

# Shears Green Junior School 2021-2024

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Shears Green Junior School
Number of pupils in school	477
Proportion (%) of pupil premium eligible pupils	28.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jacky Pike (Dec 2021) /Matthew Paterson (December 2022)
Pupil premium lead	Dennis Irwin
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,550 PP
Recovery premium funding allocation this academic year	£32,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£195000</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is an allocation of funding from central government to support children who may be vulnerable to under-achievement. The amount received by each school is dependent on the number of children who are eligible for free school meals (FSM) or who have been eligible for FSM during the last 6 years (known as Ever 6). 'Children in Care' (CIC) who have been looked after by a local authority at any stage in their lives also qualify for a pupil premium grant. All schools are required to demonstrate how they are using the Pupil Premium and the impact it is having.

Our intention is that all pupils, irrespective of their background or the challenges they face make good progress and achieve high attainment across all subject areas.

The aim of our pupil premium strategy is to ensure that children from disadvantaged backgrounds are able to make the same progress as, or better progress than, their peers in order to reach their full potential, no matter their starting point.

With in depth analysis of each learner, with a focus on the whole child, considering the challenges that vulnerable pupils face, for example those who are looked after children, who have a social worker or are a young carer. This statement is intended to support their needs, regardless if they are disadvantaged or not.

### **Principles**

At Shears Green Junior School, we organise teaching and learning in order to best meet the needs of all of our children.

- In the first instance high quality teaching is the priority at Shears Green Junior School. Teaching is focused on the needs of its learners, particularly those from a disadvantaged background.
- We arrange appropriate provision for children from vulnerable groups and for those who may be disadvantaged, to ensure that their needs are accurately assessed and met.
- We recognise that not all children who receive pupil premium grant will be disadvantaged and we also recognise that not all children who are disadvantaged will receive the pupil premium grant. We follow the government's guidelines to allocate Pupil Premium support to those children who receive, or have received, free school meals, or who are in care.
- We aim to include parents (as well as attainment analysis and input from staff in school) to decide how the Pupil Premium could be best spent for each child.
- It may be the case that not all children receiving pupil premium grant will receive targeted support at any one time.

## **Reporting**

The progress of children receiving Pupil Premium funding is closely tracked by teachers, the senior leadership team and reported to governors every term.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Assessments, observations, and discussions with our Infant feeder indicate a growing number of children, (the majority from a disadvantaged background) arriving at the school working below or at the beginning of key stage 1. Data from the Infant school shows that 13% of the cohort are working at PKS1F in writing and reading and 9% in Maths. 45% of this cohort are working below expected standards (in Year 2) for writing, 27% in Reading and 33% in Maths.
2	Assessments, pupil progress meetings, and discussions with families indicate a greater number of children struggling with reading skills both in reading sessions and across the wider curriculum. This issue has become more apparent due to the national lockdowns in 2020 and 2021, particularly for disadvantaged pupils. In Year 3 53.8% of pupils achieved expected plus - compared with 65.7%. In Year 4 41.7% of disadvantaged pupils, compared to 79.3% of non-disadvantaged pupils. In Year 5 68.6% of disadvantaged pupils achieved expected, when compared with 79.1%. In Year 6 - 52% compared with 84%.
3	The school has a high number of children experiencing anxiety. This has been exacerbated by the pandemic and the national lockdowns. In early 2020 the school supported Oxford University with some research into anxiety. The results sent through in November 2021, supported what teachers and staff had observed, that the children at Shears Green exhibited higher levels of anxiety than the average in other schools participating in the project.
4	It was apparent that writing skills across the skills suffered during the lockdowns. Reading and maths skills were not as affected, possibly due to the nature of the subjects and the ease of transferring to home learning. Many children missed the developmental aspects of the teaching of writing. Data shows that across the school writing was significantly below reading and maths for the whole cohort but particularly disadvantaged pupils (in Year 3 34.6%, Year 4 29.7%, Year 5 45.7%, Year 6 38%)

