

Pupil Premium Strategy

(Inc PP, EYPP & LAC Funding)



Wheatley Hill Community Primary School

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Wheatley Hill Community Primary – Pupil Premium Strategy 2021 / 22

Wheatley Hill Community Primary & Nursery School – Pupil Premium Strategy		
Academic Year – 2021 / 22	Total Pupil Premium Budget - £180,000	Date of Review – July 2021
Total Pupils Eligible – 117 Pupils (YR – Yr6) Pupil Premium @ £1345		Interim Review – January 2022
15 Pupils - EYPP @ £300 10 Post LAC Pupils @ £2345 4x LAC Pupils @ 1700		

School Barriers to Future Attainment for Pupils Eligible for Pupil Premium
In school Barriers (Issues to be addressed in school)
A. Speech, language and communication needs of pupils.
B. Pupils have Poor basic skills (English, Maths & Self Help) on entry.
C. Poor fine and gross motor skills.
D. Social Emotional Mental Health Issues faced by pupils including resilience and self esteem.
E. High levels of pupil attachment and anxiety around parental separation.
F. Experiences of quality, appropriate social interaction with other children & peers
External Barriers (Issues which require action outside the school)
A. Speech, language and communication needs of parents.
B. Parents have Poor basic skills (English & Maths).
C. Social Emotional Mental Health Issues faced by parents.
D. Hunger / access to healthy food.
E. Lack of parental support including low expectations of their children and the community.
F. Children from “Vulnerable Backgrounds”
G. Poor parental values of education affecting attendance, attitudes and parental involvement.
H. Home Issues affecting pupil learning – Domestic violence, drugs, alcohol and crime.
I. Narrow life opportunities, aspirations and enrichment experiences.
J. Lack of attendance to toddler groups, health checks, anti natal care and use of community facilities.
K. Poor access to quality housing social housing.
L. Limited financial means affecting uniform, person pupil resources i.e. school bag and appropriate clothing i.e. shoes & coats.

Desired Outcomes
• Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.
• Pupils are articulate speakers able to choose vocabulary and language appropriately to context.
• Pupils are independent, resilient and able to solve problems for themselves.
• Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)
• Pupils are working at age related expectations and can apply basic skills in a variety of contexts.
• Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.
• Pupils have opportunities to experience a wide range of life experiences i.e. trips, visits & residential.
• Pupils become an established member of the community and are able to empathise with others.
• Parents value education and support the policies and procedures of the school knowing that the school has their child’s best interests at heart.
• Parents actively seek help and support from school following signposts offered by professional services.
• Parent’s values their role within the community and contribute to aspects of community life.
• Pupils are healthy, active and well nourished.

Planned Expenditure - Academic Year					
1) Quality Teaching For All					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	Success Criteria	Links to School Development Plan	Review / Reflection Notes
<p>Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.</p>	<ul style="list-style-type: none"> Regular monitoring of school attendance. Deployment of School inclusion manager to support pupils arrival at school. Promote the importance of school attendance through PSHE. Promote the importance of uniform and wearing appropriate clothing. Make parents aware of clothing needed for school based activities. Offer support and guidance to parents, who struggle to maintain attendance and meet clothing needs. Staff members to be proactive in promoting uniformed and challenging those not wearing uniform. Staff members to be proactive to challenge poor attendees and lateness within their classroom. Office admin staff to monitor attendance and lateness and work closely with the Inclusion Manager 	<p>www.attendanceworks.org</p> <p>Epstein, Joyce L. and Sheldon, Steven B., Present and Accounted For: Improving Student Attendance Through Family and Community Involvement,</p> <p>Journal of Educational Research, vol 95, pp. 308-318, May/June 2002. This study suggests that schools may be able to increase student attendance in elementary school by implementing specific family and community involvement activities. The study discusses the results of an analysis of longitudinal data collected on schools’ rates of daily student attendance and chronic absenteeism and on specific partnership practices that were implemented to help increase or sustain student attendance.</p> <p>Rogers, Todd and Feller, Avi, Reducing Student Absences at Scale</p> <p>Harvard University & University of California, Berkeley, February 24, 2016. Rogers and Feller report the first randomized experiment examining interventions targeting student absenteeism. Personalized messages mailed to parents of at-risk students reduced chronic absenteeism by 10%, partly by correcting parents’ misbeliefs about their students’ total absences. The intervention reduced student absences comparably across all grade levels, and reduced absences among untreated cohabiting students in treated households.</p>	<ul style="list-style-type: none"> Excellent school attendance All wear school uniform. PE kits all in school Appropriate seasonal clothing worn. Outdoor education clothing worn when needed. Forest school clothing worn when needed. Parents know how to access support to purchase these items if required. School has a stock of spares to support families if needed. All school attendance data is recorded and poor attendance / lateness entered into SIMS by 9:10am. School actively reviews pupil attendance every 4 weeks and acts accordingly including referrals to the Attendance Enforcement Team. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>

