

Wood End Primary School Mission Statement

Working together today for a brighter tomorrow

Mission:

- A positive and stimulating climate for the inclusion of all pupils.
- Individual challenge and support for self-improvement.
- Bringing the world of learning to life through engaging and insightful teaching.

Governors will: proactively support, but effectively challenge, school leaders in determining the direction that the school will progress and deliver outcomes. Staff will: give children the opportunities to develop enquiry skills and lead their own learning, experiencing the world with awe and wonder. They will keep them safe and teach them to manage risks for themselves. They will put the interests of children at the fore of everything they do and foster their love of learning, independence and resilience to instil in them the desire to thrive.

Parents will: support their child with their learning journey and actively explore opportunities given to them as a partner in that journey. Children will: engage with all learning opportunities with open eyes and ears. They will relish the opportunity to talk about their learning and experiences.

Children will be equal partners in their learning and strive to be the best that they can be.

Values

Wood End will provide:

- a safe environment for pupils to explore and grow.
- the positive and stimulating climate for the inclusion of all pupils.
- individual challenge and support for self-improvement.
- opportunities to be aspirational and self-motivated learners.

1. Summary information					
School	Wood End Primary School				
Academic year covered by the statement 2020-21	2020-21	Total PP budget Post Lac £2 300 x 1	£100 185	Date of most recent PP Review	LA Peer Review May 2019
Total number of pupils	206	Number of pupils eligible for PP	69 (33%)	Date for next internal review of this statement Date for external review of this statement	Dec 2020 April 2021 July 2021
Pupil Premium Leader	Mrs F Bellenger		Statement authorised by	Miss S Sharma	
Governor lead	Mrs H Hartley		Published: Sept 2020		

2.Cohort Information – Sept 2020							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	31	30	29	28	30	29	29
Number of PP	7	5	12	13	13	11	8
% PP within cohort	23%	17%	41%	36%	43%	38%	28%
% PP with SEND	n/a	0%					

3. Attainment for: 2019-20	Due to Covid-19 School Closure no assessment information is available for end of key stage cohorts at the end of the academic year 2020.
----------------------------	--

4. Barriers to future attainment (for pupils eligible for PP, including high ability and SEND)
 Note – some aspects of this year’s work will include the completion of planned tasks for 2019-20 due to school closure

In-school barriers

A	Increased gaps in pupils’ learning have arisen as a result of school closure and limited engagement with remote learning for some pupils. Provision is needed to address pertinent next steps in learning in spite of school closure
B	Pupils in EYFS often lack receptive language to make sense of the world around them. They often lack the language to make links between ideas and articulate themselves clearly.
C	Staff expertise does not always provide the breadth of intervention and skills needed to meet the needs of the cohorts. Staff have varying levels of CPD and confidence delivering interventions.
D	Pupils with identified gaps in learning often undertaken intervention outside of core subject time. They do not always have opportunity to make productive use of learning time during core subjects with teaching staff.
E	Pupils in Key Stage One do not always apply phonic skills to longer pieces of text, or develop the skills to understand what they have read effectively.
F	Assessment structures do not currently reflect the changing curriculum offer and focus provided across school. Assessment structures are not yet embedded to impact upon provision mapping and pupil progress.
G	Pupils do not always undertake learning with independence and resilience. Their characteristics as learners are underdeveloped. Their ability to make links across curriculum areas is limited by their ability to work logically, their working memory, listening skills and ability to be resilient.

