Pupíl Premíum Strategy Statement: Elveden Academy 2019-2020

1. Summary Information					
School	School Elveden C Of E Primary Academy				
Academic Year	2019-2020	Total PP budget	£14,520	Date of most recent PP	July 2019
		Carried forward	£9496.66	review	
		Total	£24,016.66		
Total number of children	85	Number of children	17 (20%)	Date for internal review	September 2019
		eligible for PP		of this strategy	

2. Attainment 2019 (Based on Year 6 results)						
	Elveden Academy figures for <mark>children</mark>	Elveden Academy figures for children not	National figures for children not eligible			
	eligible for PP (0 c <mark>hildren)</mark>	eligible for PP (14 children)	for PP			
% achieving expectations in reading		93%	77.9%			
% achieving expectations in writing		83%	83.0%			
% achieving expectations in maths		93%	83.4%			
Progress measures in reading		+0.3	+ 0.3			
Progress measures in writing		-1.5	+ 0.3			
Progress measure in maths		+0.4	+ 0.3			

3. Barriers to future attainment (for children eligible for PP, including high ability) In-school barriers (issues to be addressed in school, such as poor oral language skills) A. Some children may have poor language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the curriculum. B. Some children, may not be working at an age-related level and have conceptual gaps or misconceptions. C. Some children, may require emotional well-being and behaviour support to enable them to maximise learning opportunities. External barriers (issues which also require action outside of school, such as low attendance rates) D. In some cases, children may have low cultural capital (e.g. books, resources and life experiences) therefore we provide different enrichment experiences, immersion events and resources. E. In some cases, inconsistent attendance and punctuality F. In some cases, children have unsettled home lives which have an impact on their ability to concentrate in school.

4. Desired Outcomes	
Desired outcomes and how they will be measured	Success Criteria
 A. Children's language skills improve and this positively impacts on: CLL and GLD outcomes in EYFS improve S&L is planned for explicitly; monitored in T&L and impact of Vocabulary project. Acquisition of phonics and high outcomes of Year 1 phonic screening check. Higher attainment in English writing as children have greater mastery of the English language. Higher attainment in all subjects as children have the language skills to learn effectively and are able to communicate this knowledge using subject specific vocabulary. 	 Children make rapid progress in all areas of the curriculum due to their ability to understand what is taught and express their ideas. CLL to be in line with national Phonics to be in line with national this year Writing attainment and progress measure will rise due to increased in year progress in all year groups. Children on track to be GDS will make expected progress. Attainment in all subjects will rise as children have mastered language to communicate this knowledge effectively.
 B. More children are working at age related level as gaps have been filled and misconceptions addressed: All staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas. Post teaching and interventions are effective in addressing the gaps and are personalised to children's needs. Children will be motivated to read increasingly challenging texts to enjoy and to further their knowledge in all curriculum areas. Attainment in writing increases as children hear sophisticated language spoken and read quality texts on which to model their own writing. Children have the knowledge, skills and understanding to write effectively using a range of sentence structures which are correctly punctuated. All children have a secure grasp of age appropriate calculation strategies and are able to recall number facts to enable them to work efficiently. Mathematical reasoning is improved as children have the skills to understand, solve and explain precisely using appropriate mathematical language thus raising attainment. Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links. 	Children make rapid progress in all areas of the curriculum as staff have the knowledge, skills and understanding to address effectively. All staff recognise their role in developing their own knowledge, skills and understanding to enable them to raise standards by filling gaps and recognising and addressing misconceptions. They will attend INSET, CPD, learn from other experienced staff and research as appropriate and then apply this to their daily practice. Writing attainment will rise due to gaps and misconceptions being addressed. Attainment in all subjects will rise as staff identify and address gaps and misconceptions.

- C. Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.
 - Mental Health First Aider and counsellor provide support to children.
 - All staff have the necessary knowledge, skills and understanding to meet the needs of children.
 - Safeguarding and Welfare officer is effective in accessing specialist support when needed.
 - SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support.
 - Sharing Parenting support is in place for families.
 - Behaviour is well managed. Evidence from CPOMS, exclusions and part time timetables.
 - CISS support (Core offer)
- D. Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.
 - Provision and promotion of quality texts to develop a love of reading including cross curricular nonfiction texts.
 - Immersion days e.g. Miraiker's World of Puppets,
 - Visits e.g. theatre, museums and places of worship
 - Visitors: Jazz workshops, drama clubs, local artists, Buddhist centre
 - Additional events: Careers Fayre, enterprise opportunities with Forest Academy
 - Children will participate in the Elveden Cultural Capital Challenge and Elveden Explorers
 - School will be accredited with Artsmark Gold Award
 - All Children will complete 'Discover' Award (Arts Council England) (KS1 and 2).
 - School will be awarded the Primary Geography Quality Mark.
 - Outside learning and Forest school sessions will be embedded throughout the school.

All children are able to maximise learning opportunities.

