

Avonmore Primary School Pupil Premium Strategy and Self-Evaluation 2020-21

1. Summary information					
School	Avonmore Primary School				
Academic Year	2020-21	Total PP budget	£120,360	Date of most recent PP Review	Oct 20
Total number of pupils	212	Number of pupils eligible for PP	72 PP 1 PP+	Date for next internal review of this strategy	Spring term

2. Current attainment		
<u>Whole School (Rec to Yr 5) Summer 2020 Internal Assessment Data – Baseline post-lockdown</u>	<u>Whole School (Rec to Yr 5)</u>	<u>PP (Rec to Yr 5)</u>
% achieving at/above expected standard in Reading	25%	19%
% achieving above expected standard in Reading	9%	6%
% achieving at/above expected standard in Writing	NA	NA
% achieving above expected standard in Writing	NA	NA
% achieving at/above expected standard in Maths	32%	21%
% achieving above expected standard in Maths	7%	7%

3. Intended outcomes 2019-20

A.	Raising attainment and achievement of PP children
B.	Raising self esteem
C.	Providing safe and stimulating environment.
D.	Provide breakfast, extra-curricular activities and enrichment activities
E.	Developing equality for access through opportunities for cultural capital

4. Review of expenditure 2019-20

Quality teaching for all

Action	Intended outcome	Impact	Lessons learned
<p>CPD for staff</p>	<p>To improve quality first teaching and pastoral support to address key barriers to learning.</p> <p>Areas to include:</p> <p>All staff to receive training in marking and verbal feedback - see Avonmore Feedback policy</p> <p>Senior leaders working on coaching, fluency, vocabulary gap, trauma and attachment training, SEN, Mrs Wordsmith, inclusive curriculum and knowledge rich curriculum.</p> <p>Key focus on oracy across the school, and clear progression of skills through debate, oracy and essay-writing skills from EYFS - KS2. English Lead delivered training.</p>	<p>Improved subject knowledge</p> <p>Improved pedagogical knowledge</p> <p>Improved understanding of curriculum; staff able to implement curriculum changes</p> <p>Improved communication and sharing of work and expertise between staff in year groups and across the federation</p> <p>Changes to feedback policy reduced workload</p> <p>Staff have good understanding of safeguarding and behaviour policies and procedures as well as trauma based approaches; staff able to take appropriate and effective action when needed</p>	<p>Continue with regular year group and cross-federation meetings to share expertise and workload between class teachers and subject leads</p> <p>Staff training to focus on recovery curriculum, trauma approaches and safeguarding in light of extended school closure</p> <p>Continue to develop curriculum and share with staff through INSET and subject meetings - need to focus on adapting curriculum in light of extended school closure and based on assessment</p> <p>Ensure new staff are trained in safeguarding, behaviour and trauma approaches</p>

Coaching for staff	To improve high quality first teaching to ensure AFL for behaviour and learning are outstanding.	All coaching and performance management observations reported excellent behaviour and learning of pupils in class Additional support put in place for teachers if needed All PM targets met (with exception of those not possible due to school closure)	Continue with coaching cycles for staff. Focus on areas of the curriculum with significant changes (e.g. Humanities) Less experienced class teachers to receive regular observations/support and meetings with performance manager
Targeted pupil support			
Action	Intended outcome	Impact	Lessons learned
Year 6			
Year 6 daily maths intervention	x5 per wk 1:10 Delivery of high quality maths intervention and for targeted children to make at and above expected levels of progress.	82% of pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) 50% of children made accelerated progress Improved pupil focus and engagement	Early morning Maths intervention model was introduced early last year - beginning from Sp1 instead of Sp2 - this had a positive impact on pupils' understanding and progress.
Year 6 daily Writing intervention	x5 per wk 1:10 Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.	64% pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) 32% children made accelerated progress Improved pupil focus and engagement	Consider additional intervention towards the end of the year based on assessment.
Year 6 Grammar Intervention	x1 per wk 1:10 Deliver high quality grammar intervention and for targeted	Children targeted for accelerated progress in writing Additional teaching and consolidation of key writing skills Accelerated progress among some children	Continue to provide additional weekly afternoon (30 min) grammar intervention for UA children as this worked well in Autumn term this year.