	The Key Stage 1 data for our new Year 3 Cohort shows a similar picture in writing, 64% of pupils eligible for pupil premium are working below expected standards - 31% of the pupils were working at PKS1F.
5	In conjunction with the writing challenge, Oracy has been identified as an area of development. The lockdown`s have had an affect on children`s oracy skills. Our baseline assessments of our new Year 3 cohort has shown, as well as our observations of our existing pupils has shown issues with pupils speaking and listening skills. Children missed a great deal of time with their peers, talking, speaking aloud and listening to the thoughts of others.
6	<p>For more children to make expected or better than expected progress the children need to be in school. At Shears Green disadvantaged children`s attendance last year was at 91.3% this can be compared to non disadvantaged pupils whose attendance was at 95.2%.</p> <p>The current rate of Persistent Absentees at Shears Green, for the whole cohort is 21.7%. For our Disadvantaged group that percentage is 32.6%, for our non disadvantaged that percentage was 17%.</p>
7	Some parents find it difficult to support their children in their learning, either through time to support children, lack of confidence in their own knowledge, a lack of technology or internet connection.

## Intended outcomes

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

Intended outcome	Success criteria
For children who are working at PKF to make accelerated progress and to progress into the KS1 standards.	KS2 outcomes in 2024/25 show that at least 50% of the children who were working at PKF at the end of KS1 are now working within the KS2 framework.
For children who are pupil premium to make accelerated progress in reading.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
For an individual school survey to reflect a lowering of anxiety across the school.	A new internal school survey to be conducted annually to show that anxiety levels are falling at the school.
For pupil premium children to have made accelerated progress in writing.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
For children to have a better standard of oracy, which is reflected in improved reading, use of vocabulary and improved writing skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when

	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
For children who are pupil premium to achieve national expected attendance of at least 95%	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being 10%</p>
Greater resilience will be shown by pupils, this will be noted by staff that work with them, impacting on their self-esteem, aspirations and achievement.	<p>All disadvantaged children (with no identified SEN) make expected and identified disadvantaged children make more than expected progress.</p> <p>Disadvantaged children show more engagement in school life and actively participate – this is seen both in the triangulated sources of evidence and in attendance to the wider school life: enrichment activities</p>
Increased parental engagement, particularly around home learning.	Pupils are accessing and engaging in home learning – as evidenced through on-line platforms. Parents attendance at extracurricular events increased and evidence shows an increased understanding of how to support their children at home.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost (for this academic Year 2021 -22) £189,088.32 (All additional staff) + (£1200 - Assessments)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, suitable for all learners.</p> <p>Training and time for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 4, 5.
<p>CPD</p> <p>Targeted areas highlighted in assessments, learning walks and book looks.</p> <p>CPD to develop the teaching and learning in writing, reading and core maths skills.</p> <p>There will also be a needs to develop teachers subject knowledge in Oracy.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing. Through effective training teachers will be able to develop the Oracy skills of their pupils.</p> <p>Additionally CPD sessions will be tailored to meet learners needs in maths, reading and maths.</p>	1, 2, 3, 4, 5.
Additional teachers / TAs	These additional staff to be used to support the interventions used below.	1, 2, 4, 5
Additional Learning Mentor	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3

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

Budgeted cost: (For this academic Year) £23,200,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of an Oracy Intervention - <a href="https://voice21.org/">https://voice21.org/</a></p> <p>This will look to improve the listening, narrative and, most importantly for the school, vocabulary skills of its pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>The EEF reports that overall, oral language interventions generate “moderate impacts for very low cost, based on extensive evidence”, with additional impact for students from disadvantaged backgrounds. They recommend oracy as an evidence-based approach to improving literacy at both primary and secondary level.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 4, 5
Purchase of additional resources	<p>Clicker 8</p> <p>A package to support dyscalculia / maths <a href="https://dynamomaths.co.uk/">https://dynamomaths.co.uk/</a></p>	1, 4, 7
<p><i>One to one tuition</i></p> <p><i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</i></p>	<p>We will be providing one to one tuition with a focus being those children who are disadvantaged. This one to one tuition will primarily be focused on Reading skills as reading underpins every subject in the primary curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=one%20to%20one">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=one%20to%20one</a></p>	1, 4, 5