- Attendance is above 96% for all children, including vulnerable groups.
- Children know all staff are there to support them and know who the key staff are to provide additional support.
- Parents work in partnership with the school to meet the needs of their children.
- Children are happy to come to school and are ready to learn.
- There are fewer behaviour issues.
- There are fewer fixed term exclusions.

All children will increase their cultural capital and increased their aspirations through exposure and participation to a rich curriculum which is broad, balanced and authentic.

- Parents and children will broaden their understanding of the opportunities available.
- Children will be inspired to aim higher and possibly contribute to the Arts in the future.
- The school's provision is outstanding and meets the needs of all children to succeed now and in the future.

E.	Children to attend regularly and punctually so that no learning time is lost.	All children attend regularly enabling them to make good
	Overall attendance to be above 96% and vulnerable groups to be inline.	progress and develop good habits for their future
	School to monitor closely and use first day calling.	education and employment.
	• Early discussions with parents and children to identify underlying reasons for poor attendance.	Attendance is above 96% for all children.
	Provide support to families as necessary.	
	EWO to be involved at earliest opportunity.	
	 Attendance policy to be reviewed and followed to minimise parents taking holiday in term time. 	
F.	In some cases, children have unsettled home lives which have an impact on their ability to concentrate	Children flourish at school due to targeted support that
	in school.	meets their individual needs. They are able to succeed in
	Support for families through sharing parenting; Amba Keeble	all area across the curriculum and come to school happy,
	 Safeguarding and welfare officer is available to provide support for families 	settled and ready to learn.
	Counselling sessions for children have a positive impact	
	Children have access to mental health first aider through wellbeing drop ins.	1
	Wellbeing check in stations are used effectively	
	There is a whole school listening ethos.	
	CISS support (Core offer) has a positive impact on children's successes	10

5. Planned E	5. Planned Expenditure				
Academic ye	Academic year 2019 2020				
i.	Quality of teaching for all				
Desired	Chosen action/approach	What is the evidence and	How will you ensure it is	Staff	Review date and impact
Outcome		rationale for this choice?	implemented well?	lead	
A)	£ (S&L) School to renew its CFS.	Research has shown that there	Training to be delivered and	All	
Children's	All staff to receive up to date	can be a significant difference in	evaluated – staff to identify further	staff	
language	Communication 4 All training across	vocabulary of different groups.	CPD needs. Adapt training as		
skills	three PD days.	The Early Catastrophe Paper	necessary.		
improve	Session 1 to include a revisit of the Talk	(Hart and Risley, 2003) reports:			
and this	for Writing session, review current	Vocabulary (at age 3) of a child	Senior leaders to complete regular		
positively	practise and how to move forward.	from a disadvantaged family: 500	'drop-ins' and observations to		
impacts on	Session 2 to focus on vocabulary. All	words	ensure training is being		
all areas of	staff to be given practical examples	Vocabulary (at age 3) of a child	implemented, e.g. working walls		
learning.	which can be immediately implemented	from a professional family: 1,100	are regularly updated, visual time		
	to improve practise. Many are suited to	words	tables are in place, displays to		
	guided reading and skills sessions in		collect unfamiliar/new vocabulary.		

English.	As a school we need to address		1
Session 3 to review blank level questioning and how to ensure type of questioning enables children to develop their own learning and following their chosen lines of enquiry.	this gap from a early age so that children from all backgrounds have the same opportunity to succeed.	Fortnightly book scrutinies to ensure use of Talk for Writing results in well structured, extended pieces of writing modelled on core texts (including use of new vocabulary).	
New resources purchased to improve CLL provision.			
(Phonics) To have rigorous basic skills approaches in place for phonics and grammar. Staff to embed 'Letters and Sounds' phonics. £ Reading books purchased that support 'Letters and Sounds' scheme and are matched appropriately to children's phonic ability.	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.	Monitoring of T&L. Analysis of phonics/reading data. SLT to hear children read and check they are blending.	
Increase daily reading across the school to ensure areas for development are picked up. Parent volunteers to support this. £Children to have appropriate phonics phase book as well as Elveden Essential Reading book until phonic knowledge is secure. Daily skills practice to focus on spelling,	The use of a systematic synthetic phonics programme is shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the		
punctuation and grammar.	curriculum," Grant (2013)		
(Reading) Develop reading for pleasure. Ensure the school culture reflects the	Results of this longitudinal study demonstrated that students from disadvantaged backgrounds	Pupil perception survey to understand children's perception of	

importance of reading and books.

'Letters and Sounds' phonics – phonics taught using books matched to children's phase.

All children have a Lexia reading account and they access this 3 times a week.

Increase regularity of reading of highquality texts this is to include hearing adults read and children accessing appropriate texts.

Home reading books in EYFS/ KS1 follow a structured programme based on children's reading ability.

