

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview- updated September 2023

Detail	Data
School name	Sylvester Primary Academy
Number of pupils in school	251 + (26 nursery)
Proportion (%) of pupil premium eligible pupils	49.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	LGB
Pupil premium lead	Catherine Devlin
Governor / Trustee lead	Alex McKune

Funding overview- updated September 2023

Detail	Amount
Pupil premium funding allocation this academic year	£163,688
Recovery premium funding allocation this academic year	£17,038 (based on 112 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£180,726

Part A: Pupil premium strategy plan

Statement of intent

Key Priorities:

- Provide all children with high-quality, first-teaching.
- Raise the attainment for all Pupil Premium eligible children to ensure achievement is in line with, or better than national by the end of KS1 and KS2.
- Narrow the gap between Pupil Premium pupils and their non-disadvantaged peers in reading, writing and mathematics across school.
- Provide high-quality, targeted academic support for children below the expected standard or those who are not making expected progress.
- Ensure barriers, including attendance, behaviour, social, emotional and mental health, are addressed.
- Enhance the cultural capital of children in receipt of Pupil Premium; providing a breadth of experiences.

Key Objective:

Our key objective is to **ensure all Pupil Premium eligible children achieve to the best of their ability and the gap between PP children and their non-disadvantaged peers is narrowed**. Our Pupil Premium strategy works towards achieving this objective through the scrutiny of school data, targeted support and carefully researched strategies and initiatives (Education Endowment Fund).

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
In-school barriers	
A	Poor language and communication skills are evident on entry to EYFS for many of our PP-eligible children, which has the potential to impact early reading, as well as future reading and writing attainment and progress.
B	Outcomes of Pupil Premium pupils at the end of the Early Years Foundation Stage at the expected standard are lower than non-PP children.
C	Percentage gap between Pupil Premium and non-Pupil Premium pupils achieving expected standard in the phonics screening test.

D	Attainment & Progress of Pupil Premium pupils across KS1 and KS2 (in reading, writing and mathematics). PP-boys attainment and progress below PP-girls and non-disadvantaged peers.
E	High ability pupils who are eligible for Pupil Premium are making less progress in their overall attainment than other high ability pupils who are not eligible for Pupil Premium.
F	Behaviour of small groups of Pupil Premium pupils is having a negative effect on their academic progress.
G	Identification of all children who are eligible for Pupil Premium funding (particularly in EYFS and KS1).
External barriers	
H	Limited opportunities to develop speech and communication.
I	Attitudes towards attendance and punctuality.
J	Low aspirations/ low expectations from pupils and parents.
K	Emotional, social and mental health needs are impacting upon behavioural needs. A number of Pupil Premium pupils are faced with difficult and complex home lives, which impact on academic achievement, self-esteem, self-confidence, resilience and mental health.
L	Cultural capital deficit owing to poverty and narrow experiences of life outside of school. Pupils' experiences and understanding of the world are limited and have the potential to impact on academic progress in all curriculum areas.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
A. and H. Pupil Premium children have well-developed speech, language and communication skills.	EYFS baseline assessments used to identify speech and language difficulties; as well as other key areas for development and to identify target children. <u>INTERVENTIONS</u> Provide support for speech and language support through the Wellcomm Big Book of Ideas.
B. Narrow the gap between Pupil Premium and non-pupil premium children by the end of EYFS.	Trained CTAs deliver high quality S & L interventions; feeding back regularly to class teacher/EYFS lead regarding progress of pupils. CTA interventions to be carried out to target children's early reading (Read Write Inc) and mathematics skills (Recognising Number – class teacher and White Rose materials). Purchase subscriptions for 'Tapestry' to make and record ongoing observations and assessments of children in Nursery which can be