<i>Hubs</i>	<p>In addition to one to one tuition - the school has created small group hubs for the pupils in Years 3, 4 .</p> <p>and 6 to support learning. These children are those working well below expected. Disadvantaged children make up the large majority of these groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 4, 5
<i>Additional phonics sessions targeted at children who did not pass the phonics screening check in the infants or who, after assessment, are struggling with their phonics knowledge. This will be led by our Year 3 Hub teacher.</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4, 5.
<p><i>Teaching Assistant Deployment</i></p> <p><i>The school will look at its teaching assistant deployment carefully to best meet the needs of its learners. Each class is assigned a Teaching Assistant in order to support learning but also deliver interventions at the most efficient moments.</i></p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p><b>In 2022/23 TAs to be used differently; they will be deployed as necessary by each phase.</b></p> <p><b>TAs to focus on providing interventions on SALT, reading, writing, maths and greater depth pupils.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 3, 4, 5.
<i>Staff CPD on: Metacognition, Behaviour as communication,</i>	<b>A focus on developing staff CPD in the following areas:</b>	

<p><i>Identity, Diversity and well-being (supporting children with anxieties)</i></p>	<p>Metacognition. Research shows that a focus on metacognitions can improve outcome by up to 7 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The school has also invested in Thrive (<a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a>) - “Improvements appear more likely when SEL 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> <p>The impact of interventions and a whole school approach, focused on wellbeing and social interaction, can improve up to 4 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Parent workshops on specific areas of the curriculum – including dyslexia workshop</p> <p>Online programmes that can be accessed at home /school</p> <p>Resources and approaches adapted to support parents</p> <p>School community events</p>	<p>Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children’s literacy at home and a major impact on achievement. Aston, H. and Grayson, H. (2013). Teacher Guide: Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children. Slough and Oxford: NFER and Oxford University Press</p>	

#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: (For this academic year) £8000 + £29,596 (Library)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Fortnightly Attendance Meetings</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>FLO Meetings.</p> <p>To discuss vulnerable children in terms of attendance, behaviour, and additional needs.</p>	<p>Through a cross school approach the pastoral team can get a whole view of vulnerable children and then allocate suitable resources to support the child and family.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 6
<p>Library</p> <p>The school has recently set up a new library. This provision needs to be developed further so that it becomes a well used resource to build all pupils reading skills but also to develop a love of reading.</p>	<p>We have identified that Reading skills need to be developed further across the school. The school has already invested in whole school interventions such as Reading Plus. However, many children are not reading regularly and / or for pleasure. The library is aimed at developing</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	3

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>The school has invested in a school counsellor for many years. The demands for counselling are high. To support our school counsellor a number of staff are trained to do some counselling sessions with vulnerable children.</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Homework / Afterschool Club.</p> <p>To develop children's learning, as well as ensuring that they are settled in school - the school can offer places at our breakfast club / afterschool club at a subsidised rate.</p>	<p>Evidence shows that homework does support children's learning. By allowing some children to complete homework at school with the support of a trained member of staff, the outcomes should be greater.</p> <p>By offering a breakfast club to targeted individuals they can attend school in a more settled manor and able to be more focused on their studies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>3, 1, 2, 4, 5.</p>

**Total budgeted cost: £193,119**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their non-disadvantaged peers, particularly in writing. Performance in maths was closer but there remains a significant gap, particularly for those children who were in Year 4 and now in Year 5.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, the initial provision we put on our school website, which then turned into daily live lessons using Google Classroom. However, a number of children from a disadvantaged background found it difficult to engage in online lessons for a variety of reasons.*

*Although overall attendance in 2020/21 was marginally lower than in the preceding 2 years at 95.5% (2019-20 - 95.6%, 2018-2019 - 96%) The percentage of persistent absentees has also risen from 11.9% from 8.2% in 2018-2019. The pandemic has caused this trend to a great extent. Disadvantaged pupils' attendance is lower than in previous years; 2020-21 - 91.3% (Non Dis 96.5%), 2019-2020 -93% (Non Dis 96.4%), 2018-2019 - 92.3% (Non Dis 96.9%) . The gap between disadvantaged and non-disadvantaged is widening. There has been a significant increase in the percentage of disadvantaged pupils being persistent absentees. In 2018/19 the percentage was 23.7%, in 2020-21 it was 29.6%. It must be noted that many of these disadvantaged children also have SEND and may have been on a reduced timetable.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We employed an additional two learning mentors and for two terms an additional counsellor. We are building on that approach with the activities detailed in this plan.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading Plus	Reading Plus <a href="https://www.readingplus.com/">https://www.readingplus.com/</a>
TT Rockstars	Maths Circle <a href="http://www.ttrockstars.co.uk">www.ttrockstars.co.uk</a>
Spellingframe	<a href="http://www.spellingframe.co.uk">www.spellingframe.co.uk</a>