Home reading books in KS2 are chosen books from the 'Elveden Essential Reads' - a list of recommended books, chosen for their level of challenge, rich use of language and recommendation (Pie Corbett). 'Rapid Reading' books will be used for those children that need to address gaps from KS1.

Librarians to raise profile of their role, their love of books etc.

Skills practise in English ensures that all children are heard read by an adult (CT/TA) at least twice a week.

Increase stamina to read longer, challenging texts by providing regular opportunities.

Develop comprehension skills by focussing on language/vocabulary and

who had access to the blended learning program—Lexia Core5 experienced significant reading gains. These students, who began in kindergarten and were followed through the end of second grade, showed significant gains from fall to spring in each school year. Notable gains were found for students identified as low performers at the beginning of kindergarten. More than 90% of low performers who started kindergarten scoring below average on the standardized test finished second grade scoring average or better.

Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.

reading and books in school.

SLT to select children to hear them read.

Core texts are planned for in MTP. Children who complete the EER will have read a range of high-quality texts.

Lexia/RS data to be triangulated with teacher assessment from reading passports.

SLT to monitor the regular use of reading passports to inform assessment.

informed use VIDEDS and SATe sussting			
inference, use VIPERS and SATs question			
stems.			
(Writing) Children regularly write	Good literacy skills under <mark>pin</mark>	Teacher assessment using school's	
extended pieces and receive effective	academic success in every	stated criteria.	
feedback to edit and improve.	subject.' 'In my view, the m <mark>ost</mark>		
Children will complete an extended	important thing a school c <mark>an d</mark> o	Review feedback policy regularly to	
piece of writing at least fortnightly, or	for its pupils—and for societ <mark>y—i</mark> s to	ensure it is impacting positively on	
write over a sustained period of several	teach the <mark>m to read and write</mark>	all children and they are making	
days.	well.' Sir Kevan Collins, Chief	expected (or better) progress.	
Pieces will use engaging texts/media as	Executive Education Endowment		
stimulus and be linked to topics where	Foundation.	Children to self-assess and peer-	
appropriate.		assess.	
Teachers will give useful feedback, and	Meta-Analysis of research by	100	
give the pupils guidance and time to	John Hattie breaks down quality	Moderation with parallel class and	
react/respond to this. In the moment	teaching into:	across the year groups.	
marking is used where possible giving	Pupils having clear	, , , , , , , , , , , , , , , , , , , ,	
children the opportunity to talk about	goals/objectives.	Moderation with other schools.	
how to improve their written work.	Teachers providing pupils	SEO to monitor school's own	
	with modelling/	assessments.	
Vocabulary project will focus on	scaffolding/appropriate	Staff attend CPD as required.	
supporting children to expand their	steps to achieve them.	Starr attend or B as required.	
understanding of language which can	steps to achieve them.	Increase the % of children working	
then be used to enhance their writing at	Alay Quiglay (Clasing the	at ARE and GDS in each year group.	
higher levels.	Alex Quigley 'Closing the	at ARE and GD3 in each year group.	
Tilgrief levels.	Vocabulary Gap' (2018) discusses		
- COCH	the value of learning word		
	origins through morphology,		
	etymology and the SEEC model.		
	Ph		
(Maths) Increase the use of	Encourage pupils to take	Observations.	
mathematical talk by pupils and secure	responsibility for, and play an	Qu <mark>al</mark> ity of children's reasoning in	
use of mathematical vocabulary.	active role in, their own learning	class, books and tests.	
	This requires pupils to develop	Attainment to be tracked.	
Staff to use WRM to develop engaging	Metacognition – the ability to	%	
sessions which promote use of	independently plan, monitor and	3	
mathematical talk for reasoning and use	evaluate their thinking and	9	
<u> </u>			

of correct vocabulary. Working walls to	learning		
support this			
Develop dialogue between teacher and	From the Improving		
pupil to deepen understanding of	Mathematics in Key Stages Two		
concepts and provide challenge	and Three Guidance Repo <mark>rt</mark>		
	2017, Education Endowment		
	Foundation.		

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact
	£ Appropriate support and CPD to ensure all staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas. Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links. In mathematics, staff to continue to plan and deliver 30 minutes daily arithmetic practise based on needs identified in the arithmetic tests. Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional intervention led by HTs.	rationale for this choice? July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. Sutton Trust found that, '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. Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist	implemented well? SLT to drop in to classes regularly and provide feedback to adults to refine practice. INSET/CPD is planned to meet the needs of children. Staff know that it is their responsibility to address barriers to learning. Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions. Pupil Progress meeting with SLT to focus on increasing progress and raising attainment. Staff to meet regularly with parents of children making slow progress.		neview date and impact

at th	e University of Virginia)
stat	s: Automatic retrieval of
basi	maths facts is critical to
solv	ng complex problems
beca	use complex problem <mark>s ha</mark> ve
sim	ler problems embedd <mark>ed i</mark> n
ther	n.' Regular practice en <mark>sur</mark> es
cons	olidat <mark>ion.</mark>

