

Wood End Primary School PPG Strategy 201920



1. Summary information					
School	Wood End Primary School				
Academic Year	2019-20	Total PP budget Post Lac £2 300 x 3	£96 360	Date of most recent PP Review	LA Peer Review May 2019
Total number of pupils	210	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Dec 2019

2.Cohort Information – Sept 2019							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	30	30	28	30	30	31	31
Number of PP	3	13	8	11	10	9	15
% PP with SEND	n/a	0%	60%	50%	100%	71%	50%

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3.Attainment for: 2018-19 EYFS 43% eligible for PP	School 2019		National 2018
	PP	All pupils	All pupils
% achieving GLD	62%	73%	72%
% achieving expected standard or above in reading	62%	73%	77%
% achieving expected standard or above in writing	62%	73%	74%
% achieving expected standard or above in maths	62%	73%	80%

3.Attainment for: 2018-19 KSI 30% eligible for PPG in Year 2 36% eligible for PPG in Year 1	School		National 2018
	PP	All pupils	All pupils
% achieving expected standard or above in reading	63%	63%	75%
% achieving expected standard or above in writing	50%	57%	70%
% achieving expected standard or above in maths	63%	73%	76%
% of pupils achieving the phonics standard in Year 1	67%	86%	82%
% of pupils achieving the phonics standard in Year 2 Phonics	100%	86%	92%

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3. Attainment for: 2018-19 KS2 20% eligible for PPG	School 2019		National 2019
	PP	All pupils	All pupils
% achieving expected standard or above in reading, writing and maths	33%	63%	65%
% achieving expected standard or above in reading	50%	67%	73%
% achieving expected standard or above in writing	67%	81%	78%
% achieving expected standard or above in maths	83%	77%	79%



4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	PP SEND pupil's next steps need to be more clearly sequenced based on prior learning
B	Higher attaining pupils do not always access a variety of challenge with independence, pupils lack the learning intentions to self challenge
C	AfL does not always rapidly identify children requiring additional interventions and the areas in which they require support. Timetabling can limit access to a broad and balanced curriculum
D	PP SEND pupils have poor memory skills and do not build on prior learning outcomes. They have poor rapid recall and stamina for completing tasks; often working slowly.
E	Pupils do not always have the vocabulary, processing and discussion skills to articulate ideas clearly
F	Staff and pupils do not consistently make use of supportive apparatus to improve learning outcomes; planning does not always identify opportunities to use this for PP SEND pupils.
G	Support staff do not always have strong subject knowledge and pedagogical skills to support collaborative / concrete learning to address misconceptions for PP SEND pupils.
External barriers (issues which also require action outside school, such as low attendance rates)	
H	Attendance of disadvantaged pupils is below that of all pupils.



5. Desired outcomes

All outcomes underpinned by a clear link between pedagogy and practice

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Learning intentions for pupils working outside of ARE (SEND) are clearly identified</p> <p>Sequence of learning to build on next steps and prior knowledge is evident</p> <p>PPG SEND pupils working with increased independence, as a result of accurate planning and pitch for learning for all groups.</p> <p>Monitored by: Planning scrutiny, book scrutiny, data analysis</p>	<p>PP SEND pupils working BARE make accelerated progress across the year</p> <p>PP SEND pupils at end of Key Stages achieve in line with national.</p> <p>PP SEND pupils make accelerated progress in year, showing a narrowing of the gap with all children.</p> <p>PP SEND pupils in non end of key stage year groups achieve at least in line with peers</p>
B	<p>Robust assessment ensures accurate starting points for PP SEND pupils</p> <p>Challenge is evident across lessons for all ability groups from accurate starting points</p> <p>Higher attaining pupils access new learning as a result of AfL</p> <p>Pupils with SEND and poor stamina for reading at risk of not making expected progress are given opportunities for 'pre reading' of key texts so that barriers are removed.</p> <p>Accurate assessment identifies PPG SEND pupils in need of additional reading opportunities across the week with volunteer readers and teaching staff.</p> <p>Pupils make rapid progress through phonics teaching as a result of accurate assessment and high expectations and consistently high quality provision</p> <p>Development of a memory book to enable pupils to build upon prior learning</p> <p>Monitored by: Provision map monitoring, Pupil voice, Analysis of reading records/ tracking, Learning walk / timetable scrutiny, Phonic assessments</p>	<p>EYFS, KSI and KS2 outcomes in line with National 2020 in Reading.</p> <p>Pupils in receipt of PPG SEND make accelerated progress from their starting point showing a narrowing of the gap with all children.</p> <p>More able pupils make at least expected progress across subject areas</p> <p>More pupils in Year 1 achieve the phonics check at EOY1 2020 than achieved a 2 in Reading at EOYFS 2019.</p>
C	<p>AfL is used successfully to identify children requiring additional interventions of the areas requiring support</p> <p>AFL is used successfully to identify when children have met learning intentions and no longer need intervention,</p> <p>Assessment information is used accurately to inform next steps in learning for pupils at risk of not making at least expect progress</p> <p>SEND is identified quickly and action taken as a result of intervention to support pupil progress</p> <p>SIMS is used effectively to track interventions for identified pupils</p> <p>Learning walk shows support staff effectively deliver interventions to target pupils as a result of accurate assessment</p> <p>Book scrutiny shows PP pupils of all ability groups engage with marking and feedback to improve outcomes independently</p> <p>Additional adult provided for years 1/2/3 to respond to marking</p> <p>Monitoring by: Data analysis, Provision map monitoring, Learning walk, Book Scrutiny</p>	<p>PP pupils make accelerated progress across the year to close the gap between them and their peers by end of year.</p> <p>More pupils in receipt of PPG achieving within ARE than at the start of year.</p> <p>Data analysis identifies effective use of assessment and intervention to close the gap between PPG SEND pupils and all pupils; with an increase in % of PPG pupils achieving ARE from starting points</p> <p>Intervention ensures more pupils in receipt of PPG meet national standards at EOKS than 2019.</p>