<p>Pupils are articulate speakers able to choose vocabulary and language appropriately to context.</p>	<ul style="list-style-type: none"> • Communication friendly classroom. • High Levels of classroom support staff to model language, scaffold learning and support language acquisition. • Vocabulary Interventions • Speech and language SLA – workforce reform. • Opportunities to present to each other and to a wider audience. • Implementation of daily vocabulary Pre-teach. • High Levels of EYFS staffing to enable a family group approach to learning. • Effective use of SALPS provision. • Use of an emergent curriculum, which encourages pupils to talk and discuss curriculum. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/ Teaching assistants Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups. How effective is it? Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment When teachers and TAs work together effectively this can lead to increases in attainment. There is also evidence that working with TAs can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/communication-and-language-approaches/ Communication and language approaches Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children’s language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud and discussing books with young children, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. How effective is it? Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<ul style="list-style-type: none"> • Effective use of support staff in classroom • Visual timetables and well labelled resources • Alternative forms of communication available • Vocab interventions used effectively • Speech and language therapist links well with teacher and has a positive impact on learning. • Children confident to speak to audiences for a wide range of purposes. • TAs effectively deployed and following clearly defined timetables. • Use of TA targeted support and interventions, as directed by classroom teachers. • Effective use of language development approaches used within EYFS through the Family Group model. 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.</p> <p>Priority 5: To ensure current school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.</p> <p>Priority 6: To accelerate pupil progress in writing focusing on developing staff teaching pedagogy.</p>	<p>July 2022</p>
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<p>Pupils are independent, resilient and able to solve problems for themselves.</p>	<ul style="list-style-type: none"> • Zones of Regulation effectively used in school • Opportunities to problem solve in all curriculum areas. • EYFS environment set up to promote independence, resilience and problem solving. • EYFS Training to deliver a child led curriculum. • Early Excellence Project to develop a quality learning environment focused on independence. • Ed Psychologist workshops to develop resilient learners. • Woodworking training for staff team to allow pupils to explore woodworking in the classroom environment. • Use of outdoor education to develop pupil personal skills – beach school, forest school & adventure PE. • Playground zones and resources that encourage children to lead their own learning. 	<p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=151&t=Teaching%20and%20Learning%20Toolkit&e=151&s=Behaviour Interventions (2018) Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. How effective is it? Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Meta-cognition and self-regulation Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. How effective is it? Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ Social and emotional learning Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. How effective is it? On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average). Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>	<ul style="list-style-type: none"> • Zones of Regulation embedded throughout our curriculum. • Effective Early Years environment centred around child initiated learning. • Quality partnerships developed with Wingate Nursery and Early Excellence. • Strong triangulation between outdoor Ed, Zones and SEMH aspects of learning. • Ed Psych used effectively in school to early identify children with additional needs. • Excellent enquiry based curriculum with opportunities for problem solving including the enrich maths program. • Excellent use of floorbooks to capture pupil “Characteristics of effective learning”. • Characteristics of effective learning used throughout schools. • The school yard / outdoor areas offers opportunities for the children to develop these key skills. 	<p>Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.</p> <p>Priority 4: To implement continuous provision / challenge box elements and enhancements throughout all year groups.</p> <p>Priority 7: To continue to refine and deploy effective and consistent behaviour regulation strategies resulting in a purposeful ethos of support and engagement. (Zones of Regulation)</p> <p>Priority 13: To develop the outdoor learning space to offer</p>	<p>July 2022</p>
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<p>Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)</p>	<ul style="list-style-type: none"> • Zones of Regulation • Behaviour system and consistent behaviour policy. • Social, emotional aspects of learning sessions. • Safeguarding workshops – keeping safe. • Buddy Training • Playground leaders & mediators. • Indoor playtime & lunchtime Social groups to enable pupils to develop their ability to get along with others, regulate behaviour and take turns. • Effective use of “Zones of Regulation” approach used in school. • Effective use of CPOMS to record incidents of poor behaviour. • Effective use of Inclusion Manager to support pupils to manage their own behaviour. • Staff Team teach training. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Meta-cognition and self-regulation Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. How effective is it? Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ Social and emotional learning Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. How effective is it? On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average). Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<ul style="list-style-type: none"> • Zones of Regulation embedded throughout our curriculum. • Pupils understand how to keep themselves safe. • Take part in weekly safeguarding workshops • Safe learning environments in all areas of school. • Reduced incidents of poor behaviour recorded at a playtime & lunchtime (unstructured times) • Improved social interaction of targeted children following Social Groups. • Effective use of “Zones of Regulation” used throughout school. • The Inclusion Manager diligently acts to resolve any incidents of poor behaviour using a wide range of appropriate strategies. • All records of poor behaviour are carefully recorded within 	<p>Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.</p> <p>Priority 5: To ensure current school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.</p> <p>Priority 7: To continue to refine and deploy effective and consistent behaviour regulation strategies resulting in a purposeful ethos of support and engagement.</p>	<p>July 2022</p>