Desired	Chosen action/approach	What is the evidence and	How will you ensure it is	Staff	Review date and impact
Outcome		rationale for this choice?	implemented well?	lead	
Outcome C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportuniti es.	£Training of staff to be Mental Health First Aider and counsellor to provide support to children. £CPD for all staff to have the necessary knowledge, skills and understanding to meet the needs of children. Safeguarding and Welfare officer is effective in accessing specialist support when needed. SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support. Sharing Parenting support is in place for families. Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed. £Daily breakfast club to serve as a platform for additional structured time, intervention and enrichment. Offered to those children where a need has been identified by staff.	rationale for this choice? 'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood. Poor mental wellbeing increases the likelihood in later life of: poor educational attainment antisocial behaviour drug and alcohol misuse teenage pregnancy involvement in criminal activity mental health problems. Those with better mental wellbeing are likely to deal better with stressful events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.' Public Health	Implemented well? Staff to have necessary training. School will put in early intervention and seek more specialist support as appropriate. All children will be able to make good academic progress as they are mentally supported to be successful. Close collaboration with families will secure early appropriate intervention/support. Early intervention is effective and those requiring more specialist support get help promptly.	lead	

£ Lunch time play leaders/nurture group TA to support children with SEND/EBD. Trained Counsellor in school who works with children identified by school staff and parents. Focus on developing mental wellbeing. This follows a structured programme which can be measured against targets set collaboratively with parents at the beginning of these sessions.	England The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance and punctuality.		
beginning of these sessions.	attendance and punctuality.		

Desired	Chosen action/approach	What is the evidence and	How will you ensure it is	Staff	Review date and impact
Outcome		rationale for this choice?	implemented well?	lead	
D) Children	£Provision and promotion of quality	'It is t <mark>he essent</mark> ial knowled <mark>ge t</mark> hat	SLT to target reading through SDP.		
will increase	texts to develop a love of reading	pupils ne <mark>ed to b</mark> e educated	All CTs to plan enrichment and		
their	including cross curricular non-fiction	citizens, i <mark>ntrodu</mark> cing them <mark>to t</mark> he	enhancement opportunities which		
cultural	texts.	best tha <mark>t has be</mark> en though <mark>t an</mark> d	must have a clear objective and		
capital	£ Provision of a rich range of additional	said an <mark>d helping to engen<mark>der a</mark>n</mark>	rationale.		
through	enrichment and cultural activities.	appreciation of human creativity	Registers of participation to be		
exposure to	 Immersion days e.g. Miraiker's 	and achievement.' The National	kept.		
quality	World of Puppets,	Curriculum	Disadvantaged children to be		
texts,	Visits e.g. theatre, museums and		encouraged and supported to		
resources,	places of worship	Sutton Trust research on the	participate.		
enrichment	 Visitors: Jazz workshops, drama 	major factors outside (and inside)	Monitor and encourage all children		
activities	clubs, local artists, Buddhist centre	the school gates that boost the	to be involved in a broad range of		
and life	Additional events: Careers Fayre,	educational progress of bright	opportunities.		
experiences.	enterprise opportunities with	poor children and found students	El <mark>ved</mark> en Cultural Capital Challenge		
	Forest Academy	were nine times more likely to	to <mark>be</mark> monitored and celebrated		
		get good A-levels when they did	e.g. display and Facebook.		
	Children will participate in the Elveden	daily homework. They were	Artsmark Gold Award		
	Cultural Capital Challenge and Elveden	much more likely to get good	accreditation.		
	Explorers scheme.	grades if they read books at	Primary Geography Award		
	School will be accredited with Artsmark	home for pleasure – not just	accreditation.		
	Solido. Itali de decreated With Attornark	those books they had to study for			

	Gold Award	school. And their results
	£ All KS1 and KS2 Children will complete	improved if they had visited
	Arts 'Discover' Award	museums, galleries and w <mark>ent o</mark> n
	School will be awarded the Primary	outings with their families or
	Geography Quality Mark	schools.
	Outside learning and Forest schools will	
	be embedded throughout the school.	'It's vital t <mark>hat children have</mark> the
		opportuni <mark>ty to learn and enjo</mark> y
		arts and c <mark>ulture from an early</mark>
		age. It develops their creati <mark>vi</mark> ty,
		inspires future careers and
		enriches their childhood.'
		Michael Ellis M <mark>P,</mark> Minister for
		Arts, Heritage and Tourism
		Dep <mark>artment of</mark> Culture, Me <mark>di</mark> a
		and Sport
		'Cultural <mark>educat</mark> ion gives c <mark>hild</mark> ren
		and young people the
		opportunity to develop their
		creativity, both individually and
		collectively, and that's why our
		goal is for every child and young
	Flori	person to have the opportunity
	Liveder	to experience the richness of the
		arts.'
		Darren Henley Chief Executive
		Arts Council England
		Ofsted Requirement: The broad
		and balanced curriculum inspires
		pupils to learn. The range of
		subjects and courses helps pupils
		acquire knowledge,
1		understanding and skills in all

	aspects of their education,		
	including the humanities and		
	linguistic, mathematical,		
	scientific, technical, social,		
	physical and artistic learni <mark>ng.</mark>		

