

Pupil Premium Strategy Statement: Elveden Academy 2019-2020

1. Summary Information					
School	Elveden C Of E Primary Academy				
Academic Year	2019-2020	Total PP budget	£14,520	Date of most recent PP review	July 2019
		Carried forward	£9496.66		
		Total	£24,016.66		
Total number of children	85	Number of children eligible for PP	17 (20%)	Date for internal review of this strategy	September 2019

2. Attainment 2019 (Based on Year 6 results)			
	<i>Elveden Academy figures for children eligible for PP (0 children)</i>	<i>Elveden Academy figures for children not eligible for PP (14 children)</i>	<i>National figures for children not eligible for PP</i>
% achieving expectations in reading		93%	77.9%
% achieving expectations in writing		83%	83.0%
% achieving expectations in maths		93%	83.4%
Progress measures in reading		+0.3	+ 0.3
Progress measures in writing		-1.5	+ 0.3
Progress measure in maths		+0.4	+ 0.3

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, inconsistent attendance and punctuality
F.	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 this year • 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 are effective in addressing the gaps and are personalised to children's needs. • Children will be motivated to read increasingly challenging texts to enjoy and 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. • 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. 	<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. • 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. • 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. • 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. Miraiker's World of Puppets, • 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 • Children will participate in the Elveden Cultural Capital Challenge 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 Geography 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. • The school's provision is outstanding and meets the needs of all children to succeed now and in the future.

<p>E. Children to attend regularly and punctually so that no learning time is lost.</p> <ul style="list-style-type: none"> • Overall attendance to be above 96% and vulnerable groups to be inline. • School to monitor closely and use first day calling. • Early discussions with parents and children to identify underlying reasons for poor attendance. • Provide support to families as necessary. • EWO to be involved at earliest opportunity. • Attendance policy to be reviewed and followed to minimise parents taking holiday in term time. 	<p>All children attend regularly enabling them to make good progress and develop good habits for their future education and employment.</p> <ul style="list-style-type: none"> • Attendance is above 96% for all children.
<p>F. 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 	<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>

5. Planned Expenditure					
Academic year		2019 2020			
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	Review date and impact
<p>A) Children's language skills improve and this positively impacts on all areas of learning.</p>	<p>£ (S&L) School to renew its CFS. All staff to receive up to date Communication 4 All training across three PD days. Session 1 to include a revisit of the Talk for Writing session, review current practise and how to move forward. Session 2 to focus on vocabulary. All staff to be given practical examples which can be immediately implemented to improve practise. Many are suited to guided reading and skills sessions in</p>	<p>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</p>	<p>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.</p>	<p>All staff</p>	

	<p>English. Session 3 to review blank level questioning and how to ensure type of questioning enables children to develop their own learning and following their chosen lines of enquiry.</p> <p>New resources purchased to improve CLL provision.</p>	<p>As a school we need to address this gap from a early age so that children from all backgrounds have the same opportunity to succeed.</p>	<p>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).</p>		
	<p>(Phonics) To have rigorous basic skills approaches in place for phonics and grammar.</p> <p>Staff to embed 'Letters and Sounds' phonics. £ Reading books purchased that support 'Letters and Sounds' scheme and are matched appropriately to children's phonic ability.</p> <p>Increase daily reading across the school to ensure areas for development are picked up. Parent volunteers to support this.</p> <p>£Children to have appropriate phonics phase book as well as Elveden Essential Reading book until phonic knowledge is secure.</p> <p>Daily skills practice to focus on spelling, punctuation and grammar.</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>(Reading) Develop reading for pleasure. Ensure the school culture reflects the</p>	<p>Results of this longitudinal study demonstrated that students from disadvantaged backgrounds</p>	<p>Pupil perception survey to understand children's perception of</p>		

<p>importance of reading and books.</p> <p>‘Letters and Sounds’ phonics – phonics taught using books matched to children’s phase.</p> <p>All children have a Lexia reading account and they access this 3 times a week.</p> <p>Increase regularity of reading of high-quality texts this is to include hearing adults read and children accessing appropriate texts.</p> <p>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>Librarians to raise profile of their role, their love of books etc.</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</p>	<p>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 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>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/RS 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>		
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	inference, use VIPERS and SATs question stems.				
	<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 several days.</p> <p>Pieces will use engaging texts/media as stimulus and be linked to topics where appropriate.</p> <p>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.</p>	<p><i>Good literacy skills underpin academic success in every subject.</i> ‘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.’ 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>Alex Quigley ‘Closing the Vocabulary Gap’ (2018) discusses the value of learning word origins through morphology, etymology and the SEEC model.</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) 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>		
	<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</p>	<p>Encourage pupils to take responsibility for, and play an active role in, their own learning This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and</p>	<p>Observations. Quality of children’s reasoning in class, books and tests. Attainment to be tracked.</p>		

	<p>of correct vocabulary. Working walls to support this.. Develop dialogue between teacher and pupil to deepen understanding of concepts and provide challenge</p>	<p><i>learning</i></p> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>			
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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
<p>B) More children are working at age related level as gaps have been filled and misconceptions addressed.</p>	<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.</p> <p>Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links.</p> <p>In mathematics, staff to continue to plan and deliver 30 minutes daily arithmetic practise based on needs identified in the arithmetic tests.</p> <p>Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional intervention led by HTs.</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</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>		

		at the University of Virginia) states: 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.			
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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>£Training of staff to be Mental Health First Aider and counsellor to provide support to children.</p> <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>£Daily breakfast club to serve as a platform for additional structured time, intervention and enrichment. Offered to those children where a need has been identified by staff.</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. Poor mental wellbeing increases the likelihood in later life of:</p> <p>poor educational attainment</p> <p>antisocial behaviour</p> <p>drug and alcohol misuse</p> <p>teenage pregnancy</p> <p>involvement in criminal activity</p> <p>mental health problems.</p> <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</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>		