	<p>communicated to parents. Tapestry (or Class Dojo) to be used to promote parental engagement in activities that can be carried out at home to support children’s development. EYFS lead to organise structured stay and play sessions and parent workshops.</p> <p>Termly data analysis and ongoing impact of provision/interventions are measured and show progress.</p> <p>Termly Pupil Progress meetings to monitor and track the progress of Pupil Premium children who are accessing specific interventions.</p> <p>Learning Mentor to support metacognitive, self-regulation, attention and self-control for a small group of PP children. LM to liaise with EYFS lead.</p> <p><u>IMPACT MEASURES</u></p> <p>Speech, Language and Communication outcomes for Pupil Premium pupils at the end of EYFS are in line with or above non-Pupil Premium pupils and national expectations.</p> <p>Gap has narrowed between the number of Pupil Premium and non-Pupil Premium pupils attaining a GLD. The percentage of Pupil Premium pupils achieving a GLD is in line with or above non-Pupil Premium pupils and national expectations.</p> <p>A consistently good or better quality of teaching across EYFS, which is evident in from learning walks, work scrutiny and pupil voice.</p>
<p>C. Narrow the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.</p>	<p>Ensure that phonics teaching is high quality across EYFS and KS1 and provides pupils with the right opportunities to enable them to make rapid progress.</p> <p>All phonics sessions are planned by class teachers using a structured programme (RWI) and there is evidence of regular assessment and reviewing of groups.</p> <p>Additional phonics sessions delivered as appropriate within an amended weekly timetable for all pupils in Y1,Y2 and Y3.</p> <p>Small group interventions will be provided by a higher level teaching assistant to target individuals.</p> <p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.</p>

	<p>Lunch time and after school booster sessions to take place to target children at risk of not achieving the phonics screening standard.</p> <p>'Fast Phonics' on line programme to be used in class and at home to enhance provision.</p> <p>All pupils to be tracked and reassessed every 6 weeks to ensure the bespoke phonics curriculum is targeted at the appropriate level for individuals.</p> <p>Termly analysis of Phonics data ensures regular scrutiny around the quality of provision and identifies further need.</p> <p>Reading will be a focus in each classroom with extended reading time, 1:1 reading will be in place for all identified targeted pupils.</p> <p>All classroom teaching assistants and teachers who provide phonics interventions to receive additional training, as necessary, in house. This need should be determined by the EYFS/KS1 lead through informal/formal observations, assessment-data and on request from staff.</p> <p><u>IMPACT MEASURES</u></p> <p>Increased number of Pupil Premium pupils passing the Phonics Screening Test in Year 1 and in the current Year 2 (December testing).</p> <p>Year 1, 2 and 3 pupils have more secure phonetic understanding which supports greater reading fluency.</p>
<p>D.</p> <p>Raise the attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups.</p> <p>Ensure attainment and progress is in line with, or above National at the end of KS1 and KS2.</p> <p>Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers</p>	<p>Class teachers to identify gaps that exist within the core and wider curriculum due to school closers, and make adaptations to sequences of learning to address gaps and ensure key learning is in place.</p> <p>PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group to be identified and communicated to class teachers via Autumn Pupil Progress meetings.</p> <p>Identified children will be targeted in class through high quality 'first teaching' and with bespoke interventions planned and monitored by the class teacher. SEND support and interventions to be put in place as necessary.</p>