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
Quality first provision is the key action in improving outcomes for disadvantaged pupils.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Learning intentions to enable pupils to accelerate progress and close gaps in learning are identified.</p> <p>A clearly mapped and structured sequence of learning upon which to build on next steps and revisit and embed 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>All pupils access a recovery curriculum, with a curriculum offer broadening across the academic year. They will be given opportunities for the development of cultural capital.</p> <p>Monitored by: <i>Planning scrutiny, book scrutiny, data analysis</i></p>	<p>Recovery curriculum is in place to support pupils to make progress from their starting points.</p> <p>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 from their starting points</p> <p>PP SEND pupils in non end of key stage year groups achieve at least in line with peers</p> <p>Book scrutiny shows pupils in need of intervention are not disadvantaged from accessing breadth of curriculum.</p> <p>A clear progression in skills is identified across subject areas to structure the learning sequence.</p>
B	<p>Staff plan for opportunities for pupils in EYFS to access VIPERS skills.</p> <p>A clear structure is in place as part of daily practice to develop VIPERS skills across curriculum areas.</p> <p>Pupils are provided with regular opportunities to undertake VIPERS style questions in teaching and learning contexts in EYFS across all areas of learning.</p> <p>Pupils are able to answer Blank Level questions effectively to articulate their understanding and link ideas.</p> <p>Assessment information relating to pupils' ability to apply receptive language skills supports identification of pupils in need to intervention and additional support.</p> <p>Pupils' receptive language skills and difficulties are effectively identified and supported.</p> <p>Monitored by: <i>Planning scrutiny, scrutiny of observations, lesson observation, data analysis</i></p>	<p>Short term planning scrutiny shows pupils are given opportunities to undertake Blank Level questioning.</p> <p>Data analysis of pupil assessments identifies more pupils accessing higher order Blank Level questions</p> <p>Observation of pupils shows pupils understanding and responding to a wide range of questions with accuracy and purpose.</p> <p>Pupils with receptive language difficulties are quickly identified and provision / support provided to meet their needs.</p> <p>Staff model high level spoken English and enforce this expectation among pupils using 'You Say' models.</p>
C	<p>All support staff have a bank of training and skills that teachers can deploy to support improved outcomes for pupils.</p> <p>Support staff complete interventions in line with school expectations. They are completed in a timely manner in line with training intentions.</p> <p>The breadth and quality of interventions is improved as a result of CPD pertinent to school's needs.</p> <p>Pupils access high quality, evidence based interventions as a result of high quality CPD.</p> <p>Monitoring by: <i>Learning walk, analysis of provision mapping</i></p>	<p>Provision mapping shows a breadth of interventions in place to best meet the needs of pupils in school.</p> <p>Support staff demonstrate skill in delivering evidence based interventions in line with school expectations.</p> <p>Pupils undertaking intervention make accelerated progress from their starting points</p> <p>Teaching staff make regular, appropriate amendments to provision offered to pupils as a result of a greater breadth of intervention on offer.</p>
D	<p>All classes have additional staff during core subject teaching to facilitate small group, individualised teaching.</p> <p>Pupils working outside of ARE will access planned teaching in line with their next steps in learning</p> <p>Pupils working outside of ARE will be observed working with increased independence after initial input.</p> <p>Planning scrutiny and learning walks show additional adults planned for, and used effectively to meet pupils' needs.</p> <p>Adults will model forward and back chaining when supporting pupils to increase independence and problem solving skills.</p> <p>Pupils with identified difficulties or disadvantaged will have access to I-I reading regularly in school from adults.</p> <p>Monitoring by: <i>Learning walk, pupil voice, book scrutiny, planning scrutiny</i></p>	<p>Planning scrutiny shows additional adults planned for to deliver specific curriculum content to groups within cohorts to enable them to make accelerated progress and work with greater independence after initial input</p> <p>Learning walks demonstrate pupils working with increased independence following on from initial input to access appropriate learning and accelerated progress.</p> <p>Pupils working BARE will make progress at least in line with all pupils as a result of increased input in direct response to skills and learning needs.</p> <p>Pupils will demonstrate increased independence and resilience to problem solve as a result of modelled strategies.</p> <p>Pupils in receipt of additional I-I reading will make accelerated progress from their starting points</p>
E	<p>RML planning provides opportunities for the application of phonic skills to comprehend texts following on from decoding</p> <p>Pupils will be able to read polysyllabic words using taught strategies</p> <p>Pupils will demonstrate confidence reading longer pieces of text through opportunities for paired and extended practice during RML lessons.</p> <p>Monitored by: <i>Learning walk, tracking of phonics assessments, running records progression</i></p>	<p>Learning walk shows pupils provided with opportunities to undertake reading of extended pieces of text</p> <p>I-I reading with pupils demonstrates pupils able to tackle polysyllabic words with greater confidence so as not to interrupt the flow of their reading</p> <p>Pupils will demonstrate stamina to read longer texts in line with ARE without being distracted or lacking resilience.</p> <p>Pupils achieve in line with national in the Year 1 Phonics check.</p>

