

Activity	Evidence that supports this approach	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Embedding speaking & listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>CPD-Language Link</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3000</p> <p>850</p>
<p>Annual subscription of Bug Club DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics.</p> <p>Purchase Talisman books to support KS phonics teaching for reading and writing.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>800</p> <p>500</p> <p>1000</p>
<p>Annual purchase of Book Bands to promote reading progress, fluency and motivated readers.</p> <p>Funding for lead teacher release to continue embed reading culture into school.</p> <p>Purchase of Complete Comprehension for Guided Reading.</p>	<p>Evidence shows that supporting children to develop fluent reading capabilities can support comprehension because children's cognitive skills are freed from focusing on word recognition and redirected towards comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1000</p> <p>1250</p> <p>5000</p>
<p>CPD-funding for member of LT to develop high quality teaching techniques that will support all children but will specifically target outcomes for disadvantaged children.</p> <p>Assessment lead to lead on staff CPD-assessment for learning.</p> <p>Inclusion Lead to lead on CPD- adaptive teaching in the classroom.</p>	<p>Evidence shows that teaching metacognition to children can improve learning outcomes up to 8 months- Opportunities to develop scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings will also improve learning outcomes for vulnerable learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>500</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Mental first Aid training and listening skills for Learning Partners.</p> <p>Continue with PSHE relationships subscription-Dicovery</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3000</p> <p>500</p>
		<p>17400</p>
Activity	Evidence that supports this approach	

<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have below age related expectations.</p> <p>Language Link-CPD for LPs</p> <p>Colourful Semantics</p> <p>Communication in Print-annual subscription.</p> <p>EYFS focussed interventions for children who are identified as vulnerable of not meeting ELG.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	5000
<p>Additional phonics sessions targeted at disadvantaged children in KS1, Y3 & 4 who require further phonics support.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics & use of Bug Club.</p> <p>Reintroduction of Talisman interventions.</p> <p>Purchase of Talisman Books to support interventions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2500
<p>In year 5 & 6 implement high quality reading comprehension intervention that targets the identified reading gaps.</p> <p>Ongoing CPD for staff to promote quality reading comprehension skills.</p> <p>Pre-teaching reading sessions.</p>	<p>Evidence shows that diagnosing gaps and teaching specific comprehension strategies can enable children to overcome reading comprehension barriers-prediction, questioning, clarifying, summarising, inference & activating prior knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	7500
<p>Colourful Semantics interventions to develop grammar knowledge and sentence level work for children below age expectation.</p> <p>Literacy shed intervention to support grammar learning.</p> <p>Sentence building blocks.</p>	<p>1:1 or small group teacher led writing groups are highly effective in reducing the writing learning gap when learning needs and diagnosed and learning time is well structured by an experienced teacher.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	18000
<p>Purchase of a maths programme to target mastery learning for our disadvantaged children.</p> <p>MY Maths</p> <p>LP funding for children who are not accessing home learning.</p> <p>Ongoing CPD for staff to promote maths mastery.</p> <p>SHINE maths intervention</p>	<p>Evidence shows that structured interventions should be used to provide additional support through explicit & systematic instruction-learning should also be linked to class learning.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	8000

41000

Activity	Evidence that supports this approach	
<p>Metacognition & self regulation interventions to teach children how to learn, motivation and the process of knowing and understanding.</p> <p>Forest Explorers</p> <p>SEMH groups</p>	<p>Evidence shows that interventions to teach children specific strategies for planning, monitoring and evaluating their learning can be highly effective and result in +8 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	500

Counselling	Evidence shows social and emotional learning have a positive impact on learning but also impact a child's well being and ability to regulate. 2021-22 & 2022-23 Counselling outcomes show the positive impact on well-being. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	12000
Social and Emotional Learning groups		
Leap Pad Room-Peaceful Pod		1000
Lunchtime clubs-games club Mindfulness club		304
Listening Ear		304
LP check in time		304
Nurture Hubs		750
Purchase materials to promote SEMH.	500	
Well-being safe zone/tent-mindful area	500	
Homework club and refocus homework policy to promote pre teaching, vocabulary and mastery learning,	Evidence shows homework needs to have a purpose and should be linked to class work, knowledge learning, fluency and metacognition. Homework EEF (educationendowmentfoundation.org.uk)	627
Attendance meetings with vulnerable families to plan bespoke attendance programmes to support punctuality and attendance.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Financial hardship-uniform purchases, payment for educational visits and wider curriculum activities.	The impact of poverty on young children's experience of school (basw.co.uk)	750
Enrichment opportunities-payment for extra curricular clubs	educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Ofsted research 2019-empahasis on improving cultural capital	5000

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