

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George's Church of England Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	54% (112)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Years
Date this statement was published	1 st November 2021
Date on which it will be reviewed	Implementation reviewed termly with an annual review
Statement authorised by	Local Academy Board
Pupil premium lead	Shirley Atkar
Governor / Trustee lead	Pat Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147, 840
Recovery premium funding allocation this academic year	£ £5,523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 7,834
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,197

Part A: Pupil premium strategy plan

Statement of intent

"At St George's we believe that children are a gift from God and that everyone who belongs to St George's school is important and valued. Our school motto: Our Love of Learning Leads us to Excellence, describes our belief that every child is unique and can achieve beyond expectation. Children are encouraged to enjoy the challenges that learning holds and strive for academic achievements. Our aim at St George's is to have a happy school where children find a trigger that ignites their passion to motivate them to excel within our broad and balanced curriculum. Through our belief in ourselves, belief in others and our belief in God, we will have the courage, determination and confidence to persevere to excellence and open doors to overcome socio-economic and diversity issues.

St George's school aims for all students to achieve academically regardless of their circumstances. The school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. As a church school we take pride in nurturing the needs of each individual pupil, including those who may have barriers or challenges to engaging with learning opportunities effectively. Some of these may be attendance and levels of persistent absence; behaviour incidences and risk of exclusion; wellbeing, mental health and safeguarding concerns; access to technology and educational materials or high mobility. The school's proactive pastoral approach underpins removing these barriers so that all children can flourish to their full potential.

We believe that children best acquire knowledge and skills over time and this comes from continuously improving the quality of teaching and learning. Pupils need to receive good quality teaching in every lesson, every day. Interventions are delivered to compliment the high-quality teaching that we strive to deliver on a daily basis. When identifying challenges, we draw upon a range of data sources, including discussions with teachers and support staff and engagement with pupils and families. Diagnostic assessment is regularly used to identify challenges to learning so that over time children in receipt of pupil premium achieve as well as those nationally who are not in receipt of this funding.

Enrichment opportunities are also a part of the school's wider approach on enhancing learning experiences so that children remember, retain and recall knowledge and have the required skills for the next stage of their educational journey.

We aim to create a leadership environment and school climate that is conducive to successful implementation of our strategy; such as the one set out in the [EEF Implementation Guidance Report](#). We first explore and identify the issues for our children. We then prepare and plan for the implementation of actions to resolve these. This is followed by the flexible and suitable delivery of the plan. Periodic review of the plan ensures that the impact is monitored, and where successful can be scaled up and sustained ensuring value for money.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many children entering our foundation stage are well below age expectations and need to make accelerated progress throughout school to meet KS2 age related expectations.
2	Language acquisition and oracy skills for those eligible for PP are below the other children within cohorts. This has a significant impact upon upon reading and writing progress, as well as phonics development in KS1. Spelling and new to English can also be limiting judgement within KS2 writing outcomes at the expected standard and all subjects at greater depth.
3	Attainment will be raised ensuring the proportion of children meeting age expectation and working at the greater depth standard is at least in line with non-pp national averages and continues to rise annually
4	Attendance rates for some pupils eligible for PP are falling behind the rest of the cohort. 17 children PP who are persistently absent due to unauthorised absences or taking holidays during term time.
5	There are higher numbers of pupils who have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional, and behavioural needs.
6	Where children have low aspirations around achievement, how to be successful and lack the self-confidence to take risks and develop positive learning behaviours.
7	Wider learning opportunities and experiences outside of school are limited within the life experience of our children. Without the experiences the school provides children struggle engage within the broad and balanced curriculum the school aspires to deliver.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Continue to improve the outcomes for PP children against all children nationally at both age related expectation and greater depth.</i>	By the end of EYFS, KS1 and KS2 the proportion of pupils achieving end of year age expectation and greater depth standards will consistently be at least inline with national averages. There will be year on year improvement of raised attainment of pupils in all year groups.
Teachers and Teaching Assistants have a clear programme to develop teaching and	Group analysis of outcomes and diagnostic assessments, performance management and a robust planned cycle of coaching and