	children to make at/above expected level of progress.		
Year 6 Spelling Intervention	x1 per wk 1:8 Deliver high quality spelling intervention and for targeted children to make at/above expected level of progress.	Differentiated teaching approach for significantly under-attaining children. Home Learning and curriculum coverage is tailored to the learners' needs.	Consider staffing arrangements
Year 6 Reading Intervention	x5 per wk 1:10 Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	50% pupils in group were on track to achieve ARE at end of Year 6 (SATs cancelled, no EoY data) 29% of children made accelerated progress Improved pupil focus and engagement Close monitoring of independent reading Differentiated approach tailored to the needs of the group through text choice and teaching approach (EAL, SEN)	Introduce additional intervention towards the end of the year based on assessment. Book clubs to continue to promote reading for pleasure – target PP children/families Close monitoring of independent reading and personalised book recommendations for PP pupils New texts available in class book corners Continue to promote recommended reads
Social & emotional communication	x2 per wk 1:2 Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.	Children develop awareness of their own emotions, and how to communicate and regulate those emotions.	Continue next year
Communication & listening	x1 per wk 1:2 Deliver small-group intervention with targeted children, focusing on speech and language-based activities.	Children develop communication strategies including colourful semantics.	Continue next year

Year 5

Year 5 Reading Intervention	<p>x3 per wk 1:8</p> <p>Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress</p>	<p>Improved pupil focus and engagement</p> <p>Close monitoring of independent reading</p> <p>Differentiated approach tailored to the needs of the group through text choice and teaching approach (EAL, SEN)</p>	<p>Introduce additional intervention towards the end of the year based on assessment.</p> <p>Book clubs to continue to promote reading for pleasure – target PP children/families</p> <p>Close monitoring of independent reading and personalised book recommendations for PP pupils</p> <p>New texts available in class book corners</p> <p>Continue to promote recommended reads</p>
Year 5 Writing Intervention	<p>x 3 per week 1:10</p> <p>Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.</p>	<p>Some pupils made accelerated progress</p> <p>Improved pupil focus and engagement</p>	<p>Introduce additional intervention towards the end of the year based on assessment.</p>
Year 5 Maths Intervention	<p>x3 per wk 1:10</p> <p>Delivery of high quality maths intervention and for targeted children to make at and above expected levels of progress.</p>	<p>Improved focus and engagement in Maths</p> <p>Increased confidence in Maths among under-attaining children</p> <p>Accelerated progress among some children</p>	<p>Introduce additional intervention towards the end of the year based on assessment.</p>

Year 4

Year 4 Reading Intervention	<p>x1 per wk</p> <p>Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress</p>	<p>Improved pupil focus and engagement</p> <p>Close monitoring of independent reading</p> <p>Differentiated approach tailored to the needs of the group through text choice and teaching approach (EAL, SEN)</p>	<p>Introduce additional intervention towards the end of the year based on assessment.</p> <p>Book clubs to continue to promote reading for pleasure – target PP children/families</p>
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			<p>Close monitoring of independent reading and personalised book recommendations for PP pupils</p> <p>New texts available in class book corners</p> <p>Continue to promote recommended reads</p>
Year 4 Writing Intervention	<p>x5 per wk 1:6</p> <p>Delivery of high quality writing intervention and for targeted children to make at and above expected levels of progress.</p>	<p>Improved focus and engagement in Writing</p> <p>Increased confidence among under-attaining children</p> <p>Accelerated progress among some children</p>	<p>Introduce additional intervention towards the end of the year based on assessment.</p>
Year 4 Spelling Intervention	<p>x1 per wk 1:8</p> <p>Deliver high quality spelling intervention and for targeted children to make at/above expected level of progress.</p>	<p>Differentiated teaching approach for significantly under-attaining children.</p> <p>Home Learning and curriculum coverage is tailored to the learners' needs.</p>	<p>Introduce additional intervention towards the end of the year based on assessment.</p>
Year 4 Fluency Intervention	<p>x1 per wk 1:8</p> <p>Delivery of high quality maths intervention and for targeted children to make at and above expected levels of progress.</p>	<p>Improved performance in x tables tests</p> <p>Improved fluency & ability to apply this to wider maths learning</p>	<p>Increase number of weekly sessions next year</p> <p>Begin from Autumn term 1</p>
Social & emotional communication	<p>x1 per wk Ratio: 1:5</p> <p>Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.</p>	<p>Children develop awareness of their own emotions, and how to communicate and regulate those emotions.</p>	<p>Continue next year</p>

