



Educationally Disadvantaged Model and Strategic Plan 2022- 23 *(inc. Pupil Premium Funding and Recovery Premium Funding Strategy)* **Year 2 of 3**

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Part A: Background and Research

1. Purpose

We are an inclusive school and we are committed to securing excellent outcomes of *all* pupils, especially those who are educationally disadvantaged.

It is our aim that:

- every child **on track to secure at least age-related expectations** by the end of Year 6 *(unless there is an identified long term educational barrier)*;
- every child to **achieve their potential**;
- accelerate progress and **close the attainment gap** between those who are educationally disadvantaged and those who are not;
- enable a **greater percentage of pupils to achieve greater depth** by the end of Year 6;
- **attendance rate above 95%** or if not, show strong evidence of school intervention to promote rapid improvement;
- children to feel and be **safe, secure and happy**, knowing how to seek support and actively seeking when required;
- children are **resilient, active, independent, motivated learners**.

These aims radiate from our Christian faith and ethos of inclusion, care and aspiration for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

God commands us to love others. One of the simplest ways to love is by helping when we see someone in need. Whether it is our time, money, or energy, giving to help someone in need is a mark of Christianity. We also find that helping others is a blessing to ourselves. Scripture tells us that we reap what we sow and that there are blessings for those who seek a life of serving loving others.

Hebrews 6:10

God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help them.

Hebrews 13.16

And do not forget to do good and to share with others, for with such sacrifices God is pleased.

2. Barriers to learning

We are clear that some of our pupils face barriers to learning that hinder their progress at school and therefore their ability to reach their potential. We also recognise the long term detrimental impact this can have on a child's ability to access the secondary curriculum and opportunities beyond.

Barriers to educational achievement can be numerous and varied, impacting pupils from a range of backgrounds. We know the barriers to learning some of our pupils face beyond the school gates, include but are not limited to:

- *unstable or chaotic home lives;*
- *insecure home accommodation;*
- *low levels of income;*
- *poor attendance and punctuality;*
- *parents' own educational experience;*
- *lack of parental support.*

Equally, we are aware of barriers *within* our school that some pupils face include:

- *lack of confidence, resilience and independence;*
- *social, emotional and mental health needs;*
- *limited vocabulary poor;*
- *difficulties with reading;*
- *speech and language difficulties;*
- *low prior attainment.*

We also recognise the importance of continually striving to secure the very highest quality teaching and curriculum provision in *every* classroom.

3. The Pupil Premium 'label'

As a school we are moving away from using the Pupil Premium label as a category from which to make educational decisions – including the allocation of resources as we recognise the negative effects of labels associated with contextual disadvantage.

- Professor Allen, whose research on teacher quality, disadvantage and education, stated in her series, *'The pupil premium is not working'* (2018) that:

"poverty is a poor proxy for the thing that teachers and schools care about: the educational and social disadvantage of families. Children who come from households who are time-poor and haven't themselves experienced success at school often do need far more support to succeed at school ... These are social, rather than income, characteristics of the family"

Placing children into categories in order to distribute resources in schools is useful but *only "if done along educationally meaningful lines (e.g. the group who do not read at home, the group who cannot write fluently, the group who are frequently late to school)." She explains in her paper that educational resources are allocated most efficiently when done so for educational reasons.*

- The DfE and National Foundation for Educational Research published a report *'Supporting the attainment of disadvantaged pupils: Briefing for school leaders'* (2015). This report draws together 7 strands of school policy and approach that work for disadvantaged pupils. One of the highest impact strands are:

"An ethos of high attainment for all pupils", which is achieved because "... view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed."(p7)

We are therefore determined to focus on where underperformance lies, allocating our resources to tackle the causes rather than focusing in pre-defined groups, membership of which may not result in any tangible disadvantage in school. **What is clear is that the needs and barriers to learning are often complex** and as a school we have designed an approach to focus in on the main barriers to learning as they present themselves in our school. There are pupils who are disadvantaged due to a lack of financial means, having a special educational need or even being socially or culturally disadvantaged. Although our influence extends beyond the school gates, the classroom and school environment is the domain where we can affect positive change.