F	<p>The whole child assessment document is used effectively and supports staff in identifying difficulties</p> <p>Effective assessment procedures and planned assessment opportunities will support the identification of pupils with AEN in EYFS to ensure early intervention and support overcoming difficulties.</p> <p>Baseline assessments for receptive language, alongside a carefully planned scheme of work are put in place to identify pupils with AEN and support pupils in order to make good progress.</p> <p>Provision is put in place and planned for to support pupils' fine and gross motor control to enable them to mark make accurately and form letters correctly moving through school. Where AEN are identified additional provision will be put in place to support them through the school's gross and fine motor control document.</p> <p>Pupils' receptive language in EYFS is effectively assessed and difficulties identified a language screening tool and provision put in place to support those pupils with identified difficulties.</p> <p>Pupils with identified SEND or disadvantage are given appropriate access to appropriate assessments, both those produced in school and from other professionals and agencies.</p> <p>Pupils with identified SEND are provide with opportunities to develop their working memory to enable them to access learning and work with greater independence.</p> <p>Staff use 'You say' models to model appropriate spoken language.</p> <p><i>Monitored by: analysis of outcomes for pupils in Prime areas of C&L and PD, learning walk, profile scrutiny, pupil voice, breadth of support in place for pupils with AEN</i></p>	<p>Robust assessment procedures are in place to assess pupils' needs in a timely and responsive manner.</p> <p>Baselines for pupils in EYFS for their receptive language understanding are undertaken and provision put in place to match their needs as identified from assessment.</p> <p>Gross and fine motor control does not limit pupils' ability to form letters appropriately when moving through main school as a result of opportunities planned into daily activities to develop skill. Staff will model how to hold a pencil accurately and mark make in line with school policy</p> <p>Pupils with identified AEN will be identified effectively through the Continuum of SEND document and be given access to additional assessment / agency support to meet their needs.</p> <p>Pupils with identified AEN will identify strategies to support their working memory to enable them to make accelerated progress through the application of taught skills.</p>
G	<p>Pupils' ability to apply higher order learning skills will not prove a barrier to them making progress.</p> <p>Pupils with SEND are given repetition and over learning opportunities</p> <p>Staff model the process of remembering and articulate their thought processes to model linking ideas and the decision making process.</p> <p>Pupils will work with increased independence, demonstrating improved working memory and making links across curriculum areas so that progress is accelerated.</p> <p>Pupils will have weekly opportunities to develop their memory, logic and resilience and oracy skills through planned opportunities each week. Their learning characteristics will be developed to ensure they are not barriers to learning.</p> <p>Echo reading, vocabulary activation and moral issues discussion will be planned into the curriculum to provide opportunities to develop pupils' skills.</p> <p>Pupils in EYFS will be actively taught listening skills to enable them to engage with learning routines and structures.</p> <p><i>Measured by: pupil voice, book scrutiny, data analysis, I-I reading records / running records</i></p>	<p>Children's voice shows their understanding of the importance of memory.</p> <p>Children demonstrate confidence in their ability to remember / recall.</p> <p>Children's voice is developed to demonstrate in improved fluency and pace, tonal variation, clarity of pronunciation and voice projection when reading</p> <p>Children demonstrate active listening skills and have increased capacity to listen to and act upon instructions.</p> <p>Pupils demonstrate increased resilience and strategies to undertake problem solving tasks and increased desire to complete tasks.</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><i>Measured by: attendance analysis, punctuality analysis</i></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>