			<p>CPOMS and restorative actions are recorded.</p> <ul style="list-style-type: none"> • Staff regularly review records and carry out case reviews. 	<p>(Zones of Regulation)</p> <p>Priority 13: To develop the outdoor learning space to offer further challenge building upon children’s resilience and independence skills.</p>	
<p>Pupils are working at age related expectations and can apply basic skills in a variety of contexts.</p>	<ul style="list-style-type: none"> • High Levels of classroom support staff. • Establishment of quality teaching environments • Online Learning platforms • Quality learning resources • New CP / Challenge Box provision • Focus on explicit teaching of key basic skills i.e. times tables. • Use of observations to capture learning of all pupils especially focusing on the “Characteristics of effective learning”. • Use of small group interventions focusing on diminishing differences. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>Small group tuition Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>How effective is it? Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/</p> <p>Teaching assistants Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.</p>	<ul style="list-style-type: none"> • Effective use of support staff in classroom. • Quality learning environments. • Quality use of classroom resources. • Excellent workbooks • Excellent EYFS provision including high levels of challenge. • Key basic skills linked and embedded throughout school. • Effective deployment of classroom support staff using clearly defined timetables linked to pupil’s targets and learning outcomes. • Quality monitoring of observations, which show excellent outcomes for pupils. 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.</p> <p>Priority 4: To implement continuous provision / challenge box elements and enhancements</p>	<p>July 2022</p>

		<p>How effective is it? Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment When teachers and TAs work together effectively this can lead to increases in attainment. There is also evidence that working with TAs can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Digital technology The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ol style="list-style-type: none"> 1. Programmes for students, where learners use technology in problem solving or more open-ended learning, and 2. Technology for teachers such as interactive whiteboards or learning platforms. <p>How effective is it? Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches.</p>		<p>throughout all year groups. Priority 6: To accelerate pupil progress in writing focusing on developing staff teaching pedagogy.</p> <p>Priority 13: To develop the outdoor learning space to offer further challenge, building on children’s resilience and independence skills.</p>	
<p>Pupils have opportunities to experience a wide range of life experiences i.e. trips, visits & residential.</p>	<ul style="list-style-type: none"> • Wide range of trips, visitors and events linked to topics. • Creation of a WOW curriculum. • High Levels of staffing to support children on visits. • Music teacher in school. • PE & Sports coaches in school. • Implementation of woodworking throughout school. • Use of “characteristics of effective learning” used to write observations of pupils learning and experiences during these activities. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/ Outdoor adventure learning Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering, survival, ropes or assault courses, or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive block experiences or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. Adventure learning interventions typically do not include a formal academic component. This summary does therefore not include approaches to outdoor learning, such as Forest Schools or field trips.</p> <p>How effective is it? Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning</p>	<ul style="list-style-type: none"> • Pupils attend WOW visits, trips and experience in school visitors. • Trips are well attended. • All link to curriculum themes or key skills. • Pupils access a wide range in all year groups. • All access specialist PE coaching and music teaching. • Low cost residential trips including France international trip. 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 3: To raise the profile of Science across school including within the EYFS provision.</p> <p>Priority 5: To ensure current</p>	<p>July 2022</p>