Avoiding labels does not mean ignoring the underlying factors they seek to label but it means addressing these factors where they cause underperformance not just because they exist.

This is emphasised when we recognise there are pupils from lower income households that are not actually disadvantaged by this context and make excellent progress and attain highly and we will not be bound to allocate finite resources to them at the expense of those who need it most.

Part B: Educationally Disadvantaged Strategy

We define Educationally Disadvantaged as:

a child who faces a barrier(s) to learning that hinders their progress at school and therefore their ability to reach their potential

Often this will include those who are in receipt of the Pupil Premium - but not always. We use approaches to teaching and assessment that allow us to review each pupil's barriers and plan to support those most in need at any one time.

Our Educationally Disadvantaged Strategy **outlines our plan of action to achieve our long term aims for our educationally disadvantaged pupils and how we will make effective use of Pupil Premium funding to support this.**

We are **ambitious for every child** in our school to acquire the skills, knowledge and cultural capital they need to succeed in life; leaving our school having achieved their very best and well prepared for the next stage in their education.

We are also passionate about ensuring that all pupils are part of a learning journey that develops them not only academically but also socially and emotionally.

1. Five Key Principles

In planning our provision to support our educationally disadvantaged pupils, we have adopted five key principles:

- Removing Ceilings – changing mindset

We recognise that aspiration for our educationally disadvantaged pupils **MUST** start with us. We have to **believe** that every child can attain at least age-related expectations (unless there is a very specific, identified learning barrier) and that many are capable of securing understanding at a greater depth. We **MUST NOT** consciously or subconsciously 'settle for good enough' but instead must absolutely aspire for our educationally disadvantaged children to attain highly.

- IQFT is key!

Our view is well aligned with the Sutton Trust and Education Endowment Fund's 'Pupil Premium Summit Report' (2015), which states that:

"Great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non FSM children is very high."

The Sutton Trust in their paper 'Improving the impact of teachers on pupil achievement in the UK – interim findings' (2015) found that:

“teachers are the most important factor within schools that policy makers can directly affect to improve student achievement” (p5)

“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” (p2)

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” The EEF Guide to the Pupil Premium

We fully recognise that continually striving to achieve the **highest quality of teaching in EVERY classroom is the most impactful focus** a school can have when tackling disadvantage. Raising standards of teaching to underpin an ethos of progress for all, as opposed to chasing specific attainment gaps, we believe will result in sustained impact. Therefore, fostering the highest standard of Inclusive Quality First Teaching (IQFT) consistently in every classroom across school will continue to be our first priority. We view progress as a clear consequence of this high quality care and teaching across the school, and seek to create a culture that support our teaching staff to provide the high quality education that enables pupils to make strong progress.

- **We will be evidence informed and impact focused**

At Altrincham CE, we choose to focus on strategies for closing the disadvantage gap that have a record of success or that are likely to improve pupil outcomes based on evidence.

Therefore, we make decision from an evidence base that includes:

- ✓ research into approaches in other relevant contexts (e.g. EEF's Teaching and Learning Toolkit, relevant educational publications, educational journals and blogs);
- ✓ local and school academic performance data;
- ✓ a wide range of holistic in school data (e.g. behaviour, attendance);
- ✓ the observations of fellow professionals;
- ✓ our own monitoring and evaluative quality assurance processes.

- **We are committed to invest in sustainable long term improvements, not one- off events**

Our strategy for the Pupil Premium focuses on providing support that becomes embedded as best practice so that disadvantaged pupils are supported consistently and effectively as a matter of course. For sustainable improvement, it is our view that we must invest in teaching and support staff, who with their time, expertise and skill are our schools’ most important resource and therefore lever for change. We use the Pupil Premium funding to invest in quality resources and training to improve how our staff can support our disadvantaged students. We do not look to use the Pupil Premium to fund one off purchases or incentives that we cannot use to have a sustainable impact.