Communication & listening	x1 per wk 1:4 Deliver small-group intervention with targeted children, focusing on speech and language-based activities.	Children develop communication strategies including colourful semantics.	Continue next year
Year 3			
Year 3 Phonics Intervention	x1 per wk 1:5 Delivering high quality phonics intervention and for targeted children to make at /above expected levels of progress	Spelling intervention children increased confidence with their writing and improved spelling of tricky words and common spelling patterns.	Continue next year New support staff trained in phonics
Year 3 Maths Intervention	x1 per wk 1:6 Delivery of high quality maths intervention and for targeted children to make at and above expected levels of progress - fluency focus	Improved focus and engagement in Maths Increased confidence in Maths among under-attaining children Accelerated progress among some children	Increase the frequency of this next year
Year 3 reading intervention	Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress	4 children received 1:1 reading and a weekly small group session. Reading fluency improved for all children and they moved up a book band.	Continue to target through 1:1 daily reading and increase the number of small group targeted sessions.
Social & emotional communication	x1 per wk Ratio: 1:5 Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.	Children develop awareness of their own emotions, and how to communicate and regulate those emotions.	Continue next year

Year 2

Year 2 Writing Intervention	<p>x5 per week 1:8</p> <p>Deliver high quality writing intervention and for targeted children to make at/above expected level of progress.</p>	<p>44% of pupils in group were on track to achieve ARE at end of Y2</p> <p>29% of children made accelerated progress</p> <p>Spelling intervention children increased confidence with their writing and improved spelling of tricky words and common spelling patterns.</p>	Continue next year
Year 2 phonics intervention	<p>x1 per wk</p> <p>Delivery of high quality phonic sessions to support children in reading development and increased % to pass the phonics screener.</p>	<p>Spelling intervention children increased confidence with their writing and improved spelling of tricky words and common spelling patterns.</p>	Continue next year - additional support staff
Year 2 Reading intervention	<p>x5 per wk</p> <p>Delivering high quality reading intervention and for targeted children to make at /above expected levels of progress</p>	<p>57% of pupils in group were on track to achieve ARE at end of Y2</p> <p>33% of children made accelerated progress</p>	Continue next year
Communication & listening	<p>x1 per wk 1:4</p> <p>Deliver small-group intervention with targeted children, focusing on speech and language-based activities.</p>	<p>Children develop awareness of their own emotions, and how to communicate and regulate those emotions.</p>	Continue next year
Social & emotional communication	<p>x1 per wk Ratio: 1:5</p> <p>Deliver small-group intervention with targeted children, focusing on</p>	<p>Children develop communication strategies including colourful semantics.</p>	Continue next year

	developing social skills and emotional regulation.		
Year 1			
Year 1 phonics intervention	x5 per wk 1:8 Deliver high quality phonic sessions to support children in reading development and increased % to pass the phonics screener.	82% of pupils in group were on track to pass phonics screener at the end of y1	Continue next year
Year 1 Reading Intervention	x4 per wk 1:2 Adult-led reading support for UA readers	Helped promote a love of reading among more reluctant readers Additional reading support helped contribute to good/accelerated progress	Continue next year with UA children - staff who are new to the year group are trained in how to support reading effectively
Social & emotional communication	Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.	Children develop awareness of their own emotions, and how to communicate and regulate those emotions.	Continue next year
Communication & listening	Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.	Children develop communication strategies including colourful semantics.	Continue next year
Physical Development	Deliver small-group intervention with targeted children, focusing on developing fine and gross motor skills	Helped improve children's pencil grip and handwriting was improved	Continue next year
Reception			

Phonics	Phase 1 phonics Frequency: 5 x week Phase 2 phonics Frequency: 5 x week	Spelling intervention children increased confidence with their writing and improved spelling of tricky words and common spelling patterns.	Continue with carousel model next year. New staff are trained in how to effectively lead a small group.
Physical Development	Deliver small-group intervention with targeted children, focusing on developing fine and gross motor skills in preparation for writing	Helped improve children's core strength, feeding into fine motor development. Pencil grip was improved and enhanced pupils' mark-making ability	Continue next year
Maths intervention	x2 per wk 1:8 Carousel model used in EYFS allows for small-group teaching of core subjects	Maths intervention children increased confidence with their Maths skills - both in Number and Shape & Space.	Continue with carousel model next year. New staff are trained in how to effectively lead a small group.
Social & emotional communication	Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.	Children develop awareness of their own emotions, and how to communicate and regulate those emotions.	Continue next year
Communication & listening	Deliver small-group intervention with targeted children, focusing on developing social skills and emotional regulation.	Children develop communication strategies including colourful semantics.	Continue next year
Other approaches			
Y2-6 Daily maths home learning Y1 Weekly Maths home learning	Children to have repeated practice of key skills. Children to make at or above expected levels of progress. Children to show improvement in fluency scores.	Improved fluency scores Greater consolidation of learning	Provide additional home learning to UA pupils Target fluency through additional intervention Make use of Sumdog for fluency practice Consider moving Home Learning to Google Forms format to improve