6. Planned expenditure											
Academic year		2020-21 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	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>A</p> <ul style="list-style-type: none">Learning intentions for pupils to accelerate progress and close gaps in learning are identified.A clearly mapped and structured sequence of learning upon which to build on next steps and revisit and embed prior knowledge is evidentPPG SEND pupils working with increased independence, as a result of accurate planning and pitch for learning for all groups.All pupils access breadth of curriculum content and have opportunities for the development of cultural capital.All pupils access a recovery curriculum, with a curriculum offer broadening across the academic year. They will be given opportunities for the development of cultural capital.	<ul style="list-style-type: none">Analysis of the curriculum is undertaken to identify pre steps to pupils undertaking AREA clear 'recovery curriculum' is in place to enable pupils to undertake their next steps in learning and accelerate progress.Staff provide opportunities for groups within cohorts to undertake skill specific teachingOpportunities are provided to reinforced and extend skillsAdditional adults are employed during core subject teaching to enable pupils to undertake instruction specific to their needs and next steps in learningLinks are made across curriculum areas to allow pupils to develop cultural capital.	<p>EEF Toolkit – <i>Rapid Evidence assessment – impact of school closures on the attainment gap</i> Point 3: 3. Sustained support will be needed to help disadvantaged pupils catch up. A long term 'curriculum recovery plan' and teaching structure is in place to support the closing of the gap.</p> <p><small>Within-class attainment grouping Maximum impact for very low cost. Based on limited evidence</small></p> <p>Quality first provision and accurate differentiation and task setting also have positive impact</p>	<p>Learning walks Weekly book scrutiny CPD for staff from SLT Application of recovery curriculum and teaching structure</p>	SLT/FB	<p>Termly data analysis (December, March, July) Half termly learning walks Weekly Book scrutiny</p> <p>Milestones Autumn 2020: Book scrutiny demonstrates progress as a result of intervention</p> <p>Milestones Spring 2020 Marking and feedback guidelines / policy give clear guidelines of inclusion of how to include children who are BARE in this process. Staff feedback is pertinent to learning objective / pitch in addressing misconceptions or leading learning on Children's voice demonstrates confidence in using teacher as a tool for clarification</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			
Autumn	Spring	Summer									

6. Planned expenditure											
Academic year		2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.									
ii. 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	Who and when will you review implementation?						
<p>B</p> <ul style="list-style-type: none">Staff plan for opportunities for pupils in EYFS to access VIPERS skills.A clear structure is in place as part of daily practice to develop VIPERS skills across curriculum areas.Pupils are provided with regular opportunities to undertaken VIPERS style questions in teaching and learning contexts in EYFS.Pupils are able to answer Blanks Level questions effectively to articulate their understanding and link ideas.Assessment information relating to pupils' ability to apply receptive language skills supports identification of pupils in need to intervention and additional support.Pupils' receptive language skills and difficulties are effectively identified and supported.Staff use 'You say' models to model appropriate spoken languagePupils are provided with regular opportunities to undertake VIPERS style questions in teaching and learning contexts in EYFS across all areas of learning.	<ul style="list-style-type: none">VIPERS skills are mapped to Blanks Levels questions for application across EYFSOpportunities are planned in both the long term and medium term planning documents to provide access to VIPERS activities across EYFS in Autumn and SpringAssessments are written and resources purchased to support the assessment of blank level knowledgeStaff model 'You say' language model to support appropriate use of language to expressReceptive language assessments are undertaken termly and provision put in place to support pupil progress.EYFS is a language rich environment through adult modelling and presentation and use of language through teaching and learning activities	<p>EEF Toolkit –</p> <p>Early years interventions <small>Headlines report for very high cost, based on consistent evidence.</small></p> <p>Intervention in EYFS has significant impact upon pupils' progress and sustaining attainment throughout primary school.</p> <p>Oral language interventions <small>Headlines report for very low cost, based on consistent evidence.</small></p> <p>Modelling language effectively, supporting those with language deficits providing opportunities for structured language acquisition and application have high impact.</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Data analysis</p> <p>Planning scrutiny</p>	<p>SLT/ FB</p>	<p>Termly data analysis (December, March, July)</p> <p>Half termly learning walks</p> <p>Weekly book scrutiny</p> <p>Half termly pupil voice interviews</p> <p>Milestones Autumn 2020: Impact: structures are created to support EYFS staff in planning to develop VIPERS skills and receptive language through Blank level questioning EYFS teachers identify questions in MTP EYFS MTPs identify focus questioning to develop receptive language through blank level questioning and understanding questions which relate to the VIPERS skills.</p> <p>Milestones Summer 2020: EYFS children actively engage in learning by answering questions (verbalise answers either with adults or peers) across EYFS areas of learning</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			
Autumn	Spring	Summer									