- **Holistic Approach**

We believe in a holistic approach that recognises the vital role of academic attainment in a child’s future but that looks to address any concerns with self-esteem, behaviour, attendance, access, participation and other factors key to a child’s successful development.

2. Pupil Premium Funding

Pupil Premium is **additional funding for publicly funded schools** in England to raise the *attainment* of disadvantaged pupils and *close the gap* between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between pupils from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; pupils who have been “looked after” for more than six months, pupils who have left local authority care or pupils of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs and we use this funding to meet the needs of our *educationally disadvantaged pupils*.

Our overall goal is to focus on those that educationally really need our help, not to waste funding or to target support in the wrong place. We will use our Pupil Premium funding to reduce the gaps in progress and attainment between genuinely educationally disadvantaged pupils and other pupils.

“...Pupil Premium provides an important focus for prioritising the achievement of pupils from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within in.” The EEF Guide to the Pupil Premium

“... clarity is the Pupil Premium’s greatest strength. Educational attainment is the best predictor that we have of a young person’s long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed.” The EEF Guide to the Pupil Premium

For the academic year 2022/23 we will receive £33,560 in Pupil Premium Funding and £2,900 in Recovery Premium Funding

At ACE, our Educationally Disadvantaged Strategy outlines HOW we will achieve our aims through five separate but overlapping strands:

IQFT	Curriculum Design	Relationships	Interventions	Ownership
<p>Developing staff, knowledge and understanding of the strengths, barriers to learning and next steps for each individual child and ensuring the provision effectively meets these needs.</p> <p>It is our commitment to ensure the highest quality of IQFT for every child, particularly for those identified as disadvantaged.</p>	<p>Enabling every child to access enrichments and enhancements within the whole curriculum.</p> <p>Our curriculum has been deliberately and carefully designed to enrich the cultural capital of all our children with particular benefit to our disadvantaged pupils.</p>	<p>Establishing strong and effective relationships with parents and pupils.</p> <p>Our caring and nurturing approach ensures our pupils feel safe, happy and secure.</p> <p>We work hard to promote and foster positive home school relations and build two-way trust.</p>	<p>Ensuring timely and effective intervention, when needed</p> <p>Intervention may be either:</p> <ul style="list-style-type: none"> - Planned (a series of planned intervention sessions to focus on a specific area of need) - Reactive or Teaching at the Point of Learning TAPOL (providing immediate and responsive support for learning, behaviour, social or emotional) 	<p>Every child having ownership (at an age appropriate level) of their learning journey</p> <p>Actively supporting our pupils to think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>

1. Developing staff, knowledge and understanding of the strengths, barriers to learning and next steps for each individual child and ensuring the provision meets these needs.

At ACE we recognise that Inclusive Quality First Teaching (IQFT) sits at the heart of effective teaching and learning and therefore sits at the heart of our Educationally Disadvantaged Strategy. It is our commitment to ensure the highest quality of IQFT for every child entitled to pupil premium funding.

Our 2022/23 School Development Plan continues to be heavily focused on developing effective IQFT and implementing our new ACE curriculum model to inspire, motivate and challenge our children to be effective learners. The whole school developments are focused on raising standards across all key stages and for all children whilst also directly impacting on the effectiveness of provision for our children entitled to PP funding too.

Targets will be determined through one to one diagnostic assessments and will include staff, pupil and parent voice. Any interventions will be sharply focused to meet individual needs.