		<p>interventions appear to make approximately three additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/sports-participation/</p> <p>Sports participation Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is used to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons.</p> <p>How effective is it? The overall impact of sports participation on academic achievement tends to be low (less than one additional month's progress), though there is recent evidence from the UK that sports and learning participation can have a more dramatic effect on, for example, mathematics learning as assessed by standardised tests when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).</p>	<ul style="list-style-type: none"> Moderations show excellent learning captured and clear evidence of improved outcomes for children. 	<p>school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.</p> <p>Priority 12: To improve the precision and purpose of teaching pedagogy within the EYFS.</p>	
<p>Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.</p>	<ul style="list-style-type: none"> PE & Sport coaches model and embed teamwork skills. Play in a Day sessions Social, emotional aspects of learning sessions. Peer Tutoring Opportunities and collaborative work. Outdoor learning opportunities for all children in school. Floorbooks used to capture pupil voice and discussion, using the “characteristics of effective learning” Staff members engage with a coaching culture and systems of peer review. 	<p>https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=152&t=Teaching%20and%20Learning%20Toolkit&e=152&s=Collaborative Learning (2018)</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p> <p>How effective is it? The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Meta-cognition and self-regulation Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.</p>	<ul style="list-style-type: none"> All access specialist PE coaching. All pupils take part in play in a day sessions. Whole school collaborative assemblies. Pupils are able to peer tutor and support others both in their own year group and in other years. Staff members actively engage in action research, peer coaching sessions and peer review enabling teaching & learning to further improve and have good outcomes for children. 	<p>Priority 3: To raise the profile of Science across school including within the EYFS provision.</p> <p>Priority 7: To continue to refine and deploy effective and consistent behaviour regulation strategies resulting in a purposeful ethos of support and engagement. (Zones of Regulation)</p> <p>Priority 12: To improve the</p>	<p>July 2022</p>

		<p>How effective is it? Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/peer-tutoring/</p> <p>Peer tutoring Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. In reciprocal peer tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>How effective is it? Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p>		<p>precision and purpose of teaching pedagogy within the EYFS.</p>	
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2) Targeted Support					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	Success Criteria	Links to School Development Plan	Review / Reflection Notes
<p>Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.</p>	<ul style="list-style-type: none"> • Role of School inclusion manager to support pupils and parents. • Access to benevolent fund to purchase appropriate clothing. • School purchasing of uniforms, waterproofs and clothing. • Access to additional “spare” clothing. • Access to PE Kits • Effective use of Early Help. • Regular parental meetings for pupils falling below 95%. • Use of parental contacts for attendance. • Involvement and referrals to Attendance Enforcement Team. • Referrals made to First Contact / TAFs initiated for poor attenders. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/extending-school-time/</p> <p>Extending school time Providing additional time for targeted groups of pupils either before or after school. This summary focuses on extending core school time and the use of targeted before and after school programmes, particularly to support disadvantaged or low attaining pupils.</p> <p>How effective is it? Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Behaviour and Inclusion Manager for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • Benevolent fund well used. • Supported by Early Help. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>

<p>Pupils are articulate speakers able to choose vocabulary and language appropriately to context.</p>	<ul style="list-style-type: none"> • High Levels of support staff to model quality language and standard use of English. • Language based interventions • Speech and language SLA interventions. • Ed Psych Interventions. • OT Involvement 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/</p> <p>Oral language interventions Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and discussing books with young children • Explicitly extending pupils’ spoken vocabulary • The use of structured questioning to develop reading comprehension <p>How effective is it? Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/communication-and-language-approaches/</p> <p>Communication and language approaches Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children’s language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud and discussing books with young children, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p> <p>How effective is it? Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<ul style="list-style-type: none"> • Support staff interventions. • Language interventions used in school • Speech therapist deployed to support children appropriately and links with staff effectively. • Ed Psych used effectively to support pupils and staff. • Targeted language sessions (EGPS) 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.</p> <p>Priority 5: To ensure current school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.</p> <p>Priority 6: To accelerate pupil progress in writing focusing on developing staff teaching pedagogy.</p>	<p>July 2022</p>
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<p>Pupils are working at age related expectations and can apply basic skills in a variety of contexts.</p>	<ul style="list-style-type: none"> • High levels of classroom support. • Time for pre-teach and interventions. • Early identification of any additional needs and advice sought. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>Small group tuition Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>How effective is it? Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p>	<ul style="list-style-type: none"> • High Levels of support staff deployed effectively in school. • Support staff interventions. • Appropriate interventions used. • Speech therapist deployed to support children appropriately and links with staff effectively. • Ed Psych used effectively to support pupils and staff. • Targeted language sessions (EGPS) 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.</p> <p>Priority 5: To ensure current school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.</p> <p>Priority 12: To improve the precision and purpose of teaching pedagogy within the EYFS.</p>	<p>July 2022</p>
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3) Other Approaches					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	Success Criteria	Links to School Development Plan	Review / Reflection Notes
<p>Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.</p>	<ul style="list-style-type: none"> • Parent & pupil access to Early Help. • Access to other agencies. • Introduction of Parental Support / Customer Services Department 	<p>www.attendanceworks.org</p> <p>Epstein, Joyce L. and Sheldon, Steven B., Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol 95, pp. 308-318, May/June 2002. This study suggests that schools may be able to increase student attendance in elementary school by implementing specific family and community involvement activities. The study discusses the results of an analysis of longitudinal data collected on schools’ rates of daily student attendance and chronic absenteeism and on specific partnership practices that were implemented to help increase or sustain student attendance.</p> <p>Rogers, Todd and Feller, Avi, Reducing Student Absences at Scale Harvard University & University of California, Berkeley, February 24, 2016. Rogers and Feller report the first randomized experiment examining interventions targeting student absenteeism. Personalized messages mailed to parents of at-risk students reduced chronic absenteeism by 10%, partly by correcting parents’ misbeliefs about their students’ total absences. The intervention reduced student absences comparably across all grade levels, and reduced absences among untreated cohabiting students in treated households.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Manager for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • Effective use of PSA • Spare clothing available at parent’s evenings for parents. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>