	<p>£ Lunch time play leaders/nurture group TA to support children with SEND/EBD. 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 parents at the beginning of these sessions.</p>	<p>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. Breakfast clubs improve attendance and punctuality.</p>			
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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
<p>D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.</p>	<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. Miraiker's World of Puppets, • 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</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</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 Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook. Artsmark Gold Award accreditation. Primary Geography Award accreditation.</p>		

	<p>Gold Award £All KS1 and KS2 Children will complete Arts 'Discover' Award School will be awarded the Primary Geography Quality Mark Outside learning and Forest schools will be embedded throughout the school.</p>	<p>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 and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.' 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.' 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</p>		
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		aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.			
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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 to attend regularly and punctually so that no learning time is lost.	Overall attendance to be above 96% and vulnerable groups to be inline. Safeguarding and Welfare Officer to monitor closely and school to use first day calling. Early discussions with parents and children to identify underlying reasons for poor attendance. EWO to be involved at earliest opportunity. Attendance policy to be reviewed and followed to minimise parents taking holiday in term time.	'...where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school. Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap.' Charlie Taylor, Improving Attendance at School	All absence is tackled appropriately. Attendance increases and no group is below 96%. Unauthorised absence is reduced as parents recognise expectations. Attainment will improve as children have maximised all learning opportunities.		

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
F) Children have improved home lives which allow them to concentrate	<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 	<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</i>	families receive the support they need. Better communication with parent. Hard to engage parents are involved as the school has reached out to them.		

in school.	<ul style="list-style-type: none"> •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 	<i>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 improvement can be found.' J Goodall and J. Vorhaus.</i>	Children play a more active role in their children's education.		
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Planned expenditure to improve quality teaching for all: £11,016.66

6. Planned Expenditure					
Academic year		2019 2020			
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.	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 scrutinie/observations to ensure appropriate differentiation is evident enabling children to make progress.	ZH/CE	
	(Phonics and SP&G) To have rigorous basic skills approaches in	Phonics approaches have been consistently found to be effective in supporting younger readers to master	Monitoring of T&L.		

<p>place for phonics and grammar.</p> <p>In EYFS/KS1, increase daily reading with a focus on blending. (Teacher/TA time)</p> <p>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>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 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>Analysis of phonics data.</p> <p>SLT to hear children read and check they are blending.</p>		
<p>(Reading)</p> <p>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</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</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/RS data to be triangulated with</p>		

	<p>language/vocabulary and inference, use VIPERS and SATs question stems, early morning or afternoon intervention. (Teacher/TA time)</p>	<p>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>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. 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>		

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 misconceptions addressed.	Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional post teaching and interventions. (Teacher/TA time)	Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: 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. Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	Staff know that it is their responsibility to address barriers to learning. Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions. Pupil Progress meeting with SLT to focus on increasing progress and raising attainment. Staff to meet regularly with parents of children making slow progress.		

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	£ Counsellor to provide support to children identified children. £ Specialist support purchased when needed. E.g. educational psychologist.	'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 adulthood ⁶ . Poor mental wellbeing increases the likelihood in later life of: poor educational attainment antisocial behaviour	School will put in early intervention and seek more specialist support as appropriate. All children will be able to make good academic progress as they are mentally supported to		

them to maximise learning opportunities.	<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>Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.</p>	<p>drug and alcohol misuse teenage pregnancy involvement in criminal activity mental health problems⁷. 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>be successful. Close collaboration with families will secure early appropriate intervention/support. Early intervention is effective and those requiring more specialist support get help promptly.</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
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 clubs run by outside agencies; 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>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</p>		

		<p>‘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.’ 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.’ 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>	<p>all children to be involved in a broad range of opportunities. Elveden Cultural Capital Challenge and Elveden Explorers to be monitored and celebrated e.g. display and Facebook. Artsmark Gold Award accreditation. Primary Geography Award accreditation.</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 to attend regularly and punctually so that no learning time is lost.	Early discussions with parents and children to identify underlying reasons for poor attendance.	‘...where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school. Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap.’ Charlie Taylor, Improving Attendance	All absence is tackled appropriately. Attendance increases and no groups are below 96%. Unauthorised absence is reduced as parents recognise expectations. Attainment will improve as children		

		at School.	have maximised all learning opportunities.		
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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
F) Children have improved home lives which allow them to concentrate in school.	<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 	<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 improvement can be found.'</i> J Goodall and J. Vorhaus.	<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>		

Planned Expenditure Targeted Support £10,000

7. Planned Expenditure					
Academic Year			2019- 2020		
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 e.g. Miraiker's World of Puppets, • 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 £All KS1 and KS2</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> Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p><i>'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</i></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 Cultural Capital Challenge and Elveden Explorers scheme to be monitored and celebrated e.g. display and Facebook. Artsmark Gold Award accreditation. Primary Geography Award accreditation.</p>		

	<p>Children will complete Arts 'Discover' Award School will be awarded the Primary Geography Quality Mark Outside learning and Forest schools will be embedded throughout the school.</p>	<p>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>			
Planned expenditure for other approaches (enrichment and experiences): £3000					
Total planned expenditure cost: £24, 016.66					