In addition to whole school initiatives, we commit to the following focused provision for children entitled to PP funding:

- Develop with each child at the start of the school year an Accelerated Progress Plan (APP) that is created and shared with the class teacher, relevant support staff, parents and most importantly the child. It is central to our approach that children are fully involved with, have ownership and understand their own learning journey. The APP is an ongoing learning journey where targets are continually set, worked upon and reviewed. Termly check ins will ensure there are regular formal opportunities to review a child's progress across the year.
- In devising the APP, senior leaders, teachers and support staff meet to ensure a holistic understanding of each child including any barriers to learning, current attainment, attendance and any personal, social, emotional needs. Through this process, we gain a clear understanding of where a child is at, their next steps, strategies and provision. This determines how the funding can be most effectively be spent to address their needs.
- Ensuring **adult support is targeted** specifically to meet individual pupil need. This may be within a lesson as this ensures support is immediate and provides opportunity for the pupil to engage in further independent learning after adult intervention; or may be 1:1 intervention which takes place outside of the classroom.

2. Enabling every child to access enrichments and enhancements within the whole curriculum

At ACE we are determined to ensure every child has the **opportunity to access the curriculum**, both within and beyond the school day. In 2022/23 we are further embedding our innovative COAL (Creative, Outdoor and Adventurous Learning) and 'Irresistible' Curriculum. This has been deliberately and carefully designed to enrich the cultural capital of all our children with particular benefit to our disadvantaged pupils.

In discussion with parents, we target the use of funding to enable every child to have full access to our curriculum provision. We are committed to use our Pupil Premium funding, in part, to fund participation in:

- school visits and first hand experiences
- school residential trips
- extra-curricular activities

3. Establishing strong and effective relationships with parents and pupils

At ACE we recognise **effective relationships between home and school** are crucial if children are to achieve their best and flourish. It is our aim to promote and foster positive relations and build two-way trust. We actively seek to involve parents in their child's learning journey and share their achievements. Through positive home – school communication, this facilitates opportunities to share problems or concerns.

We are committed to:

- Arranging a meeting early in the Autumn Term to share and discuss the APP as well as outline effective use of the PP funding through the year.
- Meeting parents at least termly (usually at Parents' Evening) to review a child's progress against their targets.
- Sharing a child's achievements with parents at regular opportunity.
- Being open about a child's targets and encouraging parental support.
- Providing financial support, where needed, to enable their child opportunity to fully access their learning e.g. purchasing uniform, books.
- Working closely with parents to ensure a child's attendance rate is high and any concerns are addressed swiftly and supportively

4. Ensuring timely and effective intervention, when needed

Whilst our priority is in developing effective and inclusive Quality First Teaching, funding is also used for TA support through targeted intervention. Intervention may be either:

- Planned (a series of planned intervention sessions to focus on a specific area of need)
- Reactive, Teaching Intervention at the Point of Learning **TAPOL** (providing immediate and responsive support for learning, behaviour, social or emotional)

Support Staff will continue to provide targeted interventions and their timetables will be reviewed every half term.

5. Every child having ownership (at an age appropriate level) of their learning journey

We actively seek to involve pupils in their learning journey by enabling them to fully participate in the writing and implementation of their APP throughout the year. By

- Understanding the targets that have been set and what they need to do in order to achieve them.
- Recognising their own progress and celebrating this with staff and parents
- Participating in self-assessment and contributing pupil voice.

3. Waves of Intervention

Universal Provision (WAVE 1)

- Strong, positive relationships built with every child
- High expectations for every child – no ceiling;
- Consistently high quality 'Inclusive Quality First Teaching' (IQFT);
- Outstanding, irresistible curriculum;
- On-going experiences and opportunities to increase background knowledge and enable each child to make greater connections in their learning;
- Full curricular access and opportunity for participation in extra-curricular activities;
- Strong pastoral support to support individual self-esteem, resilience and confidence;
- Safe, secure, welcoming environment and an effective safeguarding culture;
- Promote strong attendance and punctuality
- Open, welcoming school and strong home/school relationship;
- Strong pupil voice.

