

Pupil Premium Strategy Statement: Elveden Academy 2020-21

1. Summary Information					
School	Elveden C Of E Primary Academy				
Academic Year	2020-21	Total PP budget	£18,830.	Date of most recent PP review	September 2020
		Carried forward	£5,248.90		
		Total	£24,078.90		
Total number of children	88	Number of children eligible for PP 17 (19%)	20 (24%)	Date for internal review of this strategy	September 2021

2. KS2 Attainment 2021			
	<i>Elveden Academy figures for children eligible for PP (3 children)</i>	<i>Elveden Academy figures for children not eligible for PP (8 children)</i>	<i>National figures for children not eligible for PP</i>
% achieving expectations in reading			
% achieving expectations in writing			
% achieving expectations in maths			
Progress measures in reading			
Progress measures in writing			
Progress measure in maths			

3. Barriers to future attainment (for children eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some children may have poor language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the curriculum.
B.	Some children, may not be working at an age-related level and have conceptual gaps or misconceptions.
C.	Some children, may require emotional well-being and behaviour support to enable them to maximise learning opportunities.
External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)	
D.	In some cases, children may have low cultural capital (e.g. books, resources and life experiences) therefore we provide different enrichment experiences, immersion events and resources.
E.	In some cases, children have unsettled home lives which have an impact on their ability to concentrate in school.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	<p>Children’s language skills improve and this positively impacts on:</p> <ul style="list-style-type: none"> • CLL and GLD outcomes in EYFS improve • S&L is planned for explicitly; monitored in T&L and impact of Vocabulary project. • Acquisition of phonics and high outcomes of Year 1 phonic screening check. • Higher attainment in English writing as children have greater mastery of the English language. • Higher attainment in all subjects as children have the language skills to learn effectively and are able to communicate this knowledge using subject specific vocabulary. 	<p>Children make rapid progress in all areas of the curriculum due to their ability to understand what is taught and express their ideas.</p> <ul style="list-style-type: none"> • CLL to be in line with national • Phonics to be in line with national • Writing attainment and progress measure will rise due to increased in year progress in all year groups. • Children on track to be GDS will make expected progress. • Attainment in all subjects will rise as children have mastered language to communicate this knowledge effectively.
B.	<p>More children are working at age related level as gaps have been filled and misconceptions addressed:</p> <ul style="list-style-type: none"> • All staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas. • Post teaching and interventions/boosters are effective in addressing the gaps and are personalised to children’s needs. • Children will be motivated to read increasingly challenging texts and non-fiction books to further their knowledge in all curriculum areas. • Attainment in writing increases as children hear sophisticated language spoken and read quality texts on which to model their own writing. • Children have the knowledge, skills and understanding to write effectively using a range of sentence structures which are correctly punctuated. • All children have a secure grasp of age appropriate calculation strategies and are able to recall number facts to enable them to work efficiently. The use of the CPA model will support this. • Mathematical reasoning is improved as children have the skills to understand, solve and explain precisely using appropriate mathematical language thus raising attainment. • Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links. • The above will be measured through data and observations 	<p>Children make rapid progress in all areas of the curriculum as staff have the knowledge, skills and understanding to address effectively.</p> <ul style="list-style-type: none"> • All staff recognise their role in developing their own knowledge, skills and understanding to enable them to raise standards by filling gaps and recognising and addressing misconceptions. • They will attend INSET, CPD, learn from other experienced staff and research as appropriate and then apply this to their daily practice. • Writing attainment will rise due to gaps and misconceptions being addressed. • Attainment in all subjects will rise as staff identify and address gaps and misconceptions.