<p>at the expected+ standard in all year groups.</p>	<p>Additional small group support will take place via the appointment of a higher level teaching.</p> <p>Class teachers to ensure PP boys are targeted in class and through bespoke interventions; ensuring the RWM, and foundation curriculums, engage all learners with a particular focus on boys.</p> <p>Children in the above groups should be closely monitored and decisions made as to whether monitoring, in addition to formal assessment periods, is needed for key children on a class by class basis.</p> <p>Training from English and mathematics leads to take place in the Autumn term to support 'catch up' in English and mathematics. Support given to individual class teachers as necessary.</p> <p><u>READING AND WRITING</u></p> <p>'Reading Eggspress' in KS2 and 'Fast Phonics' in EYFS and KS1 will be funded through PP and RP budget and be used in whole class teaching, small group interventions and homework.</p> <p>Ensure 'Reading Eggspress' is being utilised as fully as possible at home. Assess children who do/do not have IT access at home. Provide opportunities for children who may not be able to access the programme at home, to do so in school.</p> <p>Dedicated reading sessions for all KS1 and KS2 classes (3 x 20 minutes per week) using 'Literacy Leaves' whole class, guided-reading programme.</p> <p>Reading booster sessions to be provided by teachers for identified PP children in all year groups in small groups (Target individuals at risk of not making good or better progress or meeting the national standard).</p> <p>High-quality modelled and shared writing to take place in English lessons through adapted Literacy Tree units. Teachers and CTAs to provide high-quality guided writing sessions for all children. PP children to also be targeted during weekly extended writing in the foundation curriculum.</p> <p>The need for writing tuition to be assessed at the end of the Autumn term.</p> <p>Provide reading and writing support through small group interventions via high-quality classroom teaching assistants as well as one-to-one support as deemed necessary. Additional small</p>
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group support will take place via the appointment of a higher level teaching assistant during the 2022-23 academic year.

Interventions to be planned and over-seen by class teachers. Regular discussions/updates on progress and barriers to learning to take place between class teachers and CTAs. Regular formative and summative assessments to take place to determine progress and impact.

CTA Performance Management observations and 'drop-ins' from HT, DHT or SLT will ensure quality and effective interventions are taking place. CTAs will keep records of interventions and progress.

CTA Performance Management targets will focus on pupil progress and attainment with a particular emphasis on early reading, phonics in EYFS/KS1 and reading in KS2.

MATHEMATICS

Class teachers to use the NCETM Curriculum Prioritisation in Primary Maths curriculum maps as a guide to structure long-term planning.

Class teachers will continue to use the White Rose Maths schemes of learning for short term planning, and where necessary, teachers will access lower year group objectives.

Mathematics teaching will continue to embed the mastery approach with a focus on number, place value and securing number facts. The teaching of problem solving and reasoning will take place throughout units and in most lessons.

'My Maths' on line programme to be funded by PP and RP for children to access in school and at home.

Mathematics tuition/booster taught by teachers to take place for small groups of children at risk of not achieving the national standard at the end of KS1 and KS2. These will take place following formal assessments in the Autumn and impact and the quality of provision reviewed regularly.

Provide mathematics support through small group interventions via high-quality classroom teaching assistants as well as one-to-one support as deemed necessary. Additional small group support will take place via the appointment of a higher level teaching assistant.

Interventions to be planned and over-seen by class teachers.
Regular discussions/updates on progress and barriers to learning to take place between class teachers and CTAs.

CTA Performance Management observations and 'drop-ins' from HT, DHT or SLT will ensure quality and effective interventions are taking place. CTAs will keep records of interventions and progress.

Monitor progress of pupils receiving small group support and tuition via regular meetings and ongoing assessments.

IMPACT MEASURES

The gap between Pupil Premium pupils and others (in school and nationally) at the end of KS1 and KS2 is closing in Reading, Writing and Mathematics.

KS1 data shows that Pupil Premium pupils are in line with or above non-Pupil Premium pupils and national figures in Reading, Writing and Mathematics by the end of KS1.

KS2 data shows that Pupil Premium pupils are in line with or above non-Pupil Premium pupils and national figures in Reading, Writing and Mathematics by the end of KS2.

Pupil Premium pupils are making expected or better progress from their starting points.

Termly tracking of attainment in Reading, Writing and Mathematics on Insight Tracker will evidence good progress for Pupil Premium pupils and will show that the gap between them and non-Pupil Premium pupils is closing.

Assessment outcomes form part of Pupil Progress mid-year and end-of-year reviews; enabling bespoke interventions and learning strategies to be delivered and reviewed.

Assessments before and after interventions show the improved outcomes.

Case studies evidence the continued good or better progress of Pupil Premium pupils in Reading, Writing and Mathematics between key stages.