<p>learning. Engagement is reflective and builds into improving outcomes for PP children.</p>	<p>CPD for teaching and learning is well executed and systematically applied.</p>
<p>Early reading, oracy and vocabulary acquisition across the school continue to be high priorities within the curriculum enabling improved reading and writing attainment progress across the school.</p>	<p>Continuous review and implementation of additional reading interventions, phonic catch up programmes (including KS2) and improvements of first quality teaching demonstrate improvements in outcomes at EYFS, KS1 and KS2.</p> <p>Teachers plan to expand pupil's vocabulary and oracy across the curriculum through engaging activities to develop pupils thinking and reasoning.</p> <p>Reading for pleasure is further enhanced through the introduction of wider reading, including non-fiction books to acquire more knowledge and vocabulary across the curriculum.</p>
<p>Improve the quality of continuous provision and teaching in the EYFS setting to ensure all groups of learners.</p>	<p>Phonics is being taught consistently to a good standard and additional phonics interventions are accelerating progress.</p> <p>Teaching and learning opportunities are maximised adding to improved progress.</p> <p>SEND pupils are planned for with inclusion in mind and where learning is away from the setting activities are purposeful and supportive of individual needs.</p>
<p>The pastoral team is effectively engaging with parents to identify individual barriers for low attendance and holding families to account by identifying the impact on progress.</p>	<p>Attendance rates of PP children are in line with that of non-PP children and year on year persistently absent falls.</p> <p>Early help plans have a clear impact on improving the life of individual pupils and their families.</p> <p>The school has effectively held parents to account through the use of the local authority legal intervention team.</p> <p>Case studies demonstrate the school has done all that it can do to address individual cases.</p>
<p>The leadership team is effective in improving the learning behaviours and attitudes of children.</p>	<p>A review of the Behaviour and Teaching and Learning Policy refines expectations of pupils. Teaching staff are effectively trained and empowered to address the low-level disruptive behaviour.</p> <p>Adverse Childhood Experiences (ACES) are identified on class biographies and a team of adults have a shared understanding of supporting the child to develop and learn.</p> <p>Staff are proactive about building positive relationships that induce greater self-regulation, independence and resilience with learning.</p> <p>Pupils are well planned for and specific plans are reviewed frequently and parents</p>

	<p>are engaged fully in supporting the school to help children to flourish both personally and academically.</p> <p>A reduction in exclusion and behaviour letters issued as all staff, including lunch time supervisors have been trained to manage behaviour more effectively during social and transitional times.</p>
<p>A series of activities and workshops that engage and support parents to improve aspirations, build self-confidence and enhance the children abilities to transition through learning new knowledge and skills.</p>	<p>Staff have been trained in the cognitive science of learning.</p> <p>Evaluations of workshops and activities give an evidence base of impact for improving aspirations post pandemic.</p> <p>Parental and children feedback forms or consultation demonstrate improved aspirations, self-confidence and engagement in learning.</p>
<p>Wider curriculum opportunities support the children to make links between learning to develop schema through experiencing episodic learning so they are more likely to retain both factual and procedural knowledge overtime.</p>	<p>Pupil consultation, learning walks and evaluation shows the impact of these wider learning opportunities.</p> <p>Children are engaged and challenge themselves to do better and take risks in learning new things.</p> <p>Purposeful development of these opportunities improve attainment and learning engagement.</p> <p>PP children have opportunities to develop their cultural capital and experience life in all it's fullness.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 86,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal appointment of two temporary AHT to distribute the leadership of pastoral leadership and teaching and learning across the school. £3,684</p>	<p>EFF research on Feedback states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' This is equal for teachers and pupils.</p>	<p>1,2 and 3</p>
<p>School Improvement support for the senior leadership team through a programme of leadership development and instructional coaching. Subject specific deep dives training for all leaders. £19,085</p>	<p>Strengthen the senior leadership of the school so that monitoring and evaluation has a stronger evidence base post pandemic, which gives clarity for ongoing school improvement in the day-to-day working of people in the school</p> <p>EFF Putting Evidence to Work: A School's Guide to Implementation 2nd recommendation is to Create a leadership environment and school climate that is 10 conducive to good implementation.</p>	<p>1,2 and 3</p>
<p><i>Senior Leadership and School Improvement partner to work closely with middle (subject) leaders on developing the quality of first line teaching</i> £3,600</p>	<p>Within the EEFs 'Pupil Premium Guidance diagnostic assessment is evident in the daily teaching and learning through well planned teaching and learning and formative assessment to close the gaps.</p> <p>The EEF Pupil Premium Guide states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>1,2 and 3</p>
<p><i>Continuous improvement of the quality of teaching and learning through 1:1 coaching</i> £44,680</p>	<p>1:1 instructional coaching offers immediate of feedback for teaching staff including teaching assistants. This model has successfully been adopted and advocated by Ambition Institute, Teach First, the Department for Education, the Confederation of School's Trusts and has been adopted by some of highest performing schools and multi-academy trusts within the country. The school is effectively using the teaching and learning toolkits to measure and track improvement.</p>	<p>1,2 and 3</p>
<p><i>Investment in non-fiction reading books and use of the accelerated reading scheme by employing a librarian to enhance reading for pleasure across the curriculum</i> £15,200</p>	<p>1:1 instructional coaching offers immediate of feedback for teaching staff including teaching assistants. This model has successfully been adopted and advocated by Ambition Institute, Teach First, the Department for Education, the Confederation of School's Trusts and has been adopted by some of highest performing schools and multi-academy trusts within the country. The school is effectively using the teaching and learning toolkits to measure and track improvement.</p>	<p>1,2 and 3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,001