C.	<p>Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.</p> <ul style="list-style-type: none"> • Mental Health First Aider and counsellor provide support to children. • All staff have the necessary knowledge, skills and understanding to meet the needs of children through wellbeing training particularly in light of COVID-19 and the impact this has had on families and individuals. • Safeguarding and Welfare officer is effective in accessing specialist support when needed. • SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support. • Sharing Parenting support is in place for families along with the early help offer. • Behaviour is well managed. Evidence from CPOMS, exclusions and part time timetables. • CISS support (Core offer) 	<p>All children are able to maximise learning opportunities.</p> <ul style="list-style-type: none"> • Attendance is above 96% for all children, including vulnerable groups. • Children know all staff are there to support them and know who the key staff are to provide additional support. • ‘Emotion stations’ evident in classes and used to maximum effect. • Parents work in partnership with the school to meet the needs of their children. • Children are happy to come to school and are ready to learn. • There are fewer behaviour issues. • There are fewer fixed term exclusions.
D.	<p>Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.</p> <ul style="list-style-type: none"> • Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts. • Immersion days e.g. Thetford Museum, Hand on Heritage, virtual events. • Visits where possible e.g. theatre, museums and places of worship Visitors: Jazz workshops, drama clubs, local artists, Buddhist centre • Additional events: Careers Fayre, enterprise opportunities with Forest Academy • Children will participate in the Elveden ‘Treasured Memories’ project and Elveden Explorers • School will be accredited with Artsmark Gold Award • All Children will complete ‘Discover’ Award (Arts Council England) (KS1 and 2). • School will be awarded the Primary Science Quality Mark. • Outside learning and Forest school sessions will be embedded throughout the school. 	<p>All children will increase their cultural capital and increased their aspirations through exposure and participation to a rich curriculum which is broad, balanced and authentic.</p> <ul style="list-style-type: none"> • Parents and children will broaden their understanding of the opportunities available. • Children will be inspired to aim higher and possibly contribute to the Arts in the future. • All children will have evidence of ‘Treasured Memories’ experiences which they have shared with the school community. • STEM opportunities will be a strength in the school • The school’s provision is outstanding and meets the needs of all children to succeed now and in the future.

E.	<p>In some cases, children have unsettled home lives which have an impact on their ability to concentrate in school.</p> <ul style="list-style-type: none">• Support for families through sharing parenting; Amba Keeble• Safeguarding and welfare officer is available to provide support for families• Counselling sessions for children have a positive impact• Children have access to mental health first aider through wellbeing drop ins.• Wellbeing check in stations are used effectively• There is a whole school listening ethos.• CISS support (Core offer) has a positive impact on children's successes• 'Young carers' programme used as appropriate	<p>Children flourish at school due to targeted support that meets their individual needs. They are able to succeed in all area across the curriculum and come to school happy, settled and ready to learn.</p>
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Elveden C of E Primary Academy

5. Planned Expenditure					
Academic year		2020 2021			
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	July 2021 impact
A) Children's language skills improve and this positively impacts on all areas of learning.	£ (S&L) School to renew its CFS. Governors to receive up to date Communication 4 All training for re-accreditation.	Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words As a school we need to address this gap from an early age so that children from all backgrounds have the same opportunity to succeed.	Training to be delivered and evaluated – staff to identify further CPD needs. Adapt training as necessary. Senior leaders to complete regular 'drop-ins' and observations to ensure training is being implemented, e.g. working walls are regularly updated, visual time tables are in place, displays to collect unfamiliar/new vocabulary. Fortnightly book scrutinies to ensure use of Talk for Writing results in well structured, extended pieces of writing modelled on core texts (including use of new vocabulary).	SG	