6. Planned expenditure					
Academic year		2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.			
iv. 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	Who and when will you review implementation?
<p>C</p> <ul style="list-style-type: none">All support staff have a bank of training and skills that teachers can deploy to support improved outcomes for pupils.Support staff complete interventions in line with school expectations. They are completed in a timely manner in line with training intentions.The breadth and quality of interventions is improved as a result of CPD pertinent to school's needs.Pupils access high quality, evidence based interventions as a result of high quality CPD.	<ul style="list-style-type: none">A programme of CPD in response to pupil need and support staff skills is identified - Precision Teaching, Forward and back chaining, Mathematical vocabulary and the concepts of Fractions and Shape.CPD is linked to interventions needed by pupilsCPD is provided by staff and professionals with appropriate levels of skillCPD is provided by SLT and outside agencies as appropriatePPA time is given to support staff to enable them to effectively prepare to undertake intervention'How to guides' are produced to support staff to undertake intervention following on from training.	<p>EEF Toolkit -</p> <p>Individualised instruction</p> <p>Providing high quality intervention to meet individual needs has significant impact upon outcomes- programmes such as PT and Lego therapy meet this criteria.</p> <div><div><p>4</p><p>Ensure TAs are fully prepared for their role in the classroom</p><p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p></div><div><p>6</p><p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p><p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:</p></div></div> <p>TAs are most effective when highly trained and given time to prepare for their role. When their role is highly structured and time bound they are most effective.</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Data analysis</p> <p>Analysis of provision mapping</p>	<p>SLT/ FB</p>	<p>Termly data analysis (December, March, July)</p> <p>Half termly learning walks</p> <p>Weekly book scrutiny</p> <p>Half termly pupil voice interviews</p> <p>Milestones Summer 2020</p> <p>Support staff engage in CPD to develop intervention provision:</p> <ul style="list-style-type: none">handwriting programme (including motor control) by Summer 2020behaviour management By Summer 2020 <p>Milestones Autumn 2020:</p> <ul style="list-style-type: none">Audit of learning needs in school completedProduce CPD package to develop wave 2 and wave 3 interventions <p>Areas for priority development are identified purpose of interventions and 'how to' delivery guides developed</p> <ul style="list-style-type: none">Support staff engage in CPD to develop intervention provision:handwriting programme (including motor control) by Summer 2020behaviour management by Summer 2020precision teaching strategy by Autumn 2020 <p>Provision maps are complete and reflect baseline data</p> <p>Staff voice (teachers & support) at pupil progress meetings demonstrates secure understanding of children's needs and expectations going forward.</p> <p>Milestones Spring 2021</p> <p>Support staff engage in CPD to develop intervention provision:</p> <ul style="list-style-type: none">spelling programme by Spring 2021 <p>Milestones Summer 2021</p> <p>Support staff engage in CPD to develop intervention provision:</p> <ul style="list-style-type: none">Therapeutic support by Summer 2021 <p>Children engage with interventions and show a positive attitude to these opportunities</p> <p>Observations show children behave and engage well in intervention sessions</p> <p>Scrutiny of books / data shows children take responsibility for transferring and applying skills from interventions to learning in class</p> <p>Evaluation -</p>