Desired	Chosen action/approach	What is the evidence and rationale for	How will you ensure it is	Staff	Review date and impact
Outcome		this choice?	implemented well?	lead	
E) Children	Overall attendance to be above	'where patterns of irregular	All absence is tackled		
to attend	96% and vulnerable groups to be	attendance are picked up in nursery and	appropriately.		
regularly and	inline.	reception, parents will be supported to	Attendance increases and no		
punctually so	Safeguarding and Welfare Officer	get their children into school. Ch <mark>ild</mark> ren	group is below 96%.		
that no	to monitor closely and school to	with the worst attendance in the early	Unauthorised absence is		
learning time	use first day calling.	years ten <mark>d to come fro</mark> m the lowest	reduced as parents recognise		
is lost.	Early discussions with parents	socio-econ <mark>omic grou</mark> ps where	expectations.		
	and children to identify	attainment on entry to primary schools	Attainment will improve as		
	underlying reasons for poor	is often alread <mark>y notab</mark> ly lower t <mark>han</mark> that	children have maximised all		
	attendance.	of their peers. By ensuring that the	learning opportunities.		
	EWO to be involved at earliest	parents of these children get into good			
	opportunity.	attendance habits, schools will be able			
	Attendance policy to be reviewed	to do the work required to narrow this	<u> </u>		
	and followed to minimise parents	gap.' Charlie Taylor, Improving			
	taking holiday in term time.	Attendance at School			

Desired	Chosen action/approach	What is the evidence and rationale for	How will you ensure it is	Staff	Review date and impact
Outcome		this choice?	implemented well?	lead	
F) Children	 Support for families through 	'The more engaged parents are in the	families receive the support		
have	sharing parenting; Amba Keeble	education of their children the more	t <mark>he</mark> y need.		
improved	•Safeguarding and welfare officer	likely their children are to succeed in the	Better communication with		
home lives	is available to provide support for	education system. School improvement	parent. Hard to engage		
which allow	families	and school effectiveness research	parents are involved as the		
them to	Counselling sessions for children	consistently shows that parental	school has reached out to		
concentrate	have a positive impact	engagement is one of the key factors in	them.		

in school.	•Children have access to mental	securing higher student achievement.	Children play a more active
	health first aider through	Schools that improve and sustain	role in their children's
	wellbeing drop ins.	improvement engage the com <mark>munity</mark>	education.
	 Wellbeing check in stations are 	and build strong links with parents.	
	used effectively	Where schools build positive	
	•There is a whole school listening	relationships with parents and w <mark>ork</mark>	
	ethos.	actively to embrace racial, religious, and	
	•CISS support (Core offer) has a	ethnic and lang <mark>uage differences,</mark>	
	positive impact on children's	evidence of sus <mark>tained school</mark>	
	successes	improvement can be found.' J Go <mark>o</mark> dall	
		and J. Vorhau <mark>s. </mark>	
		Planne	d expenditure to improve quality teaching for all: £11,016.66

			1 0 10 0		
6. Planned Exp					
Academic year	2019	2020	1 1 1 11		
ii Targeted sup	port				
Desired	Chosen	What is the evidence and rationale for	How will you ensure it is	Staff	Review date and impact
Outcome	action/approach	this choice?	implemented well?	lead	
A) Children's	(S&L)	Research has shown that there can be a	Staff have the necessary skill to meet	ZH/CE	
language	SALT support for	significant difference in vocabulary of	the needs of individual children.		
skills	identified children	different groups.	Senior leaders to complete regular		
improve and	(Teacher/TA time)	The Early Catastrophe Paper (Hart and	'drop-ins' and observations.		
this		Risley, 2003) reports:			
positively		Vocabulary (at age 3) of a child from a	SENCo and assistant to carry out		
impacts on	New resources	disadvantaged family: 500 words	regular drop ins to monitor provision		
all areas of	purchased to improve	Vocabulary (at age 3) of a child from a	for vulnerable children		
learning.	CLL provision and	professional family: 1,100 words			
	support children to	"Nor	SENCo and assistant book		
	achieve GLD in EYFS.		scrutinie/observations to ensure		
			appropriate differentiation is evident		
			enabling children to make progress.		
	(Phonics and SP&G)	Phonics approaches have been	Monitoring of T&L.		
	To have rigorous basic	consistently found to be effective in	3		
	skills approaches in	supporting younger readers to master	1		