Planning and work scrutiny of core subjects (by SLT) and learning walks evidence high quality teaching across KS1 and KS2.

<p>D.</p> <p>Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.</p> <p>Ensure pupils with additional needs meet targets in individual PPP.</p> <p>Ensure all needs are met of our most vulnerable pupils</p>	<p>Provide additional provision for children with SEND. Additional teaching assistant interventions and one-to-one support in reading, writing and mathematics to take place in the afternoons.</p> <p>Enhance the SEND provision through specialist support (via Yew Tree Primary).</p> <p>Additional CTAs to support children in KS1 and KS2 (on a one-to-one basis).</p> <p>The provision for SEND children will be assessed termly by the SEND coordinator and class teachers and strategies regularly reviewed to ensure maximum impact.</p> <p>Assessments will take place both before and following intervention periods when individual PPP targets will be reviewed and updated in consultation with the class teacher.</p> <p>Provide specialist support for speech and language through the Nuffield Early Language Intervention in EYFS and KS1.</p> <p>Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).</p> <p>Additional Local Authority EP access is utilised to assess and support children with specific learning difficulties.</p> <p><u>IMPACT MEASURES</u></p> <p>Attainment and progress of SEND children shows pupils making progress towards individualised targets.</p> <p>Progress of identified pupils is being supported by SEND teaching assistant on a weekly basis and reviewed regularly by the SEND coordinator.</p> <p>Needs are being met effectively for vulnerable pupils.</p> <p>There is equality of opportunity with all pupils needs being met.</p>
<p>E.</p> <p>Ensure a curriculum model is developed, which provides opportunities for more able pupils to excel in Reading, Writing and Mathematics.</p>	<p>Identify children in all year groups capable of achieving the Greater Depth standard in reading, writing and/or mathematics.</p> <p>Target identified group via high-quality first teaching and high-quality, small-group, teacher-led guided sessions and CTA interventions.</p>

<p>Narrow the gap between more able Pupil Premium children and their non-PP peers.</p>	<p>Possible small group, teacher-led tuition to take place across school over a 6 week period.</p> <p><u>IMPACT MEASURES</u></p> <p>Increase in the percentage of more able PP eligible children achieving the higher standard in reading, writing and mathematics.</p> <p>The gap between PP eligible children and non-PP children is closing.</p> <p>Number of children achieving the higher standard in reading, writing and mathematics is in line or above National at the end of KS1 and KS2.</p>
<p>F.</p> <p>Ensure standards of behaviour are high and pupils represent the school in a positive manner.</p> <p>Ensure school is inclusive and has equality for all.</p>	<p>Refresher of the behaviour system to take place in September inset, led by DHT, for all teaching and non-teaching staff. Necessary amendments to be made; particularly in terms of sanctions and support.</p> <p>DHT to manage whole school behaviour, and to devise strategies alongside class teachers and the learning mentor, to support vulnerable children and families in challenging behavioural issues.</p> <p>Alternative strategies for managing and improving the behaviour of individuals to be devised for those children whom the school behaviour system is not appropriate.</p> <p>Learning Mentor to work with individuals and small groups on self-regulation and meta-cognition and to carryout social and emotional interventions.</p> <p>2023-2024: Provide toast for all pupils from Nursery to Year 6 each morning when they enter class to ensure all children have access to breakfast and feel ready to learn. Provide fruit for all children at break times.</p> <p><u>IMPACT MEASURES</u></p> <p>Monitor impact through behaviour record analysis carried out on an ongoing basis by the Learning Mentor. The frequency of behaviour incidents across school is reduced.</p> <p>Early intervention for children who require additional support has taken place and shows a positive impact on behaviour and academic progress.</p> <p>Monitor impact of strategies through school attendance of our most vulnerable pupils.</p>