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D	<p>Pupils articulate learning strategies and skills to apply in context using recall from memory.</p> <p>Pupils use prior learning across the curriculum to make explicit links and accelerate progress.</p> <p>Pupils with identified SEND articulate strategies to support themselves in learning effectively</p> <p>Pupils engage with learning with greater independence and make use of both taught skills and models and concrete apparatus to support learning.</p> <p>Intervention undertaken makes clear links between intervention sessions and teaching and learning in the classroom to promote independence and application of skills</p> <p>Pupils build memory books and apply knowledge across contexts</p> <p>Monitoring by: Learning walk, pupil voice, book scrutiny</p>	<p>Agreed strategy for building memory in place and applied consistently across school.</p> <p>PP SEND pupils access resources and demonstrate independent learning skills</p> <p>PP SEND pupils embed intervention work in classroom practice</p>
E	<p>Learning walk demonstrates staff using ambitious vocabulary, and pupils using this as a result of high quality modelling</p> <p>Learning walk demonstrates opportunities for the teaching of vocabulary evident – in display and practice</p> <p>Learning walk demonstrates consistency in language used in teaching and learning to embed and apply skills, both teaching and support staff.</p> <p>Staff have an understanding of barriers to effective communication and provision is in place to support pupils with identified SEND SALT.</p> <p>Monitored by: Provision map monitoring, Pupil voice, Learning walk, book scrutiny</p>	<p>Pupils use of and understanding of language is not a limiting factor in achieving ARE at EOKS.</p> <p>Pupils with identified SEND communication barriers are supported to overcome difficulties through targeted provision.</p> <p>Wood End Primary School is a language and vocabulary rich learning environment for all pupils.</p>
F	<p>Planning identifies a clear progression from concrete, to pictorial to abstract across a sequence of learning as appropriate to individual learners and pupils with SEND</p> <p>Learning environments are resource rich and pupils interact with them with growing independence</p> <p>Teaching and intervention opportunities make reference to modelling to make explicit application of concrete resources</p> <p>Monitored by: Learning walk, book scrutiny, pupil voice</p>	<p>Pupils make use of resources to deepen thinking and undertake learning with independence</p> <p>All pupils make progress across a sequence of lessons and make progress over time</p>
G	<p>Learning walk identifies support staff have good subject knowledge and can apply school policies and accurate language to support pupils in remedying misconceptions.</p> <p>Book scrutiny identifies that intervention prevents pupils from falling behind and ensures they 'keep up' with all pupils.</p> <p>Staff voice identifies confidence in subject knowledge and pedagogy to raise standards</p> <p>Provision map identifies pupils with SEND support plans from external agencies accessing appropriate provision to meet needs and close the gap.</p> <p>Monitored by: Learning walk, book scrutiny, staff voice, data analysis</p>	<p>PP SEND pupils make at least expected progress in line with all pupils</p> <p>Fewer PP pupils BARE at end of year than at start.</p> <p>Book scrutiny identifies intervention prevents pupils falling behind across a unit of work</p> <p>Book scrutiny identifies that pre teaching accelerates progress of pupils at risk of working BARE.</p>
H	<p>Data analysis shows pupils attending school regularly – above 96%, and on time to access core lessons.</p> <p>Data analysis shows persistent absence at least line with national</p> <p>Analysis shows a decrease in the % of pupils arriving after session starts.</p> <p>Measured by: attendance analysis, punctuality analysis</p>	<p>Poor attendance is not a barrier to achieving ARE / making progress.</p> <p>PP attendance is in line with all pupils</p> <p>Reduction in % of PP pupils currently considered persistent absentees</p> <p>Increase in the number of pupils actively engaged in Early Help services / EWO intervention</p>