place for phonics and	the basics of reading, with an average	Analysis of phonics data.
grammar.	impact of an additional four months'	
	progress. Research suggests that phonics	SLT to hear children read and check
In EYFS/KS1, increase	is particularly beneficial for younger	they are blending.
daily reading with a	learners (4-7 year-olds) as they begin to	
focus on blending.	read.	
(Teacher/TA time)		
	The use of a systematic synthetic phonics	
Daily skills practice to	programme was shown to give children a	
focus on spelling,	flying start with their reading, writing and	
punctuation and	spelling, it was effective for catch-up, it	
grammar. Include	reduced special educational needs across	
Lexia (Teacher/TA	the schools and it enabled higher	
time)	numbers of children to transfer to their	10-10-
,	secondary schools well equipped to	
Target vulnerable	access the curriculum," Grant (2013)	
children for Home-	and (2020)	
learning Club, Post		
teaching,		
interventions.		
(Teacher/TA time)		
(**************************************		
(Reading)	Results of this longitudinal study	Pupil perception survey to understand
Planned additional	demonstrated that students from	children's perception of reading and
time to read with an	disadvantaged backgrounds who had	books in school.
adult in school for	access to the blended learning	
children whose	program—Lexia Core5—experienced	SLT to select children to hear them
parents are unable to	significant reading gains. These students,	read.
do so. (Volunteer	who began in kindergarten and were	
reading marshals)	followed through the end of second	Core texts are planned for in MTP.
Provide core texts.	grade, showed significant gains from fall	Children who complete the EERs will
Provide additional	to spring in each school year. Notable	have read a range of high-quality
time to develop	gains were found for students identified	texts.
comprehension skills	as low performers at the beginning of	
by focussing on	kindergarten. More than 90% of low	Lexia/RS data to be triangulated with

language/vocabulary	performers who started kindergarten	teacher assessment from reading
and inference, use	scoring below average on the	passports.
VIPERS and SATs	standardized test finished second grade	
question stems, early	scoring average or better.	SLT to monitor the regular use of
morning or afternoon		reading passports to inform
intervention.	Psychologist Keith Stanovich found that	assessment.
(Teacher/TA time)	pupils who learn to read well early tend	
	to do better as they move through	
	school. This is because pupils who read	
	well read more and vice versa. The gap	
	between those that read well (and those	
	that read less) grows exponentially as	
	children get older, creating problems not	
	just in reading but in accessing and	
	engaging with the cu <mark>rriculum.</mark>	
		/ / 1924
(Writing) Children	Good literacy skills under <mark>pin aca</mark> demic	Teacher assessment using school's
regularly write	success in every subject. <mark>' 'In my v</mark> iew, the	stated criteria.
extended pieces and	most important thing a school can do for	
receive effective	its pupils—and for society—is to teach	Gaps are addressed.
feedback to edit and	them to read and write well.' Sir Kevan	
improve.	Collins, Chief Executive Education	Increase the % of children working at
Teachers will give	Endowment Foundation.	ARE and GDS in each year group.
useful feedback, and	- ruen	
give the pupils	Meta-Analysis of research by John Hattie	
guidance and time to	breaks down quality teaching into:	
react/respond to this.	Pupils having clear goals/objectives.	
If required, targeted	Teachers providing pupils with	
post teaching to fill	modelling/scaffolding/appropriate	
gaps. (Teacher/TA	steps to achieve them.	
time)		

ii Targeted sup	port				
Desired	Chosen	What is the evidence and rationale for this	How will you ensure it is	Staff	Review date and impact
Outcome	action/approach	choice?	implemented well?	lead	
B) More	Pre/post teaching	Pupils need a sound understanding of number	Staff know that it is their		
children are	delivered as	bonds and times tables to free the working	responsibility to address barriers		
working at	required. Children in	memory to successfully apply more	to learning.		
age related	KS2 who have been	complicated maths operations.	Monitoring will focus on the		
level as gaps	identified as having	Daniel Willingham (Psychologist at the	actions taken by staff to fill gaps,		
have been	gaps in these basic	University of Virginia) states: Automatic	recognise misconceptions and take		
filled and	skills, to have	retrieval of basic maths facts is critical to	appropriate actions.		
misconceptio	additional post	solving complex problems because complex	Pupil Progress meeting with SLT to		
ns	teaching and	problems have simpler problems embedded in	focus on increasing progress and		
addressed.	interventions.	them.' Regular practice ensures consolidation.	raising attainment.		
	(Teacher/TA time)	Gaps identified in formative assessment allow	Staff to meet regularly with		
		for precisely targeted teaching to remedy	parents of children making slow		
		these.	progress.		
		Meta-Analysis of research by John Hattie	1 1000		
		breaks down quality teaching into:	// /		
		 Pupils having clear goals/objectives. 			
		Teachers providing pupils with			
		modelling/scaffolding/appropriate steps	//.		
		to achieve them.			

