendance.</p>			
<p>(A) LOW STARTING POINTS AND LOW ATTAINMENT Children arriving at the normal entry point and those arriving at various points throughout the year receive the correct</p>	<p>To ensure 'all learners' achieve in line with national peers. EYFS, KS1 and KS2 Release SENCO from teaching responsibilities to create time for her to lead on inclusion across school.</p>	<p>Due to significant number of SEND children, SENCO will be released from class responsibilities to complete role effectively which will result in improved teaching, learning and achievement.</p>	<p>SENCO to be clear about role and associated responsibilities. Check through performance management cycle.</p>	<p>Laura Hammond/Liz Gray</p>	<p>July 2019</p>

<p>provision to enable them to make accelerated progress where necessary so national expectations are reached.</p> <p>(B) CHILDREN FALL INTO MULTIPLE CATEGORIES Arrange the necessary provision to ensure improved outcomes for those children falling into various potential vulnerable groups. The gaps between themselves and their peers will close as they reach national expectations.</p> <p>(C) MOBILITY Children arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached</p>	<p>To ensure that the wider curriculum is broad, balanced and accessible for all.</p> <p>KS1 and KS2 Employ an additional TA to cover 1 day a week so subject leaders can be released to monitor, evaluate and develop their subject area.</p>	<p>School is trying to improve its wider curriculum to meet the needs of all learners. Releasing subject leaders weekly will ensure that they have adequate time to develop and improve their subjects.</p>	<p>Liz Gray to manage the cycle of improvement ensuring all staff are provided with regular subject leader time.</p>	<p>Liz Gray</p>	<p>July 2019</p>
Total budgeted cost					<p>£5000</p>

