

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	£19,402.50	Date of most recent PP review	July 2020
		Carried forward	£9,803		
		Total	£29,205.50		
Total number of children	85	Number of children eligible for PP 20 (24%)	20 (24%)	Date for internal review of this strategy	September 2020

2. Attainment 2020 (No results due to COVID-19)			
	<i>Elveden Academy figures for children eligible for PP (5 children)</i>	<i>Elveden Academy figures for children not eligible for PP (7 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, inconsistent attendance and punctuality
F.	In some cases, children have unsettled home lives which have an impact on their ability to concentrate in school.

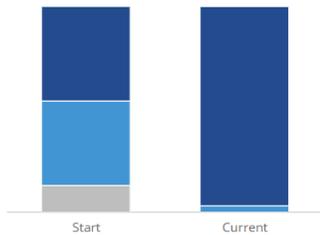
4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	<p>Children's language skills improve and this positively impacts on:</p> <ul style="list-style-type: none"> • CLL and GLD outcomes in EYFS improve • S&L is planned for explicitly; monitored in T&L 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.

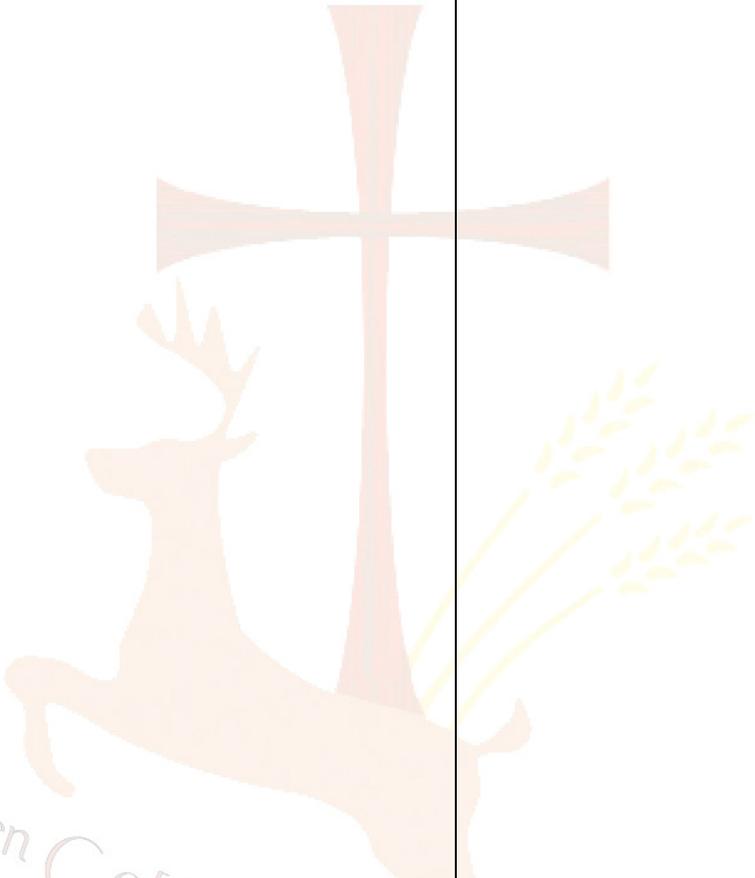
C.	<p>Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.</p> <ul style="list-style-type: none"> • Mental Health First Aider and counsellor provide support to children. • All staff have the necessary knowledge, skills and understanding to meet 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 '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 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.

E.	<p>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.
F.	<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 	<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	July 2020 impact
A) Children's language skills improve and this positively impacts on all areas of learning.	<p>£ (S&L) School to renew its CFS.</p> <p>All staff to receive up to date Communication 4 All training across three PD days.</p> <p>Session 1 to include a revisit of the Talk for Writing session, review current practise and how to move forward.</p> <p>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 English.</p> <p>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>Research has shown that there can be a significant difference in vocabulary of different groups.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words</p> <p>Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>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.</p>	<p>Training to be delivered and evaluated – staff to identify further CPD needs. Adapt training as necessary.</p> <p>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).</p>	All staff	<p>All staff have completed training and once governors have completed, we will receive reaccreditation. This has been put on hold due to COVID-19.</p> <p>Communication friendly strategies: blank level questioning, vocabulary project, working walls, visual timetables evident in classes and used regularly. Book scrutinies carried out fortnightly. Standard of writing is high and Talk4writing and IPEELL used effectively to model writing structures.</p> <p>Vocabulary lesson weekly as part of English skills which include word of the day, dadwavers, vipers etc.</p>