<p>Pupils are independent, resilient and able to solve problems for themselves.</p>	<ul style="list-style-type: none"> • Outdoor Education Curriculum. • Forest School Programme in EYFS. • Forest School After School club. • School Residential trips. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Meta-cognition and self-regulation Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. How effective is it? Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/play-based-learning/ Play-based learning Play can be broadly defined as an enjoyable activity that is pursued for pleasure or its own sake. It can be contrasted with activities that have explicitly defined learning outcomes, or games, which are likely to have clearer rules or a competitive element. Play-based activities might be solitary or social, and involve a combination of cognitive and physical elements. Some examples of play-based learning may overlap with Self-regulation approaches or Social and emotional learning strategies. For children with social, emotional or behavioural problems, some play-based interventions have been developed. These programmes explicitly aim to improve social and cognitive skills by teaching children how to play. How effective is it? On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately three additional months.</p>	<ul style="list-style-type: none"> • All children in school access quality outdoor education or forest school sessions, which are linked to basic skills and curriculum objectives. • Children attend the forest school after school club. • Pupils attend school residential. 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 3: To raise the profile of Science across school including within the EYFS provision.</p> <p>Priority 5: To ensure current school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.</p> <p>Priority 12: To improve the precision and purpose of teaching pedagogy within the EYFS.</p>	<p>July 2022</p>
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<p>Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)</p>	<ul style="list-style-type: none"> • Outdoor Education Curriculum. • Forest School Programme in EYFS. • Forest School After School club. • School Residential trips. • Involvement with PCSO, police and other agencies. • 	<p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/physical-development-approaches/</p> <p>Physical development approaches Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play. This summary focuses specifically on the relationship between physical development approaches and learning. However, it is important to note that in many cases early learning is not the primary focus of the approaches covered.</p> <p>How effective is it? Existing studies suggest that physical development approaches are associated with a small improvement in cognitive outcomes, equivalent to approximately two additional months’ progress. Studies suggest that physical development approaches are associated with a small improvement in cognitive outcomes</p> <p>Play-based learning Play can be broadly defined as an enjoyable activity that is pursued for pleasure or its own sake. It can be contrasted with activities that have explicitly defined learning outcomes, or games, which are likely to have clearer rules or a competitive element. Play-based activities might be solitary or social, and involve a combination of cognitive and physical elements. Some examples of play-based learning may overlap with Self-regulation approaches or Social and emotional learning strategies. For children with social, emotional or behavioural problems, some play-based interventions have been developed. These programmes explicitly aim to improve social and cognitive skills by teaching children how to play.</p> <p>How effective is it? On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately three additional months.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Manager for regular support, guidance or direction. • All children in school access quality outdoor education or forest school sessions, which are linked to basic skills and curriculum objectives. • 	<p>Priority 7: To continue to refine and deploy effective and consistent behaviour regulation strategies resulting in a purposeful ethos of support and engagement. (Zones of Regulation).</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>
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<p>Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.</p>	<ul style="list-style-type: none"> • Outdoor Education Curriculum. • Forest School Programme in EYFS. • Forest School After School club. • School Residential trips. 	<p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/physical-development-approaches/</p> <p>Physical development approaches Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play. This summary focuses specifically on the relationship between physical development approaches and learning. However, it is important to note that in many cases early learning is not the primary focus of the approaches covered.</p> <p>How effective is it? Existing studies suggest that physical development approaches are associated with a small improvement in cognitive outcomes, equivalent to approximately two additional months’ progress. Studies suggest that physical development approaches are associated with a small improvement in cognitive outcomes</p>	<ul style="list-style-type: none"> • All children in school access quality outdoor education or forest school sessions, which are linked to basic skills and curriculum objectives. • Children join teams and take part in out of school clubs. 	<p>Priority 1: To ensure the consistent application our innovative and exciting curriculum.</p> <p>Priority 3: To raise the profile of Science across school including within the EYFS provision.</p> <p>Priority 12: To improve the precision and purpose of teaching pedagogy within the EYFS.</p>	<p>July 2022</p>