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6. Planned expenditure											
Academic year	2019-20 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.										
i. Quality of teaching for all											
Desired outcome Check outcomes check with action / approach	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Who and when will you review implementation?						
A <ul style="list-style-type: none">Learning intentions for pupils working outside of ARE (SEND) are clearly identifiedSequence of learning to build on next steps and prior knowledge is evidentPPG SEND pupils working with increased independence, as a result of accurate planning and pitch for learning for all groups..	<ul style="list-style-type: none">Review timetabling of foundation subjects to ensure disadvantaged pupils are not limited by their ability to access breadth of teaching and learning.Encourage and plan for peer support to enable pupils undertaking intervention to 'catch up' when returning to lessonsReview planning proformas to ensure provision is in place for and appropriate for SEND, BARE, ARE and DARE learners. Make explicit links to resources and Steps to Success.Develop resources stations in classrooms to raise profile of practical resources in taught sessions and intervention.	EEF Toolkit - <div>Collaborative learning <small>Moderate impact for very low cost, based on extensive evidence</small>  Use of peers to engage in collaborative tasks and peer mentor has impact.</div> <div>Within-class attainment grouping <small>Moderate impact for very low cost, based on limited evidence</small>  Quality first provision and accurate differentiation and task setting also have positive impact</div> <div>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence</small>  Pupils taking responsibility for their learning and 'learning to learn' have significantly positive impact.</div>	Learning walks Weekly book scrutiny CPD for staff from SLT Purchase of resources to support application of modelling	SLT	Termly data analysis Weekly book scrutiny Weekly Learning walks Book scrutiny shows disadvantaged pupils' breadth of curriculum access is not limited by intervention. Book scrutiny shows disadvantaged pupils accessing next steps in learning and making progress across as sequence of lessons Planning scrutiny shows opportunities to model with and signpost concrete apparatus evident, applied in practice through learning walks. Learning walk / lesson observation shows concrete resources used in intervention Evaluation - <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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<p>E</p> <ul style="list-style-type: none">• Learning walk demonstrates staff using ambitious vocabulary, and pupils using this as a result of high quality modelling• Learning walk demonstrates opportunities for the teaching of vocabulary evident – both in display and practice• Learning walk demonstrates consistency in language used in teaching and learning to embed and apply skills, both teaching and support staff.• Staff have an understanding of barriers to effective communication and provision is in place to support pupils with identified SEND SALT.	<ul style="list-style-type: none">• Commission SALT training for all staff to provide an overview of 'good practice' strategies for supporting pupils to communicate effectively• Vulnerable pupils in receipt of SALT plans have regular xtabled SALT sessions with staff.• Revise intervention model to focus on use of concrete resources before the abstract form• Plan opportunities for a rich vocabulary to be used across the curriculum.• Develop an agreed use of technical language in reading, writing, maths and PSHE subjects.• Provide information packs and CPD for teaching assistants with a breakdown of strategies for supporting reading, writing and maths with high quality questioning and agreed language.• Purchase and use of resources for core subjects in order for these to be more readily accessible to children during lessons	<p>EEF Toolkit –</p> <p>Oral language interventions</p> <p>Teaching of vocabulary and specific curriculum focused dialogue has significant impact for very low cost.</p> <p>Improving quality first provision for all pupils has positive benefits across curriculum areas.</p>	<p>Pupil voice</p> <p>Learning walk</p> <p>Book scrutiny</p> <p>Planning</p> <p>scrutiny</p> <p>Staff voice</p>	<p>SLT</p> <p>Termly data analysis</p> <p>Weekly book scrutiny</p> <p>Weekly Learning walks</p> <p>Pupil voice</p> <p>Staff demonstrate an awareness of positive communication strategies in their practice</p> <p>Pupils in receipt of SALT treatment plans access regular opportunities to improve skills</p> <p>Pupils are able to use apparatus to unpick misconceptions</p> <p>Pupils demonstrate independence through use of concrete apparatus to pictorial to abstract application</p> <p>Learning walk shows staff modelling and pupils engaging with sophisticated vocabulary</p> <p>Learning walk shows consistency in use of vocabulary and language and it's use in display</p> <p>Pupils can speak about their learning use agreed accurate