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and additional small group teaching of phonics and early reading in KS1 and lower KS2. £20,241	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,2 and 3
WELCOM 1:1 tutoring (Reception and complete programme for Y1) £5,741	A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.	1
After school small group 1:3 tutoring through the National Tutoring Programme for children in Years 3, 4 and 5) £5,630	The EEF found that overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.	2 and 3
Speech and Language Therapist target children across the school one afternoon per week £7,500	The EEF found that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	2 and 3
Additional teaching support within daily maths lessons to develop metacognitive and self-regulatory strategies £6,889	EFF Metacognition and Self Regulation. +7 month gains. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes and solving mathematical problems. We aim to promoting and developing metacognitive talk related to lesson objectives and solving mathematical tasks	2 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral manager and additional attendance officer and DSL to enhance pastoral support as well as AHT to address</p> <ul style="list-style-type: none"> - Remove barriers of low attendance and poor punctuality. - Complete Early Help for families - Mentor and coach pupils. - Strategies to develop well being <p>£18,447</p>	<p>The National Centre for Education Statistics found that the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities.</p> <p>The EEF found that: 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>4 and 5</p>
<p>Wider curriculum enhancement activities</p> <ul style="list-style-type: none"> - education visits and experiences - Music tuition - Creative arts activities - Parent workshops and curriculum projects <p>£10,500</p>	<p>EEF Impact of Arts education. Integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour. EEF Essential Life Skill and development of non-cognitive skills states 'Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.</p> <p>EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>6 and 7</p>

Total budgeted cost: £ £161,197

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intended aim	Review of Impact
<p>A) Teaching and learning will be of a consistently high quality throughout all year groups, including remote learning.</p>	<p>Book audits demonstrate a balance of support and challenge is in place for groups of learners.</p> <p>Subject topic plans (knowledge organisers) have been given to parents each term to give key information that will be learnt.</p> <p>Staff training to support pupils with dyslexia has taken place.</p> <p>Subject specific training has been delivered by subject leads</p> <p>Staff can demonstrate how they can use technology to close gaps for learners. Remote learning was reviewed by senior leaders.</p> <p>Tiered vocabulary is in place for different subjects across the curriculum.</p> <p>Staff training to support pupils with dyslexia has taken place.</p>
<p>B) Attainment will be raised ensuring a greater proportion of pupils meet age expectations and greater depth, including those eligible for Pupil Premium with a particular focus on improving writing outcomes.</p>	<p>Termly analysis and pupil progress meetings demonstrate groups that require additional targeting.</p> <p>Leaders have a clear understanding of progress for key focus groups i.e. disadvantaged, SEND, gender and more able to ensure recovery due to the pandemic.</p> <p>Progress in spelling as staff have strategies and support to develop spelling in targeted children, including those eligible for PP.</p> <p>Work samples demonstrate that SPaG starters are being taught effectively across KS2 and staff are seeking support and guidance on this.</p> <p>Staff feedback and work samples demonstrate that staff are engaging with the use of Alan Peat's Exciting Sentences. This approach will further develop pedagogy in composition and sentence structure.</p> <p>Sustained writing</p>
<p>C) Early reading and communication and language is a high priority within the curriculum to develop children's oral language and vocabulary development, resulting in a year on year improvement in results in EYFS and Key Stage One</p>	<p>A review of early reading demonstrated that children are reading often and at the appropriate stage. The school has a systematic approach to teaching phonics.</p> <p>Pupils in the Early Years are identified for language development acquisition and this is provided by well-trained members of staff. The proportion of children communicating at age expected level by the end of EYFS is broadly in-line with national averages. The percentage of children passing the Year 1 phonics screening check at the end of last was in line with the 2019 national average despite COVID.</p>