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<p>Pupils become an established member of the community and are able to empathise with others.</p>	<ul style="list-style-type: none"> • Mini Police • Mother’s club links • Church links and visits. • Work with Greenhill’s community centre. • Friends of the school committee. • Involved in fund raising activities. • Community events i.e. harvest festival. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p>Behaviour interventions Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Three broad categories of behaviour interventions can be identified:</p> <ol style="list-style-type: none"> 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; 3. School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning. It should also be noted that other approaches, such as parental involvement programmes, are often associated with reported improvements in school ethos or discipline, but are not included in this summary which is limited to interventions that focus directly on behaviour (see instead Parental involvement). <p>How effective is it? Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Manager for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • School is involved in and hosts a wide range of community events. • School is embedded at the heart of the local community and supports all aspects of community life. • Opportunities given for adult learning. • School works with local businesses to promote events and take part in enterprise opportunities. • School promotes local facilities including the community centre. • Offer local colleges opportunities to train students at our school. 	<p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>
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<p>Parents value education and support the policies and procedures of the school knowing that the school has their child's best interests at heart.</p>	<ul style="list-style-type: none"> • School Inclusion Manager • Early Help 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</p> <p>Parental involvement Parental Involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p> <p>How effective is it? Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation. Developing effective parental involvement to improve their children's attainment is challenging.</p> <p>The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/parental-engagement/</p> <p>Parental engagement Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, through counselling.</p> <p>How effective is it? Parental engagement in early years education is consistently associated with children's future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months' progress over the course of a year.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Manager for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • Parents attend parents evenings, school events and children's performances. • Parents talk positively about school and offer their support. • Parents support the school to improve pupil attendance. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>
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<p>Parents actively seek help and support from school following signposts offered by professional services.</p>	<ul style="list-style-type: none"> • School Inclusion Manager • Early Help Services 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</p> <p>Parental involvement Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p> <p>How effective is it? Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. This suggests that developing effective parental involvement to improve their children’s attainment is challenging and will need careful monitoring and evaluation. Developing effective parental involvement to improve their children’s attainment is challenging.</p> <p>The impact of parents’ aspirations is also important, though there is insufficient evidence to show that changing parents’ aspirations will raise their children’s aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/parental-engagement/</p> <p>Parental engagement Actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, through counselling.</p> <p>How effective is it? Parental engagement in early years education is consistently associated with children’s future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months’ progress over the course of a year.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Manager for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • Parents access the EH and this service is used effectively. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>
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<p>Parents value their role within the community and contribute to aspects of community life.</p>	<ul style="list-style-type: none"> • Mini Police • Mother’s club links • Church links and visits. • Work with Greenhill’s community centre. • Friends of the school committee. • Involved in fund raising activities. • Community events i.e. harvest festival. 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</p> <p>Parental involvement Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p> <p>How effective is it? Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. This suggests that developing effective parental involvement to improve their children’s attainment is challenging and will need careful monitoring and evaluation. Developing effective parental involvement to improve their children’s attainment is challenging.</p> <p>The impact of parents’ aspirations is also important, though there is insufficient evidence to show that changing parents’ aspirations will raise their children’s aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/parental-engagement/</p> <p>Parental engagement Actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, though counselling.</p> <p>How effective is it? Parental engagement in early years education is consistently associated with children’s future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months’ progress over the course of a year.</p>	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Manager for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • Parent counselling via the PSA. • Access to community events. • School hosts and takes a lead role in community events. • Friends of the school are active and plan events etc. • Parent helpers are in school frequently and encouraged to further develop themselves. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>
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Wheatley Hill Community Primary – Pupil Premium Strategy 2021 / 22