	<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>£ 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>	AS	<p>Phonic assessments carried out each half term which shows progress across EYFS and KS1.</p> <p>Data is analysed to ensure that reading books are matched to the appropriate phase.</p> <p>Due to COVID-19, KS1 will have 2 phonic sessions per day to close the gap and assessments will be carried out once children are settled back into the school routine.</p> <p>Phonics data: 73% on track to pass phonic screening check (Y1 cohort 50% SEN)</p>
	<p>(Reading)</p> <p>Develop reading for pleasure. Ensure the school culture reflects the importance of reading and books.</p> <p>'Letters and Sounds' phonics – phonics taught using books matched to children's phase.</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.</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-</p>	AS/LR	<p>Restock of high quality non-fiction books to ensure children have a wide range of books that cover all areas of the curriculum including PSHE, The Arts, Sciences, Humanities and RE.</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. 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 inference, use VIPERS and SATs question stems.</p>	<p>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>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>	<p>Lexia data: Sept 2019: 47% Above, 41% expected, 12% below. August 2020: Due to COVID children accessed lexia much more but many did not access over the summer. Data below is based on the 32 students that did and 97% of these are working above age related expectations.</p> <p>Progress N-Year</p> <p>Students working Above, In or Below Year Level of Material (YLM).</p>  <p>Start Current</p> <p>Volunteers hear readers regularly every week in addition to reading in class and at home. PP children targeted so that they receive additional 1:1 reading.</p> <p>End of year teacher assessment (Reading) based</p>
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		 <p>Elveden C of E Primary Academy</p>		<p>on March data: YR: 80% Exp (12/15), 20% Exc (3/15) Y1: 60% Exp+ (9/15), 20% GDS (3/15) Y2: 92% Exp+ (11/12), 17% GDS (2/12) Y3: 67% Exp+ (8/12), 25% GDS (3/12) Y4: 83% Exp+ (10/12), 8% GDS (1/12) Y5: 55% Exp+ (6/11), 45% GDS (5/11) Y6: 92% Exp+ (11/12), 67% GDS (5/12)</p> <p>Library club at lunchtimes so that children have the opportunity to read for pleasure.</p> <p>Poetry project planned for Autumn 2020, led by TAs. This will help to develop vocabulary and use of language.</p>
	<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve. Children will complete an extended piece of writing at least fortnightly, or write over a sustained period of several days. Pieces will use engaging</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</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>AS/AG</p> <p>Writing data is strong (based on March Teacher assessment due to COVID); YR: 73% Exp (11/15) Y1: 67% Exp+ (10/15), 13% GDS (2/15) Y2: 83% Exp+ (10/12), 17% GDS (2/12) Y3: 67% Exp+ (8/12), 25%</p>

	<p>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>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>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>GDS (3/12) Y4: 83% Exp+ (10/12), 8% GDS (1/12) Y5: 55% Exp+ (6/11), 45% GDS (5/11) Y6: 92% Exp+ (11/12), 42% GDS (5/12)</p> <p>Feedback policy to be reviewed Sept 2020 in light of COVID.</p> <p>Moderation with forest academy and across the school has ensured that assessments are accurate along with Assistant head trained as KS2 external moderator.</p> <p>Staff have completed extensive CPD due to lockdown including Pie Corbett talk4writing training. This has been completed by all teachers and TAs which will be embedded in September 2020.</p> <p>This will continue next academic year due to COVID.</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>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>	<p>LR/HM</p>	<p>Mathematical talk is used consistently within White Rose Maths and evidenced in books through challenge questions and reflections.</p> <p>All classes have Maths working walls and from September there will be a greater focus on concrete-pictorial-abstract.</p> <p>Children have been using white rose maths and the mastery approach for a number of years and teacher assessments demonstrate attainment:</p> <p>YR: 87% Exp (13/15), 7% EXC (1/15)</p> <p>Y1: 80% Exp+ (12/15), 20% GDS (3/15)</p> <p>Y2: 83% Exp+ (10/12), 25% GDS (3/12)</p> <p>Y3: 67% Exp+ (8/12), 25% GDS (3/12)</p> <p>Y4: 75% Exp+ (9/12), 17% GDS (2/12)</p> <p>Y5: 64% Exp+ (7/11), 36% GDS (4/11)</p> <p>Y6: 92% Exp+ (11/12), 42% GDS (5/12)</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
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.</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. 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: 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.</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	<p>See data above.</p> <p>Regular drop ins carried out and feedback given through observations and book looks.</p> <p>Extensive CPD in line with school development plan.</p> <p>Vocabulary project tailored to address gaps at Elveden including 'Alex Quigley closing the vocab and reading gap', poetry project, lost words project.</p> <p>Vocabulary tree, vocab weekly sessions as part of English skills.</p> <p>Arithmetic sessions have made a significant difference to children's fluency and ability to calculate as part of the main maths lesson. Times tables test will continue weekly and fluency will be a focus on children's return.</p> <p>Intervention led by LR for Y6 in Maths and reading for Y3.</p> <p>Pupil progress meetings held with staff and ISP/transition meetings held for vulnerable groups.</p> <p>This has enabled children to</p>