			engagement and allow for closer monitoring by class teachers.
Reading Gladiators.	To broaden engagement and reading repertoire from years 2 – 5. To ensure pupils engaged in high-level comprehension, inference and discussion. To involve parents/carers in reading process and understanding process of book talk.	Book clubs continue to be successful Removed need for parents to attend which enabled more children to access Successfully ran book clubs online in Summer term – good take up Still need to target more PP children to attend	Deliver book clubs online via Zoom if unable to deliver in school Target PP families Ensure texts and supporting resources shared with PP families in good time
Maths seeds and reading eggs	To close the gap in reading and maths, improve maths fluency and comprehension.	Increased use of these platforms during school closure Introduced Sumdog for KS2 pupils	Continue to use these platforms next year – target PP pupil use Introduce maths intervention (3 x weekly before school) for Year 4-6 targeting UA PP pupils in Autumn term Set weekly home learning on Sumdog
For specific details about interventions accessed by individual pupils see provision maps and TTTs. For specific details about pupil attainment and progress data please see year group summaries and pupils progress reviews.			
			Total = £110,880

5. Intended outcomes 2020-21

A.	Raising attainment and progress to close the gap between PP and non-PP pupils
B.	Provide curriculum enrichment and acquisition of cultural capital
C.	Improve parental engagement and pupil attendance and punctuality
D.	Support pupil's social, emotional, behavioural development

6. Planned expenditure 2020-21

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To rigorously monitor, track and report on all pupil data and targets.	<p>Pupil progress meetings</p> <p>Termly data review LT meetings to analyse data and discuss interventions</p> <p>Regular inclusion team meetings to discuss key pupils and interventions</p> <p>TTTs for SEN pupils – reviewed biannually</p> <p>Intervention overviews and off-site provision maps in place</p> <p>Writing moderation meetings</p>	Need to rigorously analyse assessment data to identify individuals or groups under attaining or underachieving to put in place appropriate support. This is	<p>SLT year group leads overseeing data for each year group</p> <p>All LT and Maths/English/Reading leads receive training on use of SIMs for assessment data analysis</p> <p>Regular inclusion meetings</p> <p>Termly LT data review meetings</p>	SLT	Termly

	<p>Personal target setting – Maths and English</p> <p>Year group overviews completed on termly basis</p> <p>Use of standardised assessments</p> <p>Report to parents - Mid-year and end of year reports, parent consultations twice per year, annual reviews</p>	<p>even more important this year in light of the extended period of school closure.</p>	<p>SENDCo overseeing all TTTs and intervention overviews</p>		
<p>To develop staff's subject and pedagogical knowledge and skills to ensure quality of teaching is good or better.</p>	<p>Staff training including INSET, external courses, NQT courses and Maths Hub courses/projects</p> <p>Internal and external TA training</p> <p>Subject/curriculum meetings with subject leads</p> <p>Regular year group and cross federation year group meetings</p> <p>Writing moderation meetings every term and cross-school writing moderation once per year – focus on PP writing outcomes</p> <p>Keep abreast latest educational developments and publications</p> <p>Develop staff library of education texts</p> <p>Effective, high-quality feedback provided by T/TA/ST</p> <p>Apply mastery approach to teaching of Maths</p> <p>All support staff to undertake weekly phonics and SEN training</p>	<p>EEF Toolkit: Mastery learning</p> <p>2 x NQTs</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>QA of all INSET by HoS</p> <p>Good/outstanding lesson observations</p> <p>Ensure high levels of Inclusion – all children access learning</p> <p>Books show evidence of learning</p> <p>High levels of speaking and listening in lessons</p> <p>English Lead support timetabled in Y3, 4 & 5 each week</p>	<p>MW + SLT</p>	<p>Termly</p>

	Support in planning and teaching English in Y3, Y4 & Y5 from English lead.				
To monitor and support staff's teaching practice to ensure quality of teaching is good or better.	<ul style="list-style-type: none"> Coaching cycles Mentoring Lesson observations Learning walks Co-planning Modelled lessons Team teaching Peer observations Book scrutinies Performance management PPA with partner teacher SLT year group lead 	<ul style="list-style-type: none"> EEF Toolkit: Feedback Performance pay 2 x NQTs 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF) 	<ul style="list-style-type: none"> NQTs all have mentor assigned from SLT All staff have a performance manager – 3 meetings and 2 formal lesson obs per year Year group leads and subject leads provide support where needed Regular subject monitoring and feedback 	Subject leads + SLT	Termly