<p>Pupils are healthy, active and well nourished.</p>	<ul style="list-style-type: none"> • School Breakfast club & after school club • Fresh water fountains in school. • Milk available to pupils 	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/extending-school-time/</p> <p>Extending school time Providing additional time for targeted groups of pupils either before or after school. This summary focuses on extending core school time and the use of targeted before and after school programmes, particularly to support disadvantaged or low attaining pupils.</p> <p>How effective is it? Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.</p>	<ul style="list-style-type: none"> • Well attended breakfast club. • Well attended after school club • Healthy breaktime snack. • Milk served with lunch • EYFS snack options available. • Fresh filtered drinking water always available. • Promotion of healthy packed lunches. • Healthy eating workshops for pupils and parents. • School Meals educational events and promotions. 	<p>Priority 8: To improve the overall attendance of pupils in school.</p> <p>Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.</p>	<p>July 2022</p>
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Pupil Premium Expenditure – 2021 / 22

	Item	Expenditure	Outcomes linked to Spending				
1.	School Based Inclusion Manager	£24093	Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.	Parent’s value their role within the community and contribute to aspects of community life.	Parents actively seek help and support from school following signposts offered by professional services.	Pupils become an established member of the community and are able to empathise with others.	Parents value education and support the policies and procedures of the school knowing that the school has their child’s best interests at heart.
2.	3x Teaching Assistant	£75,000	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are articulate speakers able to choose vocabulary and language appropriately to context.	Pupils become an established member of the community and are able to empathise with others.	Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.
3.	Higher Level Teaching Assistant	£26755	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are articulate speakers able to choose vocabulary and language appropriately to context.	Pupils become an established member of the community and are able to empathise with others.	Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.
4.	Zones of Regulation Training Workshops	£1300	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are independent, resilient and able to solve problems for themselves.	Pupils become an established member of the community and are able to empathise with others.	Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)	
5.	Speech and Language – Shared with SEND funding (£5000 total)	£2500	Pupils are articulate speakers able to choose vocabulary and language appropriately to context.	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.			

Wheatley Hill Community Primary – Pupil Premium Strategy 2021 / 22

6.	Educational Psychologist - Shared with SEND funding (£5000 total)	£2500	Pupils are articulate speakers able to choose vocabulary and language appropriately to context.	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.			
7.	Beanstalk Reading Support	£750	Pupils are articulate speakers able to choose vocabulary and language appropriately to context.	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.			
8.	Specialist Music Teaching – Shared with general curriculum (£5000 total)	£2500	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.			
9.	Additional School Uniform	£1000	Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.				
10.	Breakfast Club resources and staffing	£11,000	Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.	Pupils are healthy, active and well nourished.			
11.	School Cook to support breakfast and after school club	£4200	Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.	Pupils are healthy, active and well nourished.			

Wheatley Hill Community Primary – Pupil Premium Strategy 2021 / 22

12.	Water Fountains in school	£300	Pupils are healthy, active and well nourished.				
13.	Class visits, trips & residential	£5000	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are independent, resilient and able to solve problems for themselves.	Pupils have opportunities to experience a wide range of life experiences i.e. trips, visits & residential.		
14.	Outdoor Adventure Learning linked to curriculum – Shared with General Curriculum (£10,000 total)	£5000	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are independent, resilient and able to solve problems for themselves.	Pupils have opportunities to experience a wide range of life experiences i.e. trips, visits & residential.	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.	
15.	Forest School Sessions	£5000	Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	Pupils are independent, resilient and able to solve problems for themselves.	Pupils have opportunities to experience a wide range of life experiences i.e. trips, visits & residential.		
16.	EYFS Partnerships Early Excellence - £1000	£3000	Pupils are independent, resilient and able to solve problems for themselves.	Pupils are working at age related expectations and can apply basic skills in a variety of contexts.			
17.	School Transport Support for vulnerable / disadvantaged pupils.	£11,602	Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.	Parent's value their role within the community and contribute to aspects of community life.	Parents actively seek help and support from school following signposts offered by professional services.		