ii Targeted s	Targeted support				
Desired	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it	Staff	Review date and impact
Outcome			is implemented well?	lead	
C) Children	£ Counsellor to provide	'Improving children and young peoples' mental	School will put in early		
have the	support to children	wellbeing will positively impact on their cognitive	intervention and seek		
emotional	identified children.	development, learning, physical health, mental health	more specialist support		
well-being	£ Specialist support	and social and economic prospects in adulthood ⁶ .	as appropriate.		
and	purchased when needed.	Poor mental wellbeing increases the likelihood in later	All children will be able		
behaviour	E.g. educational	life of:	to make good academic		
support to	psychologist.	poor educational attainment	progress as they are		
enable		antisocial behaviour	mentally supported to		

I the same			T		
them to	SENDCo and Safeguarding	drug and alcohol misuse	be successful.		
maximise	and Welfare officer work	teenage pregnancy	Close collaboration		
learning	collaboratively to provide	involvement in criminal activity	with families will secure		
opportuniti	appropriate specialist	mental health problems ⁷ .	early appropriate		
es.	support and screening.	Those with better mental wellbeing are likely to deal	intervention/support.		
	E.g. dyslexia (Teacher	better with stressful events, recover more quickly	Early intervention is		
	time)	from illness, and be less likely to engage in behaviours	effective and those		
	-	which may put their health at risk.' Public Health	requiring more		
	Sharing Parenting support	England	specialist support get		
	is in place for families.	S .	help promptly.		
	,	4.14	- 1- 1- 1- 1		
	Use evidence from				
	CPOMS, exclusions and		132		
	part time timetables to		10		
	ensure behaviour is well		1-10-		
	managed.				
ii Targeted su					
Desired	Chosen	What is the evidence and rationale for this choice?	How will you ensure it	Staff	Review date and impact
Outcome		what is the evidence and rationale for this choice:		Stall	neview date and impact
	action/approach		ic implemented well?	load	
	action/approach	(It is the appoint of long under a that a unit a part to be	is implemented well?	lead	
D) Children	£ Provide core texts	'It is the essential knowledge that pupils need to be	SLT to target reading	lead	
D) Children will increase	£ Provide core texts KS2.	educated cit <mark>izens, introducing them to the best th</mark> at	SLT to target reading through SDP.	lead	
D) Children will increase their	£ Provide core textsKS2.£ Subsidise enrichment/	educated cit <mark>izens, introducing them to the best</mark> that has been thou <mark>g</mark> ht and said and helping to engender an	SLT to target reading through SDP. All CTs to plan	lead	
D) Children will increase their cultural	£ Provide core texts KS2.	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'	SLT to target reading through SDP. All CTs to plan enrichment and	lead	
D) Children will increase their cultural capital	£ Provide core textsKS2.£ Subsidise enrichment/	educated cit <mark>izens, introducing them to the best</mark> that has been thou <mark>g</mark> ht and said and helping to engender an	SLT to target reading through SDP. All CTs to plan enrichment and enhancement	lead	
D) Children will increase their cultural capital through	£ Provide core textsKS2.£ Subsidise enrichment/enhancement activities	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which	lead	
D) Children will increase their cultural capital through exposure to	£ Provide core textsKS2.£ Subsidise enrichment/enhancement activitiesand trips.	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear	lead	
D) Children will increase their cultural capital through exposure to quality	 £ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation 	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.	lead	
D) Children will increase their cultural capital through exposure to	 £ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. 	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of	lead	
D) Children will increase their cultural capital through exposure to quality	£ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. £ Opportunities to	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.	lead	
D) Children will increase their cultural capital through exposure to quality texts,	£ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. £ Opportunities to attend clubs run by	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good Alevels when they did daily homework. They were much	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be kept.	lead	
D) Children will increase their cultural capital through exposure to quality texts, resources,	£ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. £ Opportunities to attend clubs run by outside agencies;	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good Alevels when they did daily homework. They were much more likely to get good grades if they read books at	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be	lead	
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment	£ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. £ Opportunities to attend clubs run by outside agencies; drama, music, sports.	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good Alevels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be kept.	lead	
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities	£ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. £ Opportunities to attend clubs run by outside agencies; drama, music, sports. £ Provide PE kits and	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good Alevels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be kept. Disadvantaged children	lead	
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life	£ Provide core texts KS2. £ Subsidise enrichment/ enhancement activities and trips. £ Pay for accreditation of KS1/2 to complete Discover Arts Award. £ Opportunities to attend clubs run by outside agencies; drama, music, sports.	educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good Alevels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to	SLT to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale. Registers of participation to be kept. Disadvantaged children to be encouraged and	lead	