<p>(Phonics) To have rigorous basic skills approaches in place for phonics and grammar.</p> <p>Staff to embed 'Letters and Sounds' phonics.</p> <p>Increase daily reading across the school to ensure areas for development are picked up. Parent volunteers to support this when able to come on site.</p> <p>Daily skills practice to focus on spelling, punctuation and grammar.</p> <p>Phonics to be taught twice a day to support children to catch up. (Teacher/TA time)</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.</p> <p>The use of a systematic synthetic phonics programme is shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the curriculum," Grant (2013)</p>	<p>Monitoring of T&L.</p> <p>Analysis of phonics/reading data.</p> <p>SLT to hear children read and check they are blending.</p> <p>Phonics to be taught twice a day and impact monitored through regular ongoing assessments.</p>	<p>AS</p> <p>SG/AM/ MC/LB/LT</p>	
<p>(Reading)</p> <p>Develop reading for pleasure. Ensure the school culture reflects the importance of reading and books.</p> <p>£ Non-fiction books purchase and used by whole school alongside 'Book of the Month' and 'Essential reads'</p> <p>Increase regularity of reading of high-quality texts this is to include</p>	<p>Results of this longitudinal study demonstrated that students from disadvantaged backgrounds who had access to the blended learning program—Lexia Core5—experienced significant reading gains. These students, who began in kindergarten and were followed through the end of second grade, showed significant gains from fall to spring in each school year. Notable gains were found for students identified as low performers at the beginning of</p>	<p>Pupil perception survey to understand children's perception of reading and books in school.</p> <p>SLT to select children to hear them read.</p> <p>Core texts are planned for in MTP. Children who complete the EER will have read a range of high-quality texts.</p> <p>Lexia/Head Start data to be</p>	<p>AS/LR</p>	

<p>hearing adults read and children accessing appropriate texts. Home reading books in EYFS/ KS1 follow a structured programme based on children’s reading ability.</p> <p>Home reading books in KS2 are chosen books from the ‘Elveden Essential Reads’ - a list of recommended books, chosen for their level of challenge, rich use of language and recommendation (Pie Corbett). ‘Rapid Reading’ books will be used for those children that need to address gaps from KS1.</p> <p>Skills practise in English ensures that all children are heard read by an adult (CT/TA) at least twice a week.</p> <p>Increase stamina to read longer, challenging texts by providing regular opportunities.</p> <p>Develop comprehension skills by focussing on language/vocabulary and inference, use VIPERS and SATs question stems.</p>	<p>kindergarten. More than 90% of low performers who started kindergarten scoring below average on the standardized test finished second grade scoring average or better.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>triangulated with teacher assessment from reading passports.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p>		
<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve.</p> <p>Children will complete an extended piece of writing at least fortnightly, or write over a sustained period of</p>	<p><i>Good literacy skills underpin academic success in every subject.’ ‘In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.’</i> Sir Kevan Collins, Chief Executive Education Endowment</p>	<p>Teacher assessment using school’s stated criteria.</p> <p>Review feedback policy regularly to ensure it is impacting positively on all children and they are making expected (or better)</p>	LR/AG	

	<p>several days. Pieces will use engaging texts/media as stimulus and be linked to topics where appropriate. Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. In the moment marking is used where possible giving children the opportunity to talk about how to improve their written work.</p> <p>Vocabulary project will focus on supporting children to expand their understanding of language which can then be used to enhance their writing at higher levels (Poetry Project). £ purchase high quality poetry texts (Pie Corbett poetry spine books)</p>	<p>Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/ scaffolding/appropriate steps to achieve them. <p>Alex Quigley 'Closing the Vocabulary Gap' (2018) discusses the value of learning word origins through morphology, etymology and the SEEC model.</p>	<p>progress.</p> <p>Children to self-assess and peer-assess.</p> <p>Moderation with parallel class and across the year groups.</p> <p>Moderation with other schools. SEO to monitor school's own assessments. Staff attend CPD as required.</p> <p>Increase the % of children working at ARE and GDS in each year group.</p>		
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	<p>(Maths) Increase the use of mathematical talk by pupils and secure use of mathematical vocabulary.</p> <p>Staff to use WRM to develop engaging sessions which promote use of mathematical talk for reasoning and use of correct vocabulary. Working walls to support this.</p> <p>Develop dialogue between teacher and pupil to deepen understanding of concepts and provide challenge.</p> <p>£ Use of concrete resources to support reasoning the CPA model.</p>	<p>Encourage pupils to take responsibility for, and play an active role in, their own learning</p> <p>This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and <i>learning</i></p> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>	<p>Observations.</p> <p>Quality of children’s reasoning in class, books and tests.</p> <p>Attainment to be tracked.</p>	LR/HM	
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
B) More children are working at age related level as gaps have been filled and misconceptions addressed.	<p>£ Appropriate support and CPD to ensure all staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas, particularly in light of school closures.</p> <p>Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links.</p> <p>Pre/post teaching delivered as required.</p> <p>£ Boosters for Y1 –Y6 in Autumn term initially to address gaps in</p>	<p>July 2016 DfE Standard for teachers’ professional development state that: Professional development must be prioritised by school leadership.</p> <p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states:</p>	<p>SLT to drop in to classes regularly and provide feedback to adults to refine practice.</p> <p>INSET/CPD is planned to meet the needs of children.</p> <p>Staff know that it is their responsibility to address barriers to learning.</p> <p>Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions.</p> <p>Pupil Progress meeting with SLT to focus on increasing progress and raising attainment.</p> <p>Staff to meet regularly with parents of children making slow progress.</p>	LR/AG	