					have transition books over the summer in preparation for September.
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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>£ Lunch time play leaders/nurture group TA to support children 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	<p>All staff have received training on mental health and wellbeing. From September, we will be using Jigsaw which has a real focus on mental health and a recovery programme in response to COVID. Due to this, staff understand and are aware of the signs and indicators to look out for.</p> <p>Counselling sessions were available for children weekly in KS2 along with emotion stations in each class and access to nurture groups.</p> <p>Circle of friends used in collaboration with CISS which enabled children to access school and develop friendship groups.</p> <p>Early help offer utilised and safeguarding and welfare officer met with families in crisis to offer support.</p> <p>SENCO support purchased</p>

	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.	and punctuality.			to enable all children on SEN register and some PP children to receive the support they need promptly. Braekfast club continues to run as part of extended school support along with after school clubs. PE subject leader actively promoted clubs to SEN and PP and worked with families to allow these children to access them. Lunchtime play leader employed everyday along with KS2 play leaders to provide structure to lunchtimes. This has reduced number of friendship issues and developed children's social skills.
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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
D) Children will increase their cultural capital through exposure to	<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>	<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.	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.	All staff	Reading has been a real focus this year and results demonstrate the impact. Those on the SEN register have made targets from their starting points and reading for pleasure is

<p>quality texts, resources, enrichment activities and life experiences.</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 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>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 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</p>	<p>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>evident when walking round school and talking to the children. Many have achieved the ‘Elveden Essential reads’ certificates and continuously peer review texts within the class. Staff promote a love for reading and during lockdown, staff read stories online and read poems to ensure this remained consistent.</p> <p>PE subject leader has kept a provision map and registers of clubs children have participated in and her detailed analysis helped her to identify that children on the SEN register were less likely to engage with clubs. She spoke to families and discussed barriers to this and found ways to overcome this. More children then attended clubs and found them enjoyable.</p> <p>‘Elveden Treasured Memories’ project was launched and children are creating memory boxes that will transfer with them to each class as they move through school. We have a</p>
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		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.			facebook group page to celebrate children's achievements with the school community and the uptake has been 100% to the project. Artsmark Gold has been postponed due to COVID. Application complete and action plan devised. This will continue when school reopens and plan is to complete by July 2021.
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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.	LR/LG/TW	Whole school attendance is 96.4% March 2020) Attendance is monitored extremely closely and followed up. EWO involvement as necessary but not needed this academic year.

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.	Families receive the support they need. Better communication with parent. Hard to engage parents are involved as the school has reached out to them. Children play a more active role in their children's education.	TW	Safeguarding and welfare officer has worked with families to identify support needed (CAF, Early help, school nurse etc) Counselling sessions weekly and will continue in September due to their effectiveness. Wellbeing week and Mental health has been a focus for all over the past year and children have engaged with the systems at school. During COVID, children have been able to communicate with staff and vulnerable phone class were made to check in with families to see how everyone was coping.