	<p>Children have very good attendance (96%+) and feel confident when they are in school to achieve their very best, thus impacting on their overall well-being, behaviour, attainment and progress.</p> <p>Children are ready to learn, demonstrate good behaviour and have high expectations of themselves.</p>
<p>I.</p> <p>Ensure whole school attendance is in line with National.</p> <p>Attendance gap between pupil premium eligible pupils and non-pupil premium eligible pupils and is closing.</p> <p>Reduce the number of persistently absent children.</p>	<p>Ensure attendance and punctuality has a high profile across school via headteacher celebration assemblies and work in class. Class teachers to liaise with parents and children to support good attendance.</p> <p>Reintroduce termly attendance rewards / incentives for children who achieve good/better attendance. Ensure children know what the treat/reward will be to provide them with a target/goal to strive for.</p> <p>Certificates for 97%+ attendance presented every term in a special attendance celebration assembly.</p> <p>Attendance lead to continue to work with the parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer where necessary for children with persistent absence.</p> <p>Attendance lead to be responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees.</p> <p>Learning Mentor and attendance lead to use the school minibus to pick up persistently absent children; ensuring they are in school.</p> <p>Attendance lead to liaise with headteacher and class teachers on a regularly basis (half-termly or weekly/daily where necessary) and with parents.</p> <p>Attendance lead to create a support and rewards system to improve the attendance of key children and families.</p> <p><u>IMPACT MEASURES</u></p> <p>Termly analysis of attendance data from attendance lead shows improved attendance across school and of persistently absent children. Whole school attendance is 96+%. Termly attendance data report in provided to governors.</p>

	<p>Comparisons made to same term in the previous year show improved attendance.</p> <p>The attendance gap between pupil premium eligible pupils and non-pupil premium pupils is closing.</p> <p>Half-termly meetings with School Attendance Service to offer support with attendance panels, home visits and interventions showing a positive impact.</p>
<p>J. and K.</p> <p>Raise low aspirations/ expectations of parents and pupils through LM support.</p> <p>Vulnerable children are being supported via highly targeted intervention from Learning Mentor.</p> <p>Children’s emotional and behavioural needs being supported quickly and effectively.</p> <p>Highly specialised support available for all families if required.</p>	<p>Learning Mentor to work with vulnerable children on a one-to-one, or small group basis to provide emotional, social and mental health support and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>Learning Mentor to research effective interventions for metacognition and self-regulation approaches which are shown to have a quick and sustainable impact on attitudes to learning. These approaches will be used as appropriate to support individuals and groups.</p> <p>Learning Mentor interventions should be timetabled for key children in each year group with ‘spare slots’ available to be allocated on an ‘immediate need’ basis.</p> <p>Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).</p> <p>Additional Local Authority EP access is utilised to assess and support children with specific learning difficulties.</p> <p>Provide funding if required to support our most vulnerable families, for example: breakfast & after school club, uniform, footwear, transport, etc so that vulnerable children feel settled and secure and ready to learn.</p> <p>2023-2024: Provide toast for all pupils from Nursery to Year 6 each morning when they enter class to ensure all children have access to breakfast and feel ready to learn. Provide fruit for all children at break times.</p>

	<p>2023-2024: All staff to take part in Growth Mindset training in September 2023 and January 2024. Staff to promote a Growth Mindset within classrooms.</p> <p>Whole school Growth Mindset day to take place in January 2024. Project to take place in an identified year group to promote a Growth Mindset and to support aspirations and behaviour for learning.</p> <p><u>IMPACT MEASURES</u></p> <p>Vulnerable children feel safe and secure in school and are ready to learn and access the curriculum with their peers.</p> <p>Vulnerable children are making good progress across the curriculum.</p> <p>Pupil Voice questionnaires, discussions with parents, and professional dialogue with class teachers and CTAs highlights an improvement in their overall attitude towards their behaviour and behaviour for learning.</p> <p>Improved attendance of vulnerable children.</p> <p>Educational Psychologist reports identify barriers to learning and suggested strategies to support the child to overcome these.</p> <p>Children are ready to learn, demonstrate good behaviour and have high expectations of themselves.</p>
<p>L.</p> <p>Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences.</p> <p>Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage.</p>	<p>Provide funding for pupils eligible for pupil premium to attend educational visits and to participate in enrichment activities at school (including experiences such as 'Mad Scientist', drama performances and workshops, circus skills workshops, etc).</p> <p>Provide funding for PP children in Y5/Y6 to attend residential trips in order to develop team work and bonding.</p> <p>Trips and enrichment experiences part- or fully-funded via pupil premium to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.</p> <p>2023-2024: All staff to take part in Growth Mindset training in September 2023 and January 2024. Staff to promote a Growth Mindset within classrooms.</p>