language</p> <p>Learning walk shows TA subject knowledge is secure with accurate models and explanations given</p> <p>Learning walk shows higher order questions used in intervention</p> <p>Evaluation –</p> <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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<p>F</p> <ul style="list-style-type: none">• Planning identifies a clear progression from concrete, to pictorial to abstract across a sequence of learning as appropriate to individual learners and pupils with SEND• Learning environments are resource rich and pupils interact with them with growing independence• Teaching and intervention opportunities make reference to modelling to make explicit application of concrete resources	<ul style="list-style-type: none">• Leadership to support Teaching Assistants and teachers in the use of consistent resources during lessons and interventions• Display in classrooms developed to make use of possible resources to support learning.• Subject leaders to develop the use of visual prompts that support children in recalling the language of learning.• Identify and purchase a bank of resources and identify applications for learning.	<p>EEF Toolkit -</p> <p>Metacognition and self-regulation</p> <p>High impact for every learner, based on extensive evidence</p> <p>Pupils taking responsibility for their learning and 'learning to learn' have significantly positive impact</p>	<p>Book scrutiny</p> <p>Pupil voice</p> <p>Staff voice</p> <p>Learning walk</p>	<p>SLT</p>	<p>Termly data analysis</p> <p>Weekly book scrutiny</p> <p>Weekly Learning walks</p> <p>Planning scrutiny</p> <p>Learning walk shows an equipment rich learning environment where pupils access resources</p> <p>Intervention resources mirror classroom resources</p> <p>Learning walk shows consistency in the display and use of vocabulary</p> <p>Learning walk shows an equipment rich learning environment where pupils access resources</p> <p>Intervention resources mirror classroom resources</p> <p>Pupils make use of apparatus to support independence and problem solving</p> <p>Evaluation -</p> <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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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	Who and when will you review implementation?									
<p>B</p> <ul style="list-style-type: none">Robust assessment ensures accurate starting points for PP SEND pupilsChallenge is evident across lessons for all ability groups from accurate starting pointsHigher attaining pupils access new learning as a result of AfLPupils with SEND and poor stamina for reading at risk of not making expected progress are given opportunities for 'pre reading' of key texts so that barriers are removed.Accurate assessment identifies PPG SEND pupils in need of additional reading opportunities across the week with volunteer readers and teaching staff.Mentoring and coaching from Phonics lead to ensure good quality provisionPupils make rapid progress through phonics teaching as a result of accurate assessment and high expectations and consistently high quality provisionDevelopment of a memory book to enable pupils to build upon prior learning	<ul style="list-style-type: none">Identify opportunities for 'pre reading' of texts and pre teaching of key concepts for identified pupils to remove barriers to accessing quality first.Use of SIMs to track pupil intervention and measure impact from starting point.Identify key individuals not reading within ARE and identify additional reading opportunities.CPD for staff to improve consistency of delivery of phonics in KSIAccelerate progress of DARE Reception pupils through targeted phonics groupings in Autumn 2	<p>EEF Toolkit - Phonics <small>Moderate impact for very low cost, based on very extensive evidence.</small></p> <p>Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small></p> <p>High quality phonics instruction and teaching and application of reading comprehension strategies are of positive impact.</p>	<p>Team teaching alongside SLT. Scrutiny of reading records Analysis of data and progress in reading and RML groups Discussion of used of memory and taught skills with pupils.</p>	SLT	<p>Termly data analysis Reading records scrutiny Weekly Learning walks</p> <p>Reduction in number of pupils reading outside of ARE by end of year</p> <p>Accelerated progress for pupils undertaking regular additional intervention and pre teaching</p> <p>All phonics teaching is of a good standard, and consistently delivered in line with WE model, ensuring more pupils achieving the phonics check at EOY than achieved 2 in reading at EOYFS - above national.</p> <p>More disadvantaged pupils access ARE / challenge than at start of year</p> <p>Book scrutiny shows more SEND pupils accessing ARE and vulnerable pupils accessing DARE</p> <p>Evaluation -</p> <table><tr><th>Autumn</th><th>Spring</th><th>Summer</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer						