<p>To provide subject specialists and experienced teachers to ensure quality of teaching is good or better across the breadth of the curriculum.</p>	<p>Subject specialists for PE, Art and Music Maths mastery specialist English hubs specialist in early reading and writing PPA covered by subject specialists and SLT Enrichment opportunities offered for Music, PE and Art (e.g. sport competitions, music events, art competitions)</p>	<p>EEF Toolkit: Arts participation Sports participation Social emotional learning</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (EEF)</p>	<p>Performance management of subject specialists including lesson observations Promotion of enrichment opportunities among whole school</p>	<p>MW + Subject Leads</p>	<p>Termly</p>
<p>To provide outdoor learning opportunities.</p>	<p>Forest school on weekly basis for pupils in Year 1 (Autumn term) and Reception (Spring and Summer term). Support PP families with clothing needed for forest school Effective use of outdoor classroom in EYFS Small group gardening sessions with school gardener Small group bee keeping session with school bee keeper</p>	<p>EEF Toolkit: Outdoor adventure learning</p>	<p>Outdoor learning lead overseeing all aspects of outdoor learning Training for EYFS team on effective use of the outdoor classroom Timetable in place for gardening and beekeeping sessions across the school</p>	<p>PC JD CC</p>	<p>Termly</p>
<p>Budgeted cost = £34,586</p>					

ii. Targeted pupil support					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide additional, targeted support in lessons to ensure rapid progress	All year groups to have at least one general TA or ST per class – more in Rec and Year 1. Target key pupils in lessons based on need Provide with social, emotional, behaviour support Support with class assessment Create additional resources	EEF Toolkit: Individualised instruction Teaching assistants	MW, DB and SENDCo responsible for staffing of TAs across the school Performance management of all TAs Class teachers & SENDCo overseeing provision in each year group	SLT	Termly
To improve attainment and accelerate progress for pupils under attaining in English	Daily Writing Intervention led by SLT in Y2, Y5 & Y6 Weekly Grammar Intervention led by SLT in Y5 & Y6 Carousel model used by class teachers in EYFS & Y1 to allow small-group teaching Y5 Attain Tutoring Programme	EEF Toolkit: Small group tuition	CTs to oversee interventions Carried out by intervention teachers (DB, GM, CChu)	MW	Termly

<p>To improve attainment and accelerate progress for pupils under attaining in Phonics</p>	<p><u>Reception</u></p> <p>2-way split so all children receive small group phonics teaching at the appropriate level</p> <p>Reception Phonics intervention daily 30 minute sessions delivered by CT</p> <p><u>Y1</u></p> <p>3-way split so all children receive small group phonics teaching at the appropriate level</p> <p>Year 1 Phonics intervention - x4 30 minute sessions delivered by CT, Student Teacher and GM per wk</p> <p><u>Y2</u></p> <p>2-way split so all children receive small group phonics teaching at the appropriate level</p> <p>Year 2 Phonics intervention - daily 30 minute sessions delivered by CT</p> <p><u>Y3</u></p>	<p>EEF Toolkit: Phonics Reduced class size Rec baseline and termly phonics assessment</p> <p>CTs' teacher assessment and data</p>	<p>CTs oversee interventions, frequently evaluating and making relevant alterations Intervention and pupils in group reviewed in pupil progress and TTT meetings Linked to day-to-day teaching Monitored by phonics lead</p>	<p>CC AB VV</p>	<p>Termly</p>
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	<p>Phonics intervention taking place x4 weekly for targeted children. Ratio is 1:5</p> <p><u>Y5 & Y6</u></p> <p>Spelling intervention taking place for targeted chn x1 weekly. Ratio is 1:8</p> <p>Flexible Phonics programme being trialled in Reception this year</p>				
<p>To improve attainment and accelerate progress for pupils under attaining in Reading</p>	<p>Adaptations made to the Reading Curriculum</p> <p>Training for support staff leading groups</p> <p>Y3 SEND/EAL Guided Reading Group x4 per wk</p> <p>Y3 SEND/EAL Vocab Acquisition Intervention Group x3 per wk</p> <p>Y4 Guided Reading Intervention x3 per wk</p> <p>Daily Guided Reading Intervention taking place in Y5 & Y6 led by GM & CChu</p>	<p>EEF Toolkit: Phonics Reduced class size Rec baseline and termly phonics assessment</p> <p>CTs' teacher assessment and data</p>	<p>CTs oversee interventions, frequently evaluating and making relevant alterations Intervention and pupils in group reviewed in pupil progress and TTT meetings Linked to day-to-day teaching Monitored by Reading lead</p>	<p>SLT TH</p>	<p>Termly</p>