Funding: School Budget

Enhanced Provision (WAVE 1+)

- Individual needs met with the general support within the classroom/school (KEEP UP)
e.g. daily reading with an adult, pre teaching, addressing misconceptions after a lesson, check in with attendance lead

Funding: School Budget, Pupil Premium Funding

Targeted Provision (WAVE 2)

- Focused, targeted, time-limited intervention to meet individual need and accelerate progress to enable a child to attain age-related expectations (CATCH UP)
- APP in place

Funding: School Budget, Pupil Premium Funding, Recovery Premium

Personalised Provision (Wave 3)

- Additional, highly personalised interventions offer delivered over a long term period
- ILP in place

Funding: School Budget, SEND Funding

Outcomes :

- Every child **on track to secure at least age-related expectations** by the end of Year 6 (*unless there is an identified long term educational barrier*);
- Every child to **achieve their potential**;
- Accelerate progress and **close the attainment gap** between those who are educationally disadvantaged and those who are not;
- Enable a **greater percentage of pupils to achieve greater depth** by the end of Year 6;
- **Attendance rate above 95%** or if not, show strong evidence of school intervention to promote rapid improvement;
- Children to feel and be **safe, secure and happy**, knowing how to seek support and actively seeking when required;
- Children are **resilient, active, independent, motivated learners**.

4. Our Educationally Disadvantaged Model

Our Educationally Disadvantaged Model outlines **how** we will achieve our aim, and address barriers to learning, through separate but integral strands:

<p>Personalised provision</p> <p>Highly personalised provision (e.g for a child with an EHC Plan) delivered over a longer period.</p> <p>Every child at Wave 3 has an Individual Provision Plan (IPP) in place</p>					WAVE 3
<p>Planned Interventions</p> <p>Planned interventions are a series of planned sessions, focusing on a specific area of need, based on diagnostic assessment and planned for using evidence informed strategies They are focused, targeted and time-limited interventions aimed at addressing gaps in learning to enable the child to 'catch up'</p> <p>Every child at Wave 2 has an Accelerated Progress Plan (APP) in place.</p>					WAVE 2
<p><u>Enhanced Inclusive Quality First Provision</u></p> <p>These are enhanced provisions that meet the individual needs of a child within the classroom to enable them to 'keep up'</p>					WAVE 1+
<p><u>Inclusive Quality First Teaching</u></p> <p>Inclusive Quality First Teaching (IQFT) sits at the heart of effective teaching and learning and therefore sits as a key pillar within our Strategy. It is our commitment to ensure the highest quality of IQFT for every child, particularly for those identified as disadvantaged with a sharp focus on staff knowledge and understanding potential learning barriers.</p>	<p><u>Curriculum Design</u></p> <p>Addressing social disadvantage is a key feature of our curriculum design. Our curriculum has been deliberately and carefully designed to enrich the cultural capital of all our children with particular benefit to our disadvantaged pupils. Enabling every child to access enrichments and enhancements within the whole curriculum.</p>	<p><u>Relationships</u></p> <p>Developing and fostering positive relationships with pupils, and their parents, is at the heart of our strategy. Our caring and nurturing approach ensures our children feel happy, safe and secure.</p>	<p><u>Intervention</u></p> <p>Ensuring timely and effective intervention, when needed, with a sharp focus on providing intervention at the point of learning by providing immediate and responsive support to learning, behaviour, social and emotional needs.</p>	<p><u>Ownership</u></p> <p>Every child having ownership (at an age appropriate level) of their learning journey</p> <p>Actively seeking the involvement our pupils in the writing and implementation of their Accelerated Progress Plans.</p>	WAVE 1