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<p>C</p> <ul style="list-style-type: none">AfL is used successfully to identify children requiring additional interventions of the areas requiring supportAFL is used successfully to identify when children have met learning intentions and no longer need intervention,Assessment information is used accurately to inform next steps in learning for pupils at risk of not making at least expect progressSEND is identified quickly and action taken as a result of intervention to support pupil progressSIMS is used effectively to track interventions for identified pupilsLearning walk shows support staff effectively deliver interventions to target pupils as a result of accurate assessmentBook scrutiny shows PP pupils of all ability groups engage with marking and feedback to improve outcomes independentlyAdditional adult provided for years 1/2/3 to respond to marking	<ul style="list-style-type: none">Apply 'Continuum of SEND' and use data to identify and monitor progress of pupils with additional needs.Provision for pupils with additional needs to be actioned through the use of the provision map and regular monitoring by SENDCo and discussion at Pupil Progress Meetings.Resource banks to be made available and signposted to pupils in classrooms, with intervention modelling to link directly to the use of concrete resources in unpicking misconceptions to encourage application in the classroom.SIMs to be used to effectively track intervention in place and impact more effectively, with time given to staff to enable this to be completed fluidly.Preparation and CPD time given to support staff to prepare for interventionsImprove engagement of vulnerable pupils with marking and feedback.	<p>EEF Toolkit - Feedback <small>High impact for very low cost, based on moderate evidence</small></p> <p>Pupil engagement with feedback and next steps in learning has positive impact on outcomes.</p> <p>Metacognition and self-regulation <small>High impact for very low cost, based on moderate evidence</small></p> <p>Pupils taking responsibility for their learning and 'learning to learn' have significantly positive impact.</p> <p>NASEN 2014 identifies that when provision matches pupil needs effectively and is interrogated at Pupil Progress Meetings it's impact on pupil outcomes in increased</p>	<p>Learning walk Book scrutiny Pupil voice Planning scrutiny Staff voice</p>	<p>SLT</p>	<p>Termly data analysis Provision map scrutiny Weekly book scrutiny</p> <p>Provision for pupils with SEND and professional advice in place can be seen in practice with pupils working with some independence.</p> <p>Resource banks evident in classrooms and interacted with by pupils</p> <p>Pupil progress is reflected upon and provision amended more fluidly as a result</p> <p>Interventions are delivered in line with published scheme. Pupil progress through sessions is improved - units of work are delivered within the published expectation time</p> <p>Book scrutiny shows fluid intervention ensures pupils keep pace across a sequence of lessons using resources and language to do so.</p> <p>Support staff interactions with pupils demonstrate a balance of adult and pupil talk with questions used effectively to move learning on</p> <p>Resources and modelling are used effectively to support learners</p> <p>Learning walk and book scrutiny shows support staff managing misconceptions through good quality subject knowledge and resourcing.</p> <p>Learning walk and book scrutiny show SEND / PP pupils given opportunity to engage with next step marking</p> <p>Evaluation -</p> <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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<p>G</p> <ul style="list-style-type: none">Learning walk identifies support staff have good subject knowledge and can apply school policies and accurate language to support pupils in remedying misconceptions.Book scrutiny identifies that intervention prevents pupils from falling behind and ensures they 'keep up' with all pupils.Staff voice identifies confidence in subject knowledge and pedagogy to raise standardsProvision map identifies pupils with SEND support plans from external agencies accessing appropriate provision to meet needs and close the gap.	<ul style="list-style-type: none">SENCo to review outside agency involvement and manage caseload weeklyIdentify with PFSO effectiveness of EHAs to support vulnerable pupils - academic, attendance and SEMH.Analysis of assessment data to identify pupils at risk of making less than expected progress and put in place provision to match needsPupils in receipt of intervention discussed explicitly in pupil progress meetings and provision amended in responseBook scrutiny to identify impact of FI across series of lessons and amend practice in response.Provide SLT training for TAs to improve subject knowledge and skill in identifying concrete strategies and models to underpin abstract concepts	<p>EEF Toolkit -</p> <div><p>Metacognition and self-regulation</p><p><small>High impact for very low cost, based on extensive evidence</small></p><p>Pupils taking responsibility for their learning and 'learning to learn' have significantly positive impact.