6. Planned expenditure											
Academic year		2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.									
v. 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	Who and when will you review implementation?						
D <ul style="list-style-type: none">All classes have additional staff during core subject teaching to facilitate small group, individualised teaching.Pupils working outside of ARE will access planned teaching in line with their next steps in learningPupils working outside of ARE will be observed working with increased independence after initial input.Planning scrutiny and learning walks show additional adults planned for, and used effectively to meet pupils' needs.Adults will model forward and back chaining when supporting pupils to increase independence and problem solving skills.Pupils with identified difficulties or disadvantaged will have access to 1-1 reading regularly in school from adults.	<ul style="list-style-type: none">Provision for additional adults during Maths and English teaching to enable small group tuition.All pupils groups' introductions to learning at appropriate stages planned for in each lesson.Adults will model learning activities and scaffold pupil independence through forward and back chaining.Pupils with identified disadvantaged / AEN will be provided opportunities to undertake additional reading in school to develop fluency and skill.Additional adult support will be provided to enable teachers to undertake 1-1 intervention with pupils to manage misconceptions and difficulties	<p>EEF Toolkit –</p> <div><p>Individualised instruction</p><p>Medium impact for very low cost, based on moderate evidence</p><p>Providing high quality intervention to meet individual needs has significant impact upon outcomes.</p></div> <div><p>Within-class attainment grouping</p><p>Medium impact for very low cost, based on moderate evidence</p><p>Ensuring pupils access learning content pertinent to their next steps in learning has positive impact upon outcomes. Additional adults in class during core teaching supports this model.</p></div> <div><p>Feedback</p><p>High impact for very low cost, based on moderate evidence</p><p>High quality, specific and timely feedback and intervention has significant impact upon pupil outcomes.</p></div>	Learning walks Pupil voice Data analysis Book scrutiny	SLT/ FB	<p>Termly data analysis (December, March, July)</p> <p>Half termly learning walks</p> <p>Weekly book scrutiny</p> <p>Half termly pupil voice interviews</p> <p>Milestones Autumn 2020:</p> <p>Lesson and planning structures reviewed to support improved access to curriculum content for BARE pupils.</p> <p>Additional adults employed during Core subjects to enable pupils to undertake specific teaching to meet needs and accelerate closing the gap.</p> <p>Milestones Spring 2020:</p> <p>Staff are trained to support pupils to forward and backchaining to understand and overcome barriers to learning.</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			
Autumn	Spring	Summer									