5. Educationally Disadvantaged Priorities Overview 2022-23

		Area of Pupil Premium Strategy	
Priority 1a	Further embed new Whole School Reading Framework and ensure effective support and continued professional development for teachers and TAs, further raising the standard of teaching of reading and further accelerating reading progress of our disadvantaged pupils	<ul style="list-style-type: none"> Curriculum Design Inclusive Quality First Teaching 	Wave 1
Priority 1b	Further develop and promote a strong reading culture throughout school so that every child is given every opportunity and encouragement to develop a love for reading	<ul style="list-style-type: none"> Relationships Inclusive Quality First Teaching Intervention at the Point of Learning 	Wave 1 Wave 1+
Priority 2a	Targeted use of TA and Teacher support to ensure effective intervention at the point of learning	<ul style="list-style-type: none"> Intervention at the Point of Learning 	Wave 1 Wave 1+
Priority 2b	Continue to address educational inequalities, including those arising from 2020/21 lockdown, through targeted, planned intervention for children identified as having gaps in their learning so as to accelerate their progress and close the gap.	<ul style="list-style-type: none"> Planned Interventions 	Wave 2
Priority 3	Continue to support children's mental health and wellbeing and associated issues arising from 2020/21 and previous lock downs through IQFT and targeted, planned intervention, so as to accelerate their progress and close the gap.	<ul style="list-style-type: none"> Planned Interventions Relationships Curriculum Design 	Wave 1 Wave 1+ Wave 2
Priority 4	Provide financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences	<ul style="list-style-type: none"> Inclusive Quality First Teaching Curriculum Design Relationships 	Wave 1
Priority 5	Ensure the attendance rate of disadvantaged pupils is above 95% or, if not, shows strong evidence of school intervention to promote rapid improvement	<ul style="list-style-type: none"> Relationships Planned Interventions 	Wave 1

6. Educationally Disadvantaged Priorities 2022 – 23

Priority 1a: Further embed new Whole School **Reading Framework** and ensure effective support and **continued professional development for teachers and TAs, further raising the standard of teaching of reading** and **further accelerating reading progress** of our disadvantaged pupils

Barriers to learning this priorities addresses: lack of teacher/TAs subject knowledge, understanding and confidence in teaching reading

Activity	Success Criteria	Cost
<p>Consistently implement and embed new Whole School Reading Framework in every classroom:</p> <p>Leading specialist teacher released to support teaching staff to consistently implement and embed the Phonics and Reading Framework in the Autumn Term</p> <p>- Strategic investment in high quality writing scheme (Pathways to Write) which is built around units of work which develop vocabulary, reading and writing skills through a mastery approach.</p> <p>-Further staff CPD throughout the year including mentoring for new staff</p> <p>-One- day Reading Audit with external consultant (National Leader of Education)</p> <p><u>Evidence that supports this approach:</u></p> <p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF Pupil Premium Guidance.</p> <p>EEF 1:1 Tuition +5 months</p> <p>EEF Small Group Tuition +4 months</p> <p>EEF Reading Comprehension Strategies +6 months</p> <p>EEF Improving Literacy in Key Stage 2:</p> <p>2. Support pupils to develop fluent reading capabilities</p> <p>6. Target teaching and support by accurately assessing pupil needs</p> <p>7. Use high quality structured interventions to help pupils who are struggling with their literacy.</p>	<ul style="list-style-type: none"> Reading Framework implemented consistently in every classroom and at least good teaching secured in every classroom <i>(Evidence: Learning walks, Teacher planning, Reading audit, Pupil Progress data)</i> Disadvantaged children attainment is at least securely good and/or they make accelerated progress towards their end-of-year targets <i>(Evidence: Insight data tracking, Pupils' work, Pupil interviews)</i> 	£6,060

Priority 1b: Further develop and promote a strong **reading culture** throughout school so that every child is given every opportunity and encouragement to develop a love for reading

Barriers to learning this priorities addresses: lack of opportunity and/or motivation to read for pleasure, lack of knowledge about authors and books, lack of teacher knowledge about current children's literature, lack of time for busy teaching staff to dedicate to supporting children with reading for pleasure