	learning due to partial school closure in summer term.	Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.' Regular practice ensures consolidation.			
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.	<p>£CPD for all staff to have the necessary knowledge, skills and understanding to meet the needs of children.</p> <p>£ Safeguarding and Welfare officer is effective in accessing specialist support when needed.</p> <p>SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support.</p> <p>Sharing Parenting support is in place for families.</p> <p>Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.</p> <p>£ Lunch time play leaders/nurture group TA to support children with SEND/EBD.</p> <p>£ Trained Counsellor in school who works with children identified by school staff and parents. Focus on developing mental wellbeing. This follows a structured programme which can be measured against targets set collaboratively with</p>	<p>'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood⁶.</p> <p>Poor mental wellbeing increases the likelihood in later life of:</p> <ul style="list-style-type: none"> poor educational attainment antisocial behaviour drug and alcohol misuse teenage pregnancy involvement in criminal activity mental health problems. <p>Those with better mental wellbeing are likely to deal better with stressful events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.' Public Health England</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance</p>	<p>Staff to have necessary training.</p> <p>School will put in early intervention and seek more specialist support as appropriate.</p> <p>All children will be able to make good academic progress as they are mentally supported to be successful.</p> <p>Close collaboration with families will secure early appropriate intervention/support.</p> <p>Early intervention is effective and those requiring more specialist support get help promptly.</p>	ZM	

	parents at the beginning of these sessions.	and punctuality.			
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts.</p> <p>£Provision of a rich range of additional enrichment and cultural activities.</p> <ul style="list-style-type: none"> • Immersion days e.g. Thetford Museum • Visits e.g. theatre, museums and places of worship • Visitors: Jazz workshops, drama clubs, local artists, Buddhist centre • Additional events: Careers Fayre, enterprise opportunities with Forest Academy <p>Children will participate in the Elveden Cultural Capital Challenge and Elveden Explorers scheme. School will be accredited with Artsmark Gold Award</p> <p>£All KS1 and KS2 Children will complete Arts 'Discover' Award School will be awarded the Primary Science Quality Mark</p> <p>Outside learning and Forest schools will be embedded throughout the school.</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum.</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p><i>'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.'</i></p> <p>Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport.</p>	<p>All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.</p> <p>Registers of participation to be kept.</p> <p>Disadvantaged children to be encouraged and supported to participate.</p> <p>Monitor and encourage all children to be involved in a broad range of opportunities.</p> <p>Elveden Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Gold Award accreditation.</p> <p>Primary Science Award accreditation.</p>	All staff	

		<p>'Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.'</p> <p>Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>			
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
E) Children have improved home lives which allow them to concentrate in school.	<p>Support for families through sharing parenting; Amba Keeble</p> <p>£ Safeguarding and welfare officer is available to provide support for families</p> <p>Counselling sessions for children have a positive impact</p> <p>Children have access to mental health first aider through wellbeing drop ins.</p> <p>Wellbeing check in stations are used effectively</p> <p>There is a whole school listening</p>	<p><i>'The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community and build strong links with parents. Where schools build positive</i></p>	<p>Families receive the support they need.</p> <p>Better communication with parent. Hard to engage parents are involved as the school has reached out to them.</p> <p>Children play a more active role in their children's education.</p>	TW	

	ethos. •CISS support (Core offer) has a positive impact on children's successes	<i>relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school improvement can be found.' J Goodall and J. Vorhaus.</i>			
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Expenditure to improve quality teaching for all: £10,000