Expenditure to improve quality teaching for all: £7,760.25

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	(S&L) SALT support for identified children (Teacher/TA time)	Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and	Staff have the necessary skill to meet the needs of individual children. Senior leaders to complete regular	ZH/CE	SALT support in place for those children that require it. Language Link training and

<p>this positively impacts on all areas of learning.</p>	<p>New resources purchased to improve CLL provision and support children to achieve GLD in EYFS.</p>	<p>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>'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.</p>		<p>delivered in EYFS and Y1. This screening identified 3 children that required further support which had started before lockdown. This will continue in September.</p>
	<p>(Phonics and SP&G) To have rigorous basic skills approaches in 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>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 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>Monitoring of T&L.</p> <p>Analysis of phonics data.</p> <p>SLT to hear children read and check they are blending.</p>	<p>DG/MC</p>	<p>Reading across EYFS and KS1 increased due to the support from volunteers. This had an impact on phonics data and progress made.</p> <p>Skills practise has focused on vocabulary development and progression which has had an impact on reading and writing data.</p> <p>Vulnerable children are accessing weekly home learning club and pre/post teaching sessions to support them in class.</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)</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</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</p>	<p>AS</p>	<p>Pupil perception survey carried out during lockdown and the outcomes have been used to inform essential reads for 2020-21</p>

	<p>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>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>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 teacher assessment from reading passports.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p>		<p>New curriculum overview has a focus on high quality texts and children's interests.</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 	<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>	<p>AS</p>	<p>English books evidence a high level of writing and quality language. Children are given personalised targets to address gaps however staff are aware that following school closures, children will require a lot of support in writing to catch up. This will be a focus for the school.</p>

		goals/objectives. <ul style="list-style-type: none"> Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 			
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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
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)	<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 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>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/AS/AG	<p>Pupil progress meetings identified those children that needed additional support to stay on track to achieve their individual targets.</p> <p>Progress is evident in end of year data and this will be reviewed on children's return.</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
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>Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.</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 problems⁷. <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>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 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	<p>PP children were able to access counselling sessions as a priority and this helped children to be able to focus on lessons.</p> <p>Educational psychologists, SENDAT, OT, SALT, CISS purchased to support vulnerable children and this has been invaluable over the year. Individual reports demonstrate impact and progress children have made.</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
D) Children will increase their cultural capital through exposure to	<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,</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>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>	AS/ZM	<p>PP children receive free core texts if required and access to clubs and trips. These are inclusive for all and financial support is not a barrier.</p> <p>Discover arts award</p>

<p>quality texts, resources, enrichment activities and life experiences.</p>	<p>music, sports. £ Provide PE kits and uniform for PP children</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 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</p>	<p>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 to be monitored and celebrated e.g. display and Facebook. Artsmark Gold Award accreditation. Primary Geography Award accreditation.</p>		<p>postponed to September however opportunities through local library were promoted for those wishing to pursue independently. Uniform provided for PP children along with additional curriculum support. School secured holiday club places for PP children to access a wide range of opportunities and develop their cultural capital.</p>
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		and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.			
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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 at School.	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 have maximised all learning opportunities.	LR/TW	Whole school attendance is above 96% (see above) Vulnerable groups are also above 96% (up to March 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
F) Children have improved home lives	<ul style="list-style-type: none"> •Support for families through sharing parenting; Amba Keeble •Safeguarding and welfare officer is available to provide support for 	<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</i>	Families receive the support they need. Better communication with parent. Hard to engage parents	TW	Families have worked closely with TW this year and parents have engaged with the school during

which allow them to concentrate in school.	families <ul style="list-style-type: none"> •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>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.' J Goodall and J. Vorhaus.</i>	are involved as the school has reached out to them. Children play a more active role in their children's education.		lockdown. Any hard to reach parents have communicated via email or through door knocks.
Expenditure Targeted Support £15,260.92					

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 	<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</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.</p>	All staff	65% of Pupil Premium, 62% of SEND (8/13 children) and our only EAL child took up a place at sports tournaments and/or at our after school clubs.

	<p>Academy</p> <p>Children will participate in the Elveden Cultural Capital Challenge and Elveden Explorers scheme.</p> <p>School will be accredited with Artsmark Gold Award</p> <p>£All KS1 and KS2 Children will complete Arts 'Discover' Award</p> <p>School will be awarded the Primary Geography Quality Mark</p> <p>Outside learning and Forest schools will be embedded throughout the school.</p>	<p>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 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>Elveden Cultural Capital Challenge and Elveden Explorers scheme to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Gold Award accreditation.</p> <p>Primary Geography Award accreditation.</p>		
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		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.			
Expenditure for other approaches (enrichment and experiences): £935.43					
Total expenditure cost: £23,956.60					
Carry forward: £5,248.90					



Elveden C of E Primary Academy