Activity	Success Criteria	Cost
<ul style="list-style-type: none"> - Complete re-location of library - Further establish and embed 'reading cities' in library at ACE - Effective use of Junior Library and classroom libraries - 1:1 regular reading time and support with book selection and book talk - Purchasing new library material to engage specific children - Library open before/after school, lunchtimes and break times - Purchase of new library software to monitor children's book choices - Before/after school sessions inviting individual parents to engage in reading activities with their children <p>Evening parent workshops to explain how they can support their child at home with reading</p> <p>Purchase / donation of books for identified disadvantaged children where they have shown an interest in the book and/or who do not have their own books at home</p> <p>Strategic investment in high quality texts throughout school, including those aligned to the phonics scheme, for 'guided reading' (Book Club), 'at home' reading books and those embedded within the teaching of the Foundation Subjects.</p> <p><u>Evidence that supports this approach:</u></p> <p>DfE Research Evidence on Reading for Pleasure: Education Standards Research Team (May 2012):</p> <ul style="list-style-type: none"> • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). • Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). 	<ul style="list-style-type: none"> • Increased engagement of children in reading for pleasure <i>(Evidence: Pupil Reading Questionnaires, pupil interviews)</i> • The school library is used effectively by staff and pupils to promote a love of reading. • Classrooms have an effective library model which is used effectively by staff and pupils to promote a love of reading. 	<p>£9,175</p>

Priority 2a: Targeted use of TA support to ensure effective intervention at the point of learning

Barriers to learning this priorities addresses: below average attainment/progress exacerbated by school closure in 2020/21

Activity	Success Criteria	Cost
<p>TA time allocated to classes according to learning need, particularly in English and Maths.</p> <p>Intervention at the point of learning prioritised for disadvantaged children:</p> <ul style="list-style-type: none"> - Proactive: pre-teaching - Reactive: providing immediate and responsive support for learning, behaviour, social or emotional needs - In Class Intervention: intervention at a child's point of learning <p><i>Evidence that supports this approach:</i></p> <p>EEF Feedback +8 months</p> <p>EEF Teaching Assistants +1 month</p> <p><i>"Dynamic, coordinated partnerships help pupils make progress. Teachers and TAs respond to pupils' 'real time' needs when support is focussed and immediate"</i> EEF Making Best Use of Teaching Assistants</p>	<ul style="list-style-type: none"> Disadvantaged children attainment is at least securely good and/or they make accelerated progress towards their end-of-year targets <i>(Evidence: Insight data tracking, Pupils' work, Pupil interviews)</i> 	£21,166

Priority 2b: Continue to address educational inequalities, including those arising from 2020/21 lockdown, through **targeted, planned intervention** for children identified as having gaps in their learning so as to accelerate their progress and close the gap.

Barriers to learning this priorities addresses: Below average attainment/progress exacerbated by school closure in 2020/21

Activity	Success Criteria	Cost
<p>Intervention cycle:</p> <ol style="list-style-type: none"> IDENTIFY children working below ARE <ul style="list-style-type: none"> Analyse last set of summative assessments Teacher assessment Complete Fluency Assessments (WCPM, MDR) and Phonics Assessments at regular intervals Complete and DIAGNOSTIC ASSESSMENTS with identified children PUPIL PROGRESS MEETINGS to discuss needs of individual children and plan for next intervention cycle INTERVENTIONS take place with continued monitoring of progress 	<ul style="list-style-type: none"> Gaps in learning are effectively addressed and pupils make accelerated progress towards ARE <i>(Evidence: Diagnostic Assessment data and APPs, Insight data tracking, Pupils' work, Pupil interviews)</i> 	<p>£21,165 TA led Reading interventions</p> <p>£2,835 School Led Tutoring</p> <p>Total: £45,166 of which £42,331 from PP funding:</p>