Impact of Previous Pupil Premium Spending

Data Headlines

2019 Key Stage Two – Progress Measure

Reading	
All	Dis
7.56	8.58
Q1	Q1

Writing	
All	Dis
2.27	2.08
Q1	Q1

Maths	
All	Dis
6.18	6.16
Q1	Q1

2019 Key Stage Two – Attainment

Reading	
All	GD
76%	48%

Writing	
All	GD
81%	19%

Maths	
All	GD
81%	38%

RWM	
All	GD
71%	10%

2019 Key Stage One – Progress Measure

Reading	
All	Dis
84%	81%

Writing	
All	Dis
84%	88%

Maths	
All	Dis
94%	88%

2019 Key Stage One – Attainment

Reading	
All	GD
64%	9%

Writing	
All	GD
61%	9%

Maths	
All	GD
79%	3%

2019 EYFS – Good Level of Development

Reading	
All	Dis
67%	40%

Writing	
All	Dis
67%	40%

Maths - Dis	
All	Dis
73%	50%

Math - Shape	
All	Dis
77%	50%

Wheatley Hill Community Primary & Nursery School Trends Over Time

Key Stage Two – Value Added

Rankings



Phonics

Phonics Screening 2015-2019 - the expected standard - 32 out of 40

Wheatley Hill Primary	2015			2016			2017			2018			2019		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	12	9	21	12	15	27	15	7	22	17	12	29	9	25	34
Number achieving the expected standard	8	9	17	8	11	19	11	7	18	11	12	23	4	19	23
Number not achieving the expected standard	4	0	4	4	4	8	4	0	4	6	0	6	5	4	9
Number not assessed (Absent / Disapplied)	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Average Score	28.3	37.0	32.0	24.9	29.2	27.3	30.9	35.4	32.4	25.9	37.8	30.9	20.7	33.5	29.9
SCHOOL % Achieving expected standard	66.7	100.0	81.0	66.7	73.3	70.4	73.3	100.0	81.8	64.7	100.0	79.3	44.4	76.0	67.6
NATIONAL % achieving expected standard	73	81	77	77	84	81	78	85	81	79	86	82	78	85	82

2019 EYFS – Good Level of Development

Wheatley Hill Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	15	10	25	8	24	32	8	22	30
	Dis	6	7	13	6	14	20	5	5	10
	Other	9	3	12	2	10	12	3	17	20
LIT Reading	ALL	40.0%	90.0%	60.0%	37.5%	70.8%	62.5%	25.0%	81.8%	66.7%
	Dis	0.0%	85.7%	46.2%	33.3%	64.3%	55.0%	20.0%	60.0%	40.0%
	Other	66.7%	100.0%	75.0%	50.0%	80.0%	75.0%	33.3%	88.2%	80.0%
	GAP	66.7%	14.3%	28.8%	16.7%	15.7%	20.0%	13.3%	28.2%	40.0%
LIT Writing	ALL	40.0%	90.0%	60.0%	37.5%	70.8%	62.5%	25.0%	81.8%	66.7%
	Dis	0.0%	85.7%	46.2%	33.3%	64.3%	55.0%	20.0%	60.0%	40.0%
	Other	66.7%	100.0%	75.0%	50.0%	80.0%	75.0%	33.3%	88.2%	80.0%
	GAP	66.7%	14.3%	28.8%	16.7%	15.7%	20.0%	13.3%	28.2%	40.0%
MAT Numbers	ALL	40.0%	90.0%	60.0%	37.5%	70.8%	62.5%	50.0%	81.8%	73.3%
	Dis	0.0%	85.7%	46.2%	33.3%	64.3%	55.0%	40.0%	60.0%	50.0%
	Other	66.7%	100.0%	75.0%	50.0%	80.0%	75.0%	66.7%	88.2%	85.0%
	GAP	66.7%	14.3%	28.8%	16.7%	15.7%	20.0%	26.7%	28.2%	35.0%
MAT Shape, Space & Measure	ALL	40.0%	100.0%	64.0%	37.5%	75.0%	65.6%	37.5%	90.9%	76.7%
	Dis	0.0%	100.0%	53.8%	33.3%	64.3%	55.0%	20.0%	80.0%	50.0%
	Other	66.7%	100.0%	75.0%	50.0%	90.0%	83.3%	66.7%	94.1%	90.0%
	GAP	66.7%	0.0%	21.2%	16.7%	25.7%	28.3%	46.7%	14.1%	40.0%