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Standardised teacher administered tests and assessments show the school has worked hard to close the gap in most subjects across most core subjects.

EYFS outcomes

GLD Expected	67%	60%	80%	77%
PP (13)	69%	54%	77%	77%

KS1 outcomes

Phonics pass rate – Year 1 61% and Y2 97%

KS1 Year 2	No.	Reading		Writing		Maths		Combined	
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
% at or above									
Expected trajectory July 2020-Y1	29	66%	0	62%	0	66%	3%		
All Sept '20	30	17%	0	17%	0	23%	0		
All Dec '20	29	61%	3%	48%	0	55%	0	41%	0
All Spring 2021	30	67%	3%	53%	0	67%	7%	50%	0
All July 2021	29	90%	10%	66%	0	70%	14%	55%	0
PP	16	94%	13%	63%	0	69%	19%	50%	0

KS2 outcomes

KS2 Year 3	No.	Reading		Writing		Maths		Combined RWM		EGPS	
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
% at or above											
Expected trajectory July 2020-Y2	30	73%	23%	67%	3%	70%	20%	60%	3%		
All Sept '20	28	25%	0	25%	0	25%	0	7%	0		
All Dec '20	28	57%	18%	39%	0	50%	7%	32%	0		
All Spring '21	28	39%	14%	46%	0	32%	4%	14%	0		
All July '21	29	79%	28%	69%	0	79%	17%	62%	0	72%	21%
PP	17	82%	29%	71%	0	82%	29%	71%	0	71%	12%
Non PP	12	75%	25%	67%	0	75%	0	58%	0	75%	33%

KS2 Year 4	No.	Reading		Writing		Maths		Combined		EGPS	
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
% at or above											
Expected trajectory July 2020-Y3	30	63%	30%	53%	17%	63%	27%				
All Sept'20	30	43%	3%	23%	0	40%	3%	13%	0		
All Dec '20	29	67%	11%	31%	0	52%	19%	33%	0		
All Spring'21	27	59%	7%	32%	0	54%	15%	22%	0		
All Summer'21	30	83%	40%	57%	3%	77%	33%	57%	3%	77%	43%
PP	19	79%	47%	58%	5%	68%	42%	58%	5%	74%	53%
Non PP	11	91%	27%	55%	0	91%	18%	55%	0%	82%	27%

KS2 Year 5	No.	Reading		Writing		Maths		Combined		EGPS	
		EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
% at or above											
Expected trajectory July 2020-Y4	31	81%	35%	61%	25%	77%	29%				
All Sept'20	31	61%	19%	61%	3%	61%	23%	48%	3%		
All Dec 20	31	74%	13%	58%	7%	68%	19%	55%	3%		
All	31	58%	10%	55%	7%	52%	16%	39%	6%		
All Summer'21	30	90%	40%	83%	10%	88%	37%	80%	7%	87%	40%
PP	23	91%	39%	83%	13%	87%	35%	78%	9%	87%	39%
Non PP	7	86%	43%	86%	0	86%	43%	86%	0	86%	43%

The school made the decision that the most important thing to do during the summer term for the Y6 children's mental health and wellbeing was to give the children a creative, rich learning environment to end their time at primary school. No test revision or practice was completed. The teacher and mentor focussed on transition to secondary school materials.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Pupil premium report 2021