<p>Further enhance the school curriculum through visits and visitors to school.</p> <p>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p>	<p>Whole school Growth Mindset day to take place in January 2024. Project to take place in an identified year group to promote a Growth Mindset; supporting high self-expectation and aspirations.</p> <p><u>IMPACT MEASURES</u></p> <p>All children are able to experience opportunities, including trips and visits, they would not be able to normally afford.</p> <p>Raised self-esteem and life experiences for Pupil Premium pupils are impacting on social, emotional and mental well-being as well as academic achievement.</p> <p>Children have high expectations of themselves and high aspirations for the future.</p>
<p>J. and L.</p> <p>Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.</p>	<p>Purchase Children's University SLA to provide children with the opportunity to achieve a Children's University award and to experience visiting a University setting and wear a cap and gown thus raising their future aspirations and ambition.</p> <p>Continue to embrace the Children's University initiative; ensuring as many KS2 pupils achieve an award as possible, including an increase in the number of Pupil Premium children.</p> <p>Ensure a range of free activities are made available to all children and these cater for differing interests, talents and needs.</p> <p>Ensure PP children can access activities where a small parental contribution is needed through PP funding to ensure equality for all.</p> <p>Subsidise/fund clubs for children outside school to nurture particular talents, where parents are struggling to afford fees.</p> <p><u>IMPACT MEASURES</u></p> <p>Monitoring of attendance at extra-curricular clubs highlights that clubs are well-attended by Pupil Premium pupils.</p> <p>Number of Pupil Premium Pupils achieving a Children's University award increases year on year.</p> <p>Provision of experiences for children in KS1 and KS2 offering a varied menu of clubs to cater for a range of interests and talents.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38,166

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Provide CPD for staff to ensure high quality teaching and learning across all key stages.</p>	<p>The Sutton Trust Report (2011) states that, <i>ensuring an effective teacher/s in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any Pupil Premium spend.</i></p> <p>Regular CPD through courses, INSET, coaching, etc is informed by performance management reviews, monitoring and school improvement priorities ensuring that standards of teaching are always good or better.</p> <p><i>‘Closing the Attainment Gap’ states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i> Education Endowment Foundation</p> <p><i>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</i> Education Endowment Foundation</p>	<p>A, B, C, D, E</p>

<p>Learning Mentor provision of support for vulnerable individuals and groups.</p>	<p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</i></p> <p>Education Endowment Foundation</p> <p>Metacognition and self-regulation approaches aim to help pupils to think about their learning more explicitly.</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies can be particularly effective for low-achieving and older pupils.</i></p> <p>Education Endowment Foundation</p>	<p>A, B, C, D, K</p>
<p>Recruitment of attendance lead.</p>	<p>Good attendance is linked to good progress and academic outcomes.</p>	<p>A, B, C, D, E, I</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 119,016

Activity	Evidence that supports this approach	Challenge addressed
<p>Provision of speech and language interventions in EYFS and KS1.</p>	<p><i>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately six months’ additional progress over the course of a year. Education Endowment Foundation</i></p> <p>Improved speech and language development through targeted support increases confidence amongst children and reduces barriers to learning by supporting children in communication.</p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible. Education Endowment Foundation</i></p> <p><i>Early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months’ progress, and appear to be particularly beneficial for children from low-income families. Education Endowment Foundation</i></p> <p><i>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately six months’ additional progress over the course of a year. Education Endowment Foundation</i></p> <p><i>DFE (2020) have concluded that due to COVID-19, some pupils entering Reception will have missed more than 20 weeks of early education, with most impact being on language</i></p>	<p>A, B</p>