	Y5 Attain Programme for PP children				
To improve attainment and accelerate progress for pupils under attaining in Maths	<p>Maths Intervention (x5 weekly) in Y2, Y4, Y5 & Y6 led by SLT</p> <p>Maths Fluency Intervention in Y3 and Y4</p> <p>Carousel model used by class teachers in EYFS & Y1 to allow small-group teaching</p> <p>Y5 Attain Programme for PP children</p>	<p>EEF Toolkit: Reduced class size Rec baseline and termly phonics assessment</p> <p>CTs' teacher assessment and data</p>	<p>CTs oversee interventions, frequently evaluating and making relevant alterations</p> <p>Intervention and pupils in group reviewed in pupil progress and TTT meetings</p> <p>Linked to day-to-day teaching</p> <p>Monitored by Maths lead</p>	<p>SLT VV</p>	<p>Termly</p>
To improve language development for pupils with English as an additional language	<p>Intervention model across KS1 & KS2 targets EAL and other under-attaining children through small-group teaching</p> <p>EAL support in lessons through best practice</p> <p>Adaptations made to Reading & Phonics curriculum for EAL groups</p> <p><u>Reception</u></p> <p>The Nuffield Early Language Intervention (NELI) targeted at improving the spoken language abilities of Reception Children</p>	<p>EEF Toolkit: Oral language interventions Small group tuition</p> <p>20% of PP children EAL</p> <p>Teacher assessment and data</p>	<p>Observations by HoS</p> <p>Intervention and pupils reviewed in inclusion team meetings and pupil progress meetings</p> <p>Intervention frequently evaluated and altered</p> <p>Linked to day-to-day teaching</p>	<p>CC TH</p>	<p>Termly</p>

	<p><u>Y3:</u></p> <p>EAL intervention group focused on language acquisition and reading</p> <p><u>Y6:</u></p> <p>1:1 TA intervention focusing on language acquisition and phonics</p>				
To improve attainment and accelerate progress for pupils under attaining in Science	Key children in Y2-Y6 are targeted for catch-up support of science units not taught in school due to closures.	EEF Toolkit: Small group tuition	Pre-recorded Science lessons from 19'20 Spring term used during these sessions Sessions led by student teacher and overseen by Science Lead.	DB	Termly
To develop children's speech, language and social skills.	<p>Speech and language interventions (Rec/Year 1)</p> <p>Rec – small weekend news group, SALT group based on Box Clever</p>	EEF Toolkit: Oral language interventions	<p>Overseen by year group leads</p> <p>Reviewed in inclusion team meetings</p> <p>Training and support from SENDCo</p>	<p>CC</p> <p>CChu</p> <p>DB</p> <p>GM</p>	Termly

	<p>(once a week each) and targeted interactions with key children during play and choosing (daily)</p> <p>Social skills interventions once a week (Rec/Year 1)</p> <p>Targeted support for Reception children's social skills during playtimes</p> <p>Individualised targets in TTTs</p> <p>Individualised resources and strategies put in place</p> <p>High expectations of speaking and listening in all lessons</p> <p>Targeted TA/EAL specialist support in lessons</p> <p>Clear progression of oracy through the oracy, debate & essay writing curriculum</p>	<p>Social and emotional learning</p> <p>Small group tuition</p> <p>1:1 tuition</p> <p>Teacher assessment and data</p>			
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<p>To improve speech and language development for pupils.</p>	<p>Communication champions – small group and 1:1 interventions led by qualified Communication Champion HLTA (EKLAN trained by NHS Speech and Language Service)</p> <p>Early intervention – Early focus on screening and support initially in EYFS and Y1.</p> <p>Focused small group sessions directed to specific identified needs.</p> <p>Assessment summaries and strategies shared with teachers.</p> <p>Targets fed into individual TTTs</p>	<p>EEF Toolkit: Oral language interventions Small group tuition 1:1 tuition</p> <p>Teacher assessment and data</p>	<p>Regular meetings with SENDCo to evaluate intervention</p> <p>Supervision from NHS Speech and Language Therapist</p> <p>Communication with CT to ensure sessions are linked to pupil targets and day-to-day teaching</p> <p>Intervention and pupils reviewed in inclusion team meetings and pupil progress meetings</p>	<p>CC CChu</p>	<p>Termly</p>
<p>To support children's social, emotional and mental well-being.</p>	<p>2 x qualified ELSA delivering 1:1 sessions</p> <p>Training for staff in regards to recovery curriculum and trauma-informed approaches</p> <p>Ongoing pastoral support from CT/TA/ST + Year group lead</p> <p>Parent meetings to discuss concerns</p> <p>Referrals to outside agencies e.g. CAMHS, MIND, art therapy</p>	<p>EEF Toolkit: Social emotional learning 1:1 tuition Behaviour interventions</p> <p>Teacher assessment</p>	<p>Overseen by AHT – regular meetings with ELSAs and AHT to review pupils and approaches</p> <p>SENCo responsible for referrals</p> <p>Reviewed in inclusion team meetings</p>	<p>CChu DB MW</p>	<p>Termly</p>