6. Planned expenditure											
Academic year	2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.										
vi. 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>E</p> <ul style="list-style-type: none">RML planning provides opportunities for the application of phonic skills to comprehend texts following on from decodingPupils will be able to read polysyllabic words using taught strategiesPupils will demonstrate confidence reading longer pieces of text through opportunities for paired and extended practice during RML lessons.	<ul style="list-style-type: none">RML planning is rewritten to provide opportunities for polysyllabic word readingRML provides increased opportunities for reading extended pieces of text and modelling reading strategiesStaff will receive CPD to undertake the whole school phonics provision.Texts will be purchased to support home school reading directly linked to phonics instruction.Echo reading, alongside opportunities through intervention for pupils to read texts in advance and opportunities for wider reading made available.	<p>EEF Toolkit –</p> <p>Individualised instruction</p> <p><small>Modest impact for very few cases, based on very extensive evidence.</small></p> <p>Providing high quality intervention to meet individual needs has significant impact upon outcomes.</p> <p>Phonics</p> <p><small>Modest impact for very few cases, based on very extensive evidence.</small></p> <p>High quality phonics instructions has significant impact upon pupil outcomes over time</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Data analysis</p> <p>Phonics groups tracking / half termly assessment</p> <p>I-I reading records</p>	<p>SLT/ FB</p>	<p>Termly data analysis (December, March, July)</p> <p>Half termly learning walks</p> <p>I-I reading analysis</p> <p>Half termly pupil voice interviews</p> <p>Half termly phonics assessment and progress tracking</p> <p>Milestones Summer 2020</p> <p>RML planning is rewritten to enable pupils to undertake extended reading opportunities and read polysyllabic words.</p> <p>Milestones Autumn 2020</p> <p>Learning walks show children taught how to apply knowledge of sounds to polysyllabic words</p> <p>Children are able to independently read polysyllabic words in texts matched to their reading ability.</p> <p>Milestones Spring 2020</p> <p>70% of Year 1 pupils on track to achieve phonics check threshold</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			
Autumn	Spring	Summer									

6. Planned expenditure											
Academic year	2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.										
vii. 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>F</p> <ul style="list-style-type: none">Effective assessment procedures and planned assessment opportunities will support the identification of pupils with AEN in EYFS to ensure early intervention and support overcoming difficulties.Baseline assessments for receptive language, alongside a carefully planned scheme of work are put in place to identify pupils with AEN and support pupils in order to make good progress.Provision is put in place and planned for to support pupils' fine and gross motor control to enable them to mark make accurately and form letters correctly moving through school. Where AEN are identified additional provision will be put in place to support them through the school's gross and fine motor control document.Pupils' receptive language in EYFS is effectively assessed and difficulties identified a language screening tool and provision put in place to support those pupils with identified difficulties.Pupils with identified SEND or disadvantage are given appropriate access to appropriate assessments, both those produced in school and from other professionals and agencies.Pupils with identified SEND are provide with opportunities to develop their working memory to enable them to access learning and work with greater independence.The whole child assessment document is used effectively and supports staff in identifying difficulties.Staff use 'You say' models to model appropriate spoken language.	<ul style="list-style-type: none">A structured programme of assessment and intervention is in place to meet pupils' needsA robust assessment cycle is in place to assess and manage pupils' needs using an 'assess, plan, do review' model.Staff provide opportunities for pupils to undertake 1-1 misconception remedying and direct instruction to close individual gaps 1 learning through specific feedback.Difficulties identified are shared with parents and support materials put in place both in school and outside of school - requesting support from additional agencies as appropriate and opening EHAs to support multi agency working.	<p>EEF Toolkit -</p>  <p>Intervention in EYFS has significant impact upon outcomes through school.</p> <p>Specific and pertinent feedback has significant impact upon outcomes.</p>	<p>Learning walks Pupil voice Data analysis</p>	<p>SLT/ FB</p>	<p>Termly data analysis (December, March, July) Half termly learning walks Half termly pupil voice interviews</p> <p>Milestones Autumn 2020: Parents are aware of recovery curriculum and are able to support it Pupil voice demonstrates assurance in recovery curriculum and their own ability to narrow gap Interim recovery MTP plan is in place for core subjects Provision maps created in Word from data analysis and pupil progress meetings in Summer 2020 Language screening tool created to support staff and provide AoFL</p> <p>Milestone Spring 2021 Provision maps created in Excel and embedded into the SIMS system to enable breadth of analysis Pupils are able to talk about intervention undertaken and the impact Framework created to identify AEN and support early intervention Children with barriers or AEN identified and early intervention strategies considered.</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			
Autumn	Spring	Summer									