6. Planned Expenditure					
Academic year		2020-21			
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	Review date and impact
A) Children's language skills improve and this positively impacts on all areas of learning.	(S&L) SALT support for identified children (Teacher/TA time) New resources purchased to improve CLL provision and support children to achieve GLD in EYFS. £ Language Link screening for EYFS and KS1. Targeted support for those that are identified as needing additional support.	Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words	Staff have the necessary skill to meet the needs of individual children. Senior leaders to complete regular 'drop-ins' and observations. SENCo and assistant to carry out regular drop ins to monitor provision for vulnerable children SENCo and assistant book scrutinies/observations to ensure appropriate differentiation is evident enabling children to make progress. Language link sessions weekly to address gaps and identify impact.	ZH/CE/SG /AM/MC/ LB/LT	
	(Phonics and SP&G) To have rigorous basic skills approaches in place for phonics and grammar. In EYFS/KS1, increase daily	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that	Monitoring of T&L. Analysis of phonics data. SLT to hear children read and	DG/MC	

	<p>reading with a focus on blending for those that need it. Daily skills practice to focus on spelling, punctuation and grammar. Include Lexia (Teacher/TA time)</p> <p>Target vulnerable children for Home-learning Club, Post teaching, interventions. (Teacher/TA time)</p>	<p>phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.</p> <p>The use of a systematic synthetic phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the curriculum," Grant (2013)</p>	<p>check they are blending.</p>		
	<p>(Reading) Planned additional time to read with an adult in school for children whose parents are unable to do so. (Volunteer reading marshals) Provide core texts. Provide additional time to develop comprehension skills by focussing on language/vocabulary and inference, use VIPERS and SATs question stems, early morning or afternoon intervention. (Teacher/TA time)</p>	<p>Results of this longitudinal study demonstrated that students from disadvantaged backgrounds who had access to the blended learning program—Lexia Core5—experienced significant reading gains. These students, who began in kindergarten and were followed through the end of second grade, showed significant gains from fall to spring in each school year. Notable gains were found for students identified as low performers at the beginning of kindergarten. More than 90% of low performers who started kindergarten scoring below average on the standardized test finished second grade scoring average or better.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move</p>	<p>Pupil perception survey to understand children’s perception of reading and books in school.</p> <p>SLT to select children to hear them read.</p> <p>Core texts are planned for in MTP. Children who complete the EERs will have read a range of high-quality texts.</p> <p>Lexia/Head start data to be triangulated with teacher assessment from reading passports.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p>	<p>All staff</p>	

		through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.			
	<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve.</p> <p>Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. If required, targeted post teaching to fill gaps. (Teacher/TA time)</p>	<p><i>Good literacy skills underpin academic success in every subject. 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Teacher assessment using school's stated criteria.</p> <p>Gaps are addressed.</p> <p>Increase the % of children working at ARE and GDS in each year group.</p>	LR/AG	
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	Review date and impact
B) More children are working at age related level as gaps have been filled and misconception	<p>Pre/post teaching delivered as required.</p> <p>£ Children in KS2 who have been identified as having gaps in these basic skills, to have additional post teaching and interventions. (Teacher/TA time)</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths</p>	<p>Staff know that it is their responsibility to address barriers to learning.</p> <p>Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions.</p> <p>Pupil Progress meeting with SLT to</p>	LR/AG/ ZM/SC	