<ul style="list-style-type: none"> - Phonics intervention (TA led) - Fluency Intervention based on results of YARC and using strategies recommended within YARC and Closing the Reading Gap (TA led) - Literacy Tutoring using FFT materials and Tutor 1:3 ratio (National Tutoring Programme) - Mathematics and English In-School Tutoring for UKS 2 Pupils <p>5. Assessment of progress and REVIEW</p> <p><i>Evidence that supports this approach:</i> EEF 1:1 Tuition +5 months EEF Small Group Tuition +4 months EEF Improving Literacy in Key Stage 2: 2. Support pupils to develop fluent reading capabilities 6. Target teaching and support by accurately assessing pupil needs 7. Use high quality structured interventions to help pupils who are struggling with their literacy</p>		£2,835 School Led Tutoring
Priority 3: Continue to support children's mental health and wellbeing and associated issues arising from 2020/21 and previous lock downs through IQFT and targeted, planned intervention, so as to accelerate their progress and close the gap.		
Barriers to learning this priorities addresses: poor attendance, mental health and wellbeing, below average attainment and progress exacerbated by school closure in 2020/21.		
Activity	Success Criteria	Cost
<p>-Wellbeing APP(Accelerated Progress Plans for identified individuals and carefully matched therapy/nurture sessions</p> <p>-Positive Play/Lunchtime clubs – TAs are timetabled to support pupils foster and build good relationships with each other. Pupils have an opportunity to widen their experiences through a range of clubs and activities.</p> <p>-Forest School</p> <p>-Effective Use of outdoor learning to support our pupils</p> <p>-Ensuring sustainability of Forest School approach by adopting an outdoor learning model so all pupils can access it and staff feel confident to deliver it</p> <p>-Jigsaw PSHE Curriculum supports children's understanding of others and their own needs and rights. This directly contributes towards pupils' social, emotional and mental health and wellbeing. Resulting in a positive school environment which in turn improves pupil progress and attendance.</p> <p>-Bespoke, high quality whose school training and supervision about Trauma Informed Practices and Framework, including: Attachment Theory, The Brain and Nervous System, Supporting Regulation and De-escalation in school, Strategies for wellbeing.</p>	<ul style="list-style-type: none"> • Accelerated Progress Plans show evidence of individuals making good progress towards their targets and an increase in wellbeing/aspiration <p><i>(Evidence: Diagnostic Assessment data and APPs, Insight data tracking, Pupils' work, Pupil interviews)</i></p>	£22,609

Evidence that supports this approach:

"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category." EEF Pupil Premium Guidance

Social and emotional learning approaches have a positive impact, on average, of **4 months' additional progress** in academic outcomes over the course of an academic year.

The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils."

EEF Evidence Teaching and Learning Toolkit

"Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."

"Impact seems to apply across the curriculum with slightly greater impact **(+5 months)** for mathematics than literacy or science."

EEF Evidence Teaching and Learning Toolkit

Priority 4: Provide financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences

Barriers to learning this priorities addresses: Low levels of income can cause a financial barrier for a child to access our curricular offer

Activity	Success Criteria	Cost
£100 offered to every child entitled to Free School Meal to support school costs	<ul style="list-style-type: none">Every child has opportunity for full curricular access	£2,600
Pupil Premium funding cover to cost of residential trips for children entitled to free school meals		

Priority 5: Ensure the attendance rate of disadvantaged pupils is above 95% or, if not, shows strong evidence of school intervention to promote rapid improvement

Barriers to learning this priorities addresses: poor attendance

Activity	Success Criteria	Cost
Designated Attendance Lead - released from class responsibilities every morning to follow-up on absences and to continue to foster and build positive relationships with parents and families. <u>Evidence that supports this approach:</u>	<ul style="list-style-type: none">Attendance rate 95%+ for disadvantaged children or showing strong evidence of rapid improvement (Evidence: Individual attendance data)	£2,316

"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category." EEF Pupil Premium Guidance

Educationally Disadvantaged Provision Total Spend:

Activity	Total Cost
Securing whole school consistency in the teaching of reading (Priority 1a) = £6,060	£83,575
High quality reading resources and reading promotion (Priority 1a and 1b) = £9,175	Funded by:
Intervention at the point of learning and Targeted Intervention (Priority 2a and 2b) = £45,231	Expected Pupil Premium funding:
Mental Health and Wellbeing support (Priority 3) = £18,193	£33,560
Financial support for families to enable full curriculum access (Priority 4) = £2,600	Expected Recovery Premium Funding:
Attendance (Priority 5) = £2,316	£2,900
	School Budget: £47,115