6. Planned expenditure											
Academic year		2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.									
viii. Quality 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	Who and when will you review implementation?						
<p>G</p> <ul style="list-style-type: none">Pupils’ ability to apply higher order learning skills will not prove a barrier to them making progress.Staff model the process of remembering and articulate their thought processes to model linking ideas and the decision making process.Pupils will work with increased independence, demonstrating improved working memory and making links across curriculum areas so that progress is accelerated.Pupils will have weekly opportunities to develop their memory, logic and resilience and oracy skills through planned opportunities each week. Their learning characteristics will be developed to ensure they are not barriers to learning.Echo reading, vocabulary activation and moral issues discussion will be planned into the curriculum to provide opportunities to develop pupils’ skills.Pupils in EYFS will be actively taught listening skills to enable them to engage with learning routines and structures.Pupils with SEND are given repetition and over learning opportunities	<ul style="list-style-type: none">A structured programme of memory, resilience and logic and programme has been written in order to support pupil engagement and resilience with learning.Staff actively model learning strategies – linked to memory, narrating decision making and linking learningPupils undertake weekly memory and listening tasks to develop skillsEcho reading opportunities are provided each week across curriculum areas to develop reading speed, comprehension and intonationStaff in EYFS will provide opportunities for pupils to listen and respond to instructions to develop their skills as learners.	<p>EEF Toolkit –</p> <p>Metacognition and self-regulation <small>High impact for very few cost, based on extensive evidence</small></p> <p>Supporting pupils to be learners and articulate as learners has significant impact upon outcomes</p> <p>Early years interventions <small>Moderate impact for very few cost, based on extensive evidence</small></p> <p>Intervention in EYFS has significant impact upon outcomes through school.</p> <p>Oral language interventions <small>Moderate impact for very few cost, based on extensive evidence</small></p> <p>Intervention to support language acquisition and understanding has significant impact upon pupil outcomes.</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Data analysis</p>	<p>SLT/ FB</p>	<p>Termly data analysis (December, March, July)</p> <p>Half termly learning walks</p> <p>Half termly pupil voice interviews</p> <p>Milestones Autumn 2020: Provision map identifies multi sensory interventions Intent for development of memory skills is identified Intent for development of listening skills is identified Staff are familiar with structures / expectations to be implemented to develop memory skills Staff are familiar with structures / expectations to be implemented to develop listening skills Staff are familiar with structures / expectations to be implemented to develop oracy skills Intent for development of oracy skills is identified Children’s topic overview grid prepared and available to staff Intent for development of resilience and logic skills is identified Progressive map of activities to develop resilience and logic skills is created</p> <p>Milestones Spring 2021: Develop bank multi-sensory approaches to support staff Auditory memory skills are effectively planned for developed in EYFS Learning walk demonstrates children able to begin independent tasks effectively as a result of hearing instructions successfully. Learning walk shows quality of work to be improved as a result of details added due to strong listening</p> <p>Milestones Summer 2021: Staff voice demonstrates confidence in using multi sensory approaches Auditory / visual memory skills are effectively developed in Y2 to Y6. Children’s voice shows their understanding of the importance of memory. Children’s voice shows their understanding of the importance of listening Children demonstrate confidence in their ability to remember / recall. Children’s voice is developed to demonstrate in reading: fluency and pace, tonal variation, clarity of pronunciation and voice projection Observations demonstrate children’s confidence in having a go and being resilient Children voice their confidence in strategies to problem solve logically and systematically.</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			
Autumn	Spring	Summer									

6. Planned expenditure											
Academic year		2020-21 Release for the Asst. Head and Maths and English subject leaders included in PPG to ensure strategic deployment and evaluation of impact.									
ix. Quality 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	Who and when will you review implementation?						
<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/ FB</p>	<p>Half termly analysis of attendance:(October December, February, March, May, June)</p> <p>Fewer pupils considered not in full time education (Dec, Mar, June)</p> <p>Increase in the number of families challenged by formal communication about their attendance (Dec, Mar, June)</p> <p>Reduction in number of persistently late to school.(Dec, Mar, June)</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			
Autumn	Spring	Summer									