</p><p>Oral language interventions</p><p><small>Modest impact for very low cost, based on extensive evidence</small></p><p>Teaching of vocabulary and specific curriculum focused dialogue has significant impact for very low cost.</p></div> <p>EEF identifies that use of support staff to deliver specific, time bound, evidence based interventions is positive - with 3/5+ months of progress.</p>	<p>Learning walks</p> <p>Pupil progress meetings</p> <p>Data analysis</p> <p>Book scrutiny</p> <p>Book scrutiny</p> <p>Staff voice</p> <p>Staff voice</p> <p>Learning walk</p>	<p>SLT</p>	<p>Learning walks</p> <p>Pupil progress meetings</p> <p>Data analysis</p> <p>Book scrutiny</p> <p>Staff voice</p> <p>Inter-agency working evident for pupils with significant needs and professional advice impacting positively on pupil outcomes</p> <p>Pupils and families access support mechanisms</p> <p>Provision in place reflects pupils' current need and matches data analysis</p> <p>Book scrutiny identifies that pupils receiving FI 'keep pace' across a sequence of lessons</p> <p>Learning walk identifies support staff making use of concrete resources before addressing abstract concepts</p> <p>Learning walk identifies accurate subject knowledge used by support staff</p> <p>Support staff voice identifies greater confidence in subject knowledge</p> <p>Evaluation -</p> <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Who and when will you review implementation?						
<p>D</p> <ul style="list-style-type: none">Pupils articulate learning strategies and skills to apply in context using recall from memory.Pupils use prior learning across the curriculum to make explicit links and accelerate progress.Pupils with identified SEND articulate strategies to support themselves in learning effectivelyPupils engage with learning with greater independence and make use of both taught skills and models and concrete apparatus to support learning.Intervention undertaken makes clear links between intervention sessions and teaching and learning in the classroom to promote independence and application of skillsPupils build memory books and apply knowledge across contexts	<ul style="list-style-type: none">Develop memory programme of study with EPEmbed the use of memory programme in schoolImprove rapid recall skills of pupils in maths - number clubs, and spelling - CEWs / vocab lists through interactive learning opportunities (Whole Brain Spelling and mental warm ups in Maths lessons)Introduction of 'Memory Book' with planned opportunities to construct and engage with it	<p>EEF Toolkit -</p> <p>Metacognition and self-regulation</p> <p>Highlighted for very low cost, based on extensive evidence</p> <p>ⓐ ⓑ ⓓ ⓔ ⓖ ⓗ ⓘ ⓙ ⓚ ⓛ ⓜ ⓞ ⓟ ⓠ ⓡ ⓢ ⓣ ⓤ ⓥ ⓷ ⓸ ⓹ ⓺ ⓻ ⓼ ⓾ ⓿</p> <p>Pupils taking responsibility for their learning and 'learning to learn' have significantly positive impact.</p>	<p>Pupil voice</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Planning scrutiny</p> <p>Data</p> <p>Planning scrutiny</p> <p>Data analysis</p>	SLT	<p>Weekly learning walks</p> <p>Pupil voice</p> <p>Data analysis</p> <p>Book scrutiny</p> <p>Learning walk shows pupils with SEND engaging with greater independence - accessing resources and Making use of taught strategies to engage with tasks</p> <p>School memory 'policy' and strategies in place</p> <p>Learning walk shows staff embedding memory project and pupils engaging with strategies to build on existing knowledge</p> <p>Learning walk and pupil voice shows pupils engaging with memory book to make cognitive links and develop skills across curriculum areas.</p> <p>Evaluation -</p> <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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<p>H</p> <ul style="list-style-type: none">• Data analysis shows pupils attending school regularly – above 96%, and on time to access core lessons.• Data analysis shows persistent absence in line with national.• Analysis shows a decrease in the % of pupils arriving after session starts.	<ul style="list-style-type: none">• Application of rigorous attendance policy.• Adherence to attendance policy by all members of the school community• Deployment of EWO to challenge and track attendance• Governors hold the SLT to account for attendance• Positive reinforcement for pupils who attend well.• Focus on punctuality and attending all session across a day - punctuality letters sent to key families• EHAs offered to families where attendance is of concern and escalated as appropriate.	<p>When pupils are not present for Quality First instructions this impacts significantly on their ability to access and undertake learning tasks alongside peers.</p>	<p>Targeted work of EWO and PFSO in line with policy</p>	<p>SLT</p>	<p>Half termly analysis of attendance: Fewer pupils considered not in full time education Increase in the number of families challenged by formal communication about their attendance Reduction in number of persistently late to school.</p> <p>PFSO funding - £23 500 Attendance incentives for pupils - £100</p> <p>Evaluation -</p> <table><tr><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td></td><td></td><td></td></tr></table>	Autumn	Spring	Summer			
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