ns addressed.		<p>facts is critical to solving complex problems because complex problems have simpler problems embedded in them.' Regular practice ensures consolidation.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>focus on increasing progress and raising attainment.</p> <p>Staff to meet regularly with parents of children making slow progress.</p>		
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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	Review date and impact
C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.	<p>£ Counsellor to provide support to children identified children.</p> <p>£Specialist support purchased when needed. E.g. educational psychologist.</p> <p>SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support and screening. E.g. dyslexia (Teacher time)</p> <p>Sharing Parenting support is in place for families.</p>	<p>'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood⁶.</p> <p>Poor mental wellbeing increases the likelihood in later life of:</p> <ul style="list-style-type: none"> poor educational attainment antisocial behaviour drug and alcohol misuse teenage pregnancy involvement in criminal activity mental health problems. <p>Those with better mental wellbeing are likely to deal better with stressful</p>	<p>School will put in early intervention and seek more specialist support as appropriate.</p> <p>All children will be able to make good academic progress as they are mentally supported to be successful.</p> <p>Close collaboration with families will secure early appropriate intervention/support.</p> <p>Early intervention is effective and those requiring more specialist support get help promptly.</p>	ZM/DT	

	Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.	events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.' Public Health England			
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	Review date and impact
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£ Provide core texts KS2.</p> <p>£ Subsidise enrichment/enhancement activities and trips.</p> <p>£ Pay for accreditation of KS1/2 to complete Discover Arts Award.</p> <p>£ Opportunities to attend after school clubs; drama, music, sports.</p> <p>£ Provide PE kits and uniform for PP children</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p><i>'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.'</i></p> <p>Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p>	<p>SLT to target reading through SDP.</p> <p>All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.</p> <p>Registers of participation to be kept.</p> <p>Disadvantaged children to be encouraged and supported to participate.</p> <p>Monitor and encourage all children to be involved in a broad range of opportunities.</p> <p>Elveden 'Treasured Memories' Challenge and Elveden Explorers to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Gold Award accreditation.</p> <p>Primary Science Award accreditation.</p>	LR/AG/ ZM	

		<p>‘Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.’ Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>			
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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	Review date and impact
E) Children have improved home lives which allow them to concentrate in school.	<p>Support for families through sharing parenting; Amba Keeble</p> <p>£ Safeguarding and welfare officer is available to provide support for families</p> <p>£ Counselling sessions for children have a positive impact</p> <p>Children have access to mental health first aider through wellbeing drop ins.</p> <p>Wellbeing check in stations are used effectively</p> <p>There is a whole school listening ethos.</p> <p>CISS support (Core offer) has a</p>	<p><i>‘The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community and build strong links with parents. Where schools build positive relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school</i></p>	<p>Families receive the support they need.</p> <p>Better communication with parent. Hard to engage parents are involved as the school has reached out to them.</p> <p>Children play a more active role in their children’s education.</p>	TW	

	positive impact on children's successes	<i>improvement can be found.'</i> J Goodall and J. Vorhaus.			
Expenditure Targeted Support £8,000					

7. Planned Expenditure					
Academic Year			2020-21		
iii. Other approaches (Enrichment and experiences) Details to be added each half term as opportunities arise					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Provision of a rich range of additional enrichment and cultural activities.</p> <ul style="list-style-type: none"> • Immersion days. • Visits e.g. theatre, museums and places of worship • Visitors: Jazz workshops, drama clubs, local artists, Buddhist centre • Additional events: Careers Fayre, enterprise opportunities with Forest Academy <p>Children will participate in the Elveden 'Treasured Memories' project and Elveden Explorers scheme. School will be accredited with Artsmark Gold Award £ All KS1 and KS2 Children will complete Arts 'Discover' Award School will be awarded the Primary Quality Science Mark</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p>'It's vital that children have the opportunity to learn and enjoy arts</p>	<p>SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be kept. Disadvantaged children to be encouraged and supported to participate. Monitor and encourage all children to be involved in a broad range of opportunities. Elveden 'Treasured Memories' project and Elveden Explorers scheme to be monitored and celebrated e.g. display and Facebook. Artsmark Gold Award accreditation. Primary Quality Science Mark accreditation.</p>	All staff	

	<p>Outside learning and Forest schools will be embedded throughout the school.</p>	<p>and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.'</p> <p>Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p>'Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.'</p> <p>Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>			
Expenditure for other approaches (enrichment and experiences): £5000					
Total expenditure cost: £23,000					