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Half termly review of implementation of Power Maths	<p>To ensure that staff effectively use the scheme to the advantage of improving progress</p> <p>To develop mathematical oracy, meta cognition and self regulation and peer tutoring</p> <p>Further enhance the schools approach to mastery</p>	<p>EEF</p> <p>Feedback/ Mastery Learning/ Meta-cognition and self regulation/ Oral Language Interventions/ Peer Tutoring.</p>	<p>Half termly learning walks and pupil consultation with individual staff feedback.</p> <p>Half termly coaching meetings with Maths Lead to build on individual feedback to develop pedagogy and intervention</p> <p>Review work samples every 3 weeks</p> <p>Termly analysis at Autumn 2, Spring and Summer assessment point using NFER diagnostic tools.</p>	<p>HT/ Maths lead</p> <p>Maths Lead</p> <p>Maths Lead</p> <p>Maths Lead</p>	£3.149	July 2021



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Coaching of staff to improve the use of teaching assistants using the EEF toolkit	<p>Improved outcomes in first line quality teaching</p> <p>Children are more independent children</p> <p>TAs add value to the teaching and are fully prepared for their role in the classroom</p> <p>TAs effectively deliver structured interventions outside of the classroom.</p>	EEF Toolkit for Making Better Use of Teaching Assistants	<p>Audit of skills meeting with each TA</p> <p>LMT evaluations of current practice to baseline current picture and effective interventions.</p> <p>INSET to introduce tool kits and TA/T complete RAG rate self-audit.</p> <p>Fortnightly meetings with DHT to complete evaluations and rational and develop individual improvement plans.</p> <p>Complete visioning exercise.</p> <p>Embed a cycle of review from learning walks from different subjects as part of subject deep dives</p>	<p>HT/ DHT LMT</p> <p>DHT/ TAs/ T</p> <p>DHT/ TAs</p> <p>DHT/ TAs</p>	£10,907	<p>September 21</p> <p>October 21</p> <p>November 21</p> <p>Autumn 2 - July 22</p> <p>Jan 22 Halftermly</p>



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
<p>School Improvement support for the senior leadership team through a programme of leadership development and instructional coaching.</p> <p>Subject specific deep dives training for all leaders.</p>	<p>All subject leaders will be able to clearly articulate the intent, implementations and impact of their subject</p> <p>Subject leaders report to school leaders, Local Academy Board and Trust.</p>	<p>EEF Putting Evidence to Work: A School's Guide to Implementation 2nd recommendation is to Create a leadership environment and school climate that is conducive to good implementation.</p>	<p>A series of subject deep dives throughout the year. One per year for foundation subjects and more frequently for Reading, Writing and Mathematics.</p> <p>Half termly coaching meetings with HT and Curriculum Leader (CL) to share evidence, evaluate action plans and identify strengths and areas to develop.</p> <p>Feedback during governor link meetings/ BDMAT review</p>	<p>HT/ SIP/ LAB/ Trust</p> <p>HT/ Curriculum Leader</p>	<p><i>£15,462</i></p>	<p>Autumn 1 – Writing, Science and Computing</p> <p>Autumn 2- History, music, Reading fluency</p> <p>Spring – Geography, PSHE, Science, MfL, Reading</p> <p>Summer – Art, DT, Music, computing</p>
<p>Continuous improvement of the quality of teaching and learning through 1:1 coaching</p> <p>Introduction of audit tool</p>	<p>All teachers are at the 'proficient' stage of the GTR rubric and there are at senior teachers with TLRs coach other practitioners</p>	<p>The EEF Pupil Premium Guide states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>1:1 instructional coaching offers immediate of feedback for teaching staff including teaching assistants.</p>	<p>Weekly coaching meetings with HT or Senior Teachers</p> <p>Termly teacher profiles and coaching programme</p> <p>Opportunities to observe lead lessons</p> <p>Follow up on whole staff CPD where appropriate</p>	<p>HT/ LMT</p>	<p><i>£44,680</i></p>	<p>July 22</p>



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Investment in non-fiction reading books and use of the accelerated reading scheme by employing a librarian to enhance reading for pleasure across the curriculum	Improvements in reading fluency, reading for pleasure and an increase in reading miles. Improved factual knowledge Improved writing and reading outcomes	EFF research on Feedback states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' This is equal for teachers and pupils.	Appoint a school Librarian HT and English lead to attend Non-Fiction reading and writing training. Educational consultant Ruth Weeks to work with each year group, English lead and librarian to purchase non-fiction books to support curriculum and reading for pleasure	HT/ English Lead/ Library Lead/ Librarian	£15,200	April 22
Total budgeted cost:					£86,249	



Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
1:1 and additional small group teaching of phonics and early reading in KS1 and lower KS2.	Improved outcomes in phonics at KS1 Rapid catch up for KS2 pupils to quickly become independent readers	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Whole school phonics CDP Review of phonics data Assessments for KS2 pupils and those new to cohort Monitoring of progress by leaders with immediate feedback to re-group Coaching to support improvements with pedagogy	KS1 Lead English Leader	£20,241	July 22
WELCOM 1:1 tutoring (Reception and complete programme for Y1)	To provide communication and language to targeted children in Year 1 and Reception	A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.	Complete and evaluate programme for Y1 pupils. Complete baseline and Speech and language observations by specialist Set up for new reception cohort.	DHT/ YR TA – requires internal cover	£5,741	Autumn 1 -16 weeks Autmn 2 -after baseline



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
After school small group 1:3 tutoring through the National Tutoring Program for children in Years 3, 4 and 5)	To provide targeted 20minute reading comprehension EGPS support support to children in Years 3, 4 and 5.	The EEF found that overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.	Select children to complete 15 weeks of 1 hour tuition per week Tutor and teacher meet every halfterm Parental engagement to give direct feedback	HT/ External tutor from Connexts	£5,630	Half Termly
Speech and Language Therapist target children across the school one afternoon per week	Targeted approach to supporting children with the SALT targets and to disseminate best practice.	The EEF found that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Alignment of tutoring to pupil referrals Regular teacher/tutor communication /SENCo CDP for whole staff Periodic review with parents	Specialist/ T/ TA and SENCo	£7,500	Half Termly



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Additional teaching support within daily maths lessons to develop metacognitive and self-regulatory strategies	Improvements in attainment improvement in children's metacognitive and self-regulatory	EFF Metacognition and Self Regulation. +7 month gains. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes and solving mathematical problems. We aim to promoting and developing metacognitive talk related to lesson objectives and solving mathematical tasks	This will work alongside strategies for embedding Power Maths Effective use of TAs	HT/ Mathematics lead	£6,889	Half termly July 22
Total budgeted cost:					£ 46,001	



Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
<p>Pastoral manager and additional attendance officer and DSL to enhance pastoral support as well as AHT to address</p> <ul style="list-style-type: none"> - Remove barriers of low attendance and poor punctuality. - Complete Early Help for families - Mentor and coach pupils. - Strategies to develop well being 	<p>Improved attendance Reduction in the percentage of persistently absent pupils to be in-line with national</p> <p>Case studies show that the school has done all that they can do</p> <p>Early help plans show improvement</p> <p>Parental feedback is in the best interest of the child</p>	<p>The National Centre for Education Statistics found that the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities.</p> <p>The EEF found that: 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>Set tone in newsletter to inform parent's of the school's expectations</p> <p>Track data weekly</p> <p>Parents to supply medical evidence</p> <p>Action taken against parents who take holidays during term time</p> <p>Mentoring sessions as required</p> <p>Engage with external agencies to action support for families</p> <p>Well being reviews and feedback from teachers</p>	Pastoral manager/ HT/ DSLs	£18,447	July 22



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
<p>Wider curriculum enhancement activities</p> <ul style="list-style-type: none"> - education visits and experiences - Music tuition - Creative arts activities - Parent workshops and curriculum projects 	<p>Y6 pupils are motivated to have a 'can do' attitude, meet challenges and take risks</p> <p>Children's engagement in learning to play a musical instrument and achieve awards</p> <p>Art projects in place</p> <p>High engagement in parental workshops</p> <p>Children are motivated and remember learning experiences</p>	<p>EEF Impact of Arts education. Integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.</p> <p>EFF Essential Life Skill and development of non-cognitive skills states 'Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.</p> <p>EFF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>Curriculum leader to ensure all teachers have planned in workshops, educational visits and other projects</p> <p>Whole school art project to enhance the school environment</p> <p>Whole class teaching of Brass and brass electives</p>	Curriculum Leader	£10,500	On going July 22
Total budgeted cost:					£28,947	