		'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.' Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport 'Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.' Darren Henley Chief Executive Arts Council England Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and	all children to be involved in a broad range of opportunities. Elveden Cultural Capital Challenge and Elveden Explorers to be monitored and celebrated e.g. display and Facebook. Artsmark Gold Award accreditation. Primary Geography Award accreditation.		
		artistic learning.			
ii) Targeted s		Then the state of			
Desired	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it	Staff	Review date and impact
Outcome E) Children	Early discussions with	'where patterns of irregular attendance are picked	is implemented well? All absence is tackled	lead	
to attend	parents and children to	up in nursery and reception, parents will be supported	appropriately.		
regularly	identify underlying	to get their children into school. Children with the	Attendance increases		
and	reasons for poor	worst attendance in the early years tend to come from	and no groups are		
punctually	attendance.	the lowest socio-economic groups where attainment	below 96%.		
so that no	accertainee.	on entry to primary schools is often already notably	Unauthorised absence		
learning		lower than that of their peers. By ensuring that the	is reduced as parents		
time is lost.		parents of these children get into good attendance	recognise expectations.		
		habits, schools will be able to do the work required to	Attainment will		
		narrow this gap.' Charlie Taylor, Improving Attendance	improve as children		

	at School.	have maximised all	
		learning opportunities.	

Desired	Chosen	What is the evidence and rationale for this choice?	How will you ensure it	Staff	Review date and impact
Outcome	action/approach		is implemented well?	lead	
F) Children	•Support for families	'The more engaged parents are in the education of	Families receive		
have improved home lives which allow them to concentrate in school.	through sharing parenting; Amba Keeble •Safeguarding and welfare officer is available to provide support for families •Counselling sessions for children have a positive impact •Children have access	their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community and build strong links with parents. Where schools build positive relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school	the support they need. Better communication with parent. Hard to engage parents are involved as the school has		
	to mental health first aider through wellbeing drop ins. •Wellbeing check in stations are used effectively •There is a whole school listening ethos. •CISS support (Core offer) has a positive impact on children's successes	improvement can be found.' I Goodall and J. Vorhaus.	reached out to them. Children play a more active role in their children's education.		

Planned Expenditure Targeted Support £10,000

7. Planned Expenditure						
Academic Year	Academic Year 2019- 2020					
iii. Other approaches (Enrichment and experiences) Details to be added each half term as opportunities arise						
Desired	Chosen	What is the evidence and rationale for t <mark>his ch</mark>	oice?	How will you ensure it	Staff	Review date and impact
Outcome	action/approach			is implemented well?	lead	
D) Children	£ Provision of a rich	'It is the essential knowledge that pupils n <mark>eed</mark> t		SLT to target reading		
will increase	range of additional	educated citizens, introdu <mark>cing them to the be</mark> st		through SDP.		
their cultural	enrichment and	has been thought and sai <mark>d and helping to en</mark> ge		All CTs to plan		
capital	cultural activities.	appreciation of human cr <mark>eati</mark> vity and achie <mark>ve</mark> m	nent.'	enrichment and		
through	 Immersion days 	The National Curriculum		enhancement		
exposure to	e.g. Miraiker's	Cotton Tourst assessed on the major fortance of	مامام	opportunities which		
quality texts,	World of Puppets,	Sutton Trust research on the major factors out	side	must have a clear		
resources,	 Visits e.g. theatre, 	(and inside) the school gates that boost the educational progress of bright poor children ar	nd found	objective and rationale.		
enrichment activities and	museums and	students were nine times more likely to get go		Registers of		
life	places of worship	levels when they did daily homework. They we		participation to be kept.		
experiences.	Visitors: Jazz	more likely to get good grades if they read boo		Disadvantaged children		
схрененеез.	workshops, drama	home for pleasure – not just those books they		to be encouraged and		
	clubs, local artists, Buddhist centre	study for school. And their results improved if		supported to		
	Additional events:	had visited museums, galleries and went on ou	•	participate.		
	Careers Fayre,	with their families or schools.		Monitor and encourage		
	enterprise			all children to be		
	opportunities with	'It's vital that children have the opportunity to	learn	involved in a broad		
	Forest Academy	and enjoy arts and culture from an early age. It		range of opportunities.		
	, , , , , , , , , , , , , , , , , , , ,	- CUCh ~		Elveden Cultural Capital		
	Children will	develops their creativity, inspires future career	rs and	Challenge and Elveden		
	participate in the	enriches their childhood.'		Explorers scheme to be		
	Elveden Cultural	Michael Ellis MP, Minister for Arts, Heritage and	d	monitored and		
	Capital Challenge and	Tourism Department of Culture, Media and Sp	ort	celebrated e.g. display		
	Elveden Explorers			and Facebook.		
	scheme.	'Cultural education gives children and young p	eople	Artsmark Gold Award accreditation.		
	School will be accredited with	the opportunity to develop their creativity, bot	th	Primary Geography		
	Artsmark Gold Award	individually and collectively, and that's why ou	r goal is	Award accreditation.		
	£All KS1 and KS2	for every child and young person to have the	1			

Arts 'Discover' Award School will be awarded the Primary Geography Quality Mark Outside learning and Forest schools will be embedded throughout the school.	opportunity to experience the richness of the arts.' Darren Henley Chief Executive Arts Council England Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
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Planned expenditure for other approaches (enrichment and experiences): £3000

Total planned expenditure cost: £24, 016.66