	Intervention groups set up to support key children and classes (Brain Buddies, Self-esteem intervention group)				
Budgeted cost = £71219					
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise self-esteem and aspirations and instil a sense of belonging and community	Review curriculum to ensure inclusive, representative and diverse Anti-racism staff training Anti-racism working groups – curriculum, recruitment Anti-racism staff library Ensure all book corners include good range of representative texts Anti-racism staff recommendations for self-led learning Black history month, including anti-racism lessons for pupils International week including parents invited in to talk about country of origin/culture	‘The curriculum that is taught in schools needs to incorporate each individual child’s background, to give them self-worth and for them to have pride in who they are.’ (UKLA)	Anti-racism working groups Subject leads review curriculum All events organised or overseen by SLT	MW	Feedback and review after BHM End of year

To provide free access to online learning platforms and additional learning materials to close attainment gap and ensure progress in English and Maths	Free Reading Eggs subscriptions Free Mathseeds subscriptions Free CGP workbooks (physical resources for use in school closure) Staff monitor and promote usage of online subscriptions	EEF Toolkit: Parental engagement Reading comprehension strategies Homework (primary)	Subscriptions overseen by Reading and Maths leads Data analysed in termly data review meeting and pupil progress meetings Access to subscriptions detailed in intervention overviews	SLT TH VV	Termly
To ensure PP pupils have access to high quality texts	Regular book clubs for Year 2-6 (run online via Zoom) - target PP children/families to attend Supported attendance at book clubs Provide book club text for PP pupils Provide associated resources for parents linked to book club text Ensure PP pupils have a good number of texts to read over holiday periods High quality and representative texts available in all class book corners Good selection of banded books available in EYFS and KS1 CT/TA book monitoring and changing for PP pupils 1:1 reading with key PP pupils (support staff or volunteer readers)	EEF Toolkit: Parental engagement Reading comprehension strategies Teacher book monitoring Previous low attendance of PP pupils at book clubs Teacher assessment and data	Texts and reading provision overseen by Reading lead and HoS Monitor attendance of PP pupils attending book clubs	TH	Termly
To increase parental engagement with	Key members of SLT linked to PP pupils and families ensuring maximum engagement with below	EEF Toolkit: Parental engagement	Parent workshops QA by HoS Knowledge organisers developed by subject leads	SLT Subject Leaders	Termly

<p>education and the school community</p>	<p>Parent workshops delivered by school staff and outside agencies – target PP families Coffee mornings and book clubs – target PP families LAC/post-LAC/adopted coffee mornings Follow up with parents who don't book parent consultation meetings Print knowledge organisers for PP families</p> <p>Parental engagement for all families: Half termly year group letters Curriculum overviews on website Knowledge organisers provided for History, Geog, Science, Art and Spanish Weekly newsletter SLT present on the gate every am and pm Whole school community events – international evening, winter fair, summer fair, movie nights, charity events FSA meetings and events Class reps in every year group All staff contactable via email</p>		<p>Whole school events organised by SLT in partnership with FSA EHT attend FSA meetings All school comms to go through SLT</p>		
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<p>To improve attendance and punctuality of PP pupils</p>	<p>DB to monitor and track attendance and punctuality weekly to ensure early identification of need Organise parent meetings Communicate with EWO Early Help referrals</p>	<p>18/19 Whole school = 95% (lates = 1%), PP = 95% (lates = 2%)</p> <p>19/20 Whole school = 92% (lates = 1%), PP = 91% (lates = 2%)</p>	<p>Data reviewed in inclusion team meetings Data shared with governors</p>	<p>DB MW</p>	<p>Fortnightly</p>
<p>To provide enrichment opportunities/full range of educational experiences and affordable wraparound care.</p>	<p>1 free club per week Reduced cost of wraparound care – Avonmore play and breakfast club Financial assistance with trips including residentials and Forest School Reduced cost of musical instrument lessons</p>	<p>EEF Toolkit: Arts participation Sports participation Summer schools</p>	<p>Financial assistance managed by school bursar</p>	<p>MW KW</p>	<p>Termly</p>
<p>To support children's mental health and well-being</p>	<p>Staff trained on trauma approaches Recovery curriculum implemented across the school All staff to undertake Bereavement training</p>	<p>EEF Toolkit: Social and emotional learning</p>	<p>AHT responsible for inclusion and trauma approaches Observations from HoS</p>	<p>CChu</p>	<p>Termly</p>