	<i>development.</i> Education Endowment Foundation	
Phonics/EYFS lead to plan and support phonics across EYFS and KS1, alongside class teachers and trained CTAs, using a structured scheme.	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i> Education Endowment Foundation</p>	C
<p>Provision of structured, bespoke interventions, including high-quality CTA support, in Reading, Writing and Mathematics across school to accelerate attainment and progress.</p> <p>Appointment of higher level teaching assistant in 2022-23 to provide targeted intervention.</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i> Education Endowment Foundation</p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i> Education Endowment Foundation</p> <p><i>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention that each pupil will receive</i></p>	A, B, C, D, E

	<p><i>will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months' additional progress for pupils.</i></p> <p>Education Endowment Foundation</p> <p>'Closing the Attainment Gap' report states that, <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> Education Endowment Foundation</p>	
<p>Specialist Provision for SEND, including funding Educational Psychologist support.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p> <p><i>Programmes involving teaching assistants can have a valuable impact. Where tuition is delivered by teaching assistants, there is evidence that training and the use of a structured programme is beneficial.</i> Education Endowment Foundation</p> <p><i>The growth in the numbers of TAs has been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated. Given that SEND pupils and low-attaining pupils are more likely to claim Free School Meals. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools.</i> Education Endowment Foundation</p> <p><i>TAs play a vital role in the engine-room of school life. They link so much at the heart of pupils' school experience, from day-to-day relationships with pupils, along with professional partnerships with teachers.</i> Education Endowment Foundation</p> <p>Psychologist time will lead to improved mental and emotional health and wellbeing of supported pupils leading to better progress in learning.</p>	<p>A, B, C, D, K</p>

	<p><i>A large and unrecognised part of a teacher's job involves addressing children's emotional, social and behavioural needs. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understanding things from another person's perspective, and communicate in appropriate ways. These social and emotional skills are essential for children's development, support effective learning and are linked to positive outcomes in the future.</i> Education Endowment Foundation</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,544

Activity	Evidence that supports this approach	Challenge addressed
<p>School attendance lead to support families with attendance barriers; impacting on improved school attendance.</p>	<p>SSF states that, <i>in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.</i></p> <p>The link between attendance/punctuality and achievement is well documented.</p> <p>Attainment cannot be improved for pupils if they are not attending school. <i>NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p>Learning lost through non-attendance cannot be regained/caught up.</p> <p>The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>There's a clear link between poor attendance and lower academic achievement.</p>	<p>A, B, C, D, E, I</p>

	<p>Advice from the <u>National Strategies</u> (hosted on the National Archives) says that:</p> <p><i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p>	
<p>Subsidise school trips, enrichment and extended curriculum activities.</p> <p>Continue to offer all pupils a high-quality extended school provision and enrichment opportunities, including Children’s University.</p>	<p>Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as “arts for arts sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g improving Maths by playing Chess; develop children’s character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</i></p> <p>Education Endowment Foundation</p> <p>Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital.</p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes, such as self-confidence. The evidence suggests that the impact is greater for more vulnerable pupils.</i></p> <p>Education Endowment Foundation</p> <p>The Education Endowment Foundation previously funded a smaller trial of Children’s University, which found <i>positive impacts on Key Stage 2 Maths and Reading results equivalent to about +2 months’ additional progress. Small</i></p>	<p>A, B, C, D, E, L</p>

	<i>improvements were also seen for a range of other outcomes, such as teamwork, social responsibility, and aspirations.</i>	
Provision of Remote Learning	Remote schooling: new EEF evidence review highlights core... EEF (educationendowmentfoundation.org.uk)	A, B, C, D, E, M

Total budgeted cost: £ 180,726