iv. School closure provision

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure continuity of education for all pupils.	<p><u>Reception</u> 1 x weekly live lesson</p> <p><u>Y1:</u> 2 x weekly live lessons (Guided Reading, Math Meeting) Additional 1:1 Reading for targeted children</p> <p><u>Y2</u> 4 x weekly live lessons (PSHE, Debate, Maths Meeting, GR/1:1 Reading)</p> <p><u>Y3:</u> 4 x weekly live lessons (PSHE, Debate, Maths Meeting, GR/1:1 Reading) Additional Grammar live lesson for EAL target children</p> <p><u>Y4:</u></p>	DfE requirements Best evidence on supporting students to learn remotely (EEF)	Monitoring by year group leads Regular feedback from class teachers/support staff	SLT Subject Leads	Weekly

	<p>4 x weekly live lessons (PSHE, Debate, Maths Meeting, Writing Skills) Additional GR/1:1 Reading for targeted children</p> <p><u>Y5:</u> 4 x weekly live lessons (PSHE, Debate, Maths Meeting, Writing Skills) Additional GR/1:1 Reading for targeted children</p> <p><u>Y6:</u> 5 x weekly live lessons (PSHE, Debate, Maths Meeting, Writing Skills) Additional GR/1:1 Reading for targeted children</p> <p><u>Additional live lessons for EYFS, KS1 & KS2:</u> 1 x weekly live PE lessons 1 x weekly live music lesson 1 x weekly live Dance lesson</p> <p><u>Recorded lessons:</u> Use of a single platform to upload all filmed lessons (GC/Tapestry) and any messages to pupils</p>				
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	<p>Differentiated learning provided for some pupils</p> <p>Feedback provided on pupils' work</p> <p>Use of Oak National Academy lessons in line with school curriculum</p> <p>Hard copy resources provided to all pupils (CGP books, handwriting sheets)</p> <p>Additional physical learning packs have been provided for families with additional needs/ circumstances</p> <p>Weekly book borrowing system in place</p> <p>Weekly timetables provided – with flexible approach</p> <p>Rigorous monitoring of pupils attending live sessions and submitting work on learning platform</p> <p>Regular communication with families having difficulties engaging with remote learning to identify and remove barriers</p> <p>Children of critical workers and vulnerable pupils attending school</p> <p>2 x weekly filmed assemblies (EYFS/KS1 and KS2)</p>				
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<p>To provide 1:1 and small group interventions for under attaining pupils.</p>	<p>1:1 CT/TA providing daily 1:1 support to enable pupils with EHCPs to access learning e.g.</p> <p>Additional 1:1 or small group reading for under-attaining children from y1-y6</p> <p>EAL Y3 live Grammar intervention</p>	<p>Autumn assessment data</p>	<p>Monitored by year groups leads and SENDCo</p> <p>Regular feedback from staff</p>	<p>SLT CTs</p>	<p>Weekly</p>
<p>To monitor and support children and families' mental health and well-being (safeguarding).</p>	<p>Children of critical workers and vulnerable pupils attending school</p> <p>Register taken to track attendance at the beginning of each live Zoom lesson</p> <p>Rigorous monitoring of pupils attending live sessions.</p> <p>Key pupils receive weekly phone calls from CT, TA or SLT.</p> <p>All concerns and direct contact with pupils/families recorded on CPOMS.</p> <p>Staff contact pupils not engaging with learning e.g. not attending live zooms, not uploading work, no logging in etc</p> <p>CTs/SLTs answering emails from parents</p>	<p>Feedback from pupils and families</p> <p>Based on prior knowledge or pupils and families</p>	<p>Rigorous monitoring and recording by all staff</p> <p>Regular feedback from parents</p>	<p>CTs SLT</p>	<p>Weekly</p>
<p>Budgeted cost = £5770</p>					

Total budgeted cost = £127,731