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:*

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- We will be developing our school's mental health provision both through internal and external providers. This includes looking to develop the capacity of our pastoral team by maintaining at least three learning mentors.*
- offering, once again, a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

### **Planning, implementation, and evaluation**

*In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We will look to collaborate with other schools in the Northfleet Trust to share best practice in order to improve our provision.*

*We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.*

*We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.*

*We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.*

*We have put a robust evaluation framework in place for the duration of our three-year approach, analysing and adapting each year to secure better outcomes for pupils.*

## Metacognition

<https://thenationalcollege.co.uk/hub/view/webinar/metacognition-the-benefits-of-taking-a-self-regulated-approach-to-teaching-and-learning>

## SEND

<https://thenationalcollege.co.uk/hub/view/webinar/children-with-hidden-send-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/support-pupils-with-send-in-mainstream-schools-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/teaching-for-neurodiversity>

<https://thenationalcollege.co.uk/hub/view/webinar/teaching-pupils-with-autism-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/manage-the-behaviour-of-pupils-with-send-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/sensory-play-for-children-with-send-primary>

## EAL and SEND

<https://thenationalcollege.co.uk/hub/view/webinar/eal-pupils-with-send-primary>

## TAs

<https://thenationalcollege.co.uk/hub/view/webinar/a-webinar-for-teaching-assistants-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/tas-scaffolding-and-differentiation-primary>

## Learning and differentiation

<https://thenationalcollege.co.uk/hub/view/webinar/taking-a-restorative-approach-to-create-peaceful-learning-environments-i-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/a-practical-guide-to-scaffolding-to-support-disadvantaged-pupils-i-primary>



<https://thenationalcollege.co.uk/hub/view/webinar/a-practical-guide-to-differentiation-to-support-disadvantaged-pupils-i-primary>

<https://thenationalcollege.co.uk/hub/view/webinar/unseen-children-delivering-a-tailored-approach-to-support-the-most-disadvantaged-primary>

## Strategy

Activity	Evidence that supports this approach	Method of delivery	Costs
<p>Purchase of an Oracy Intervention - <a href="https://voice21.org/">https://voice21.org/</a></p> <p>This will look to improve the listening, narrative and, most importantly for the school, vocabulary skills of its pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>The EEF reports that overall, oral language interventions generate “moderate impacts for very low cost, based on extensive evidence”, with additional impact for students from disadvantaged backgrounds. They recommend oracy as an evidence-based approach to improving</p>		

	<p>literacy at both primary and secondary level.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>		
Purchase of additional resources	<p>Clicker 8</p> <p>Dynamo Maths?</p>	Approximately = £2700	
<p><i>One to one tuition</i></p> <p><i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</i></p>	<p>We will be providing one to one tuition with a focus being those children who are disadvantaged. This one to one tuition will primarily be focused on Reading skills as reading underpins every subject in the primary curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>Lisa to delivery 1 to 1 tuition.</p> <p>Cost:</p>	

	/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=one%20to%20one		
<i>Hubs</i>	<p>In addition to one to one tuition - the school has created small group hubs for the pupils in Years 3 and 6 to support learning. These children are those working well below expected. Disadvantaged children make up the large majority of these groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>Year 3 Hub = Rebecca Cave –Brown.</p> <p>Year 4 Hub – Rebecca Cave-Brown</p> <p>Year 6 – Cherie Williams</p>	
<i>Additional phonics sessions targeted at children who did not pass the phonics screening check in the infants or who,</i>	Phonics approaches have a strong evidence base indicating a positive	Phonics Sessions – Rebecca Cave-Bown Cost	

<p><i>after assessment, are struggling with their phonics knowledge. This will be led by our Year 3 Hub teacher.</i></p>	<p>impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>		
<p><i>Teaching Assistant Deployment</i></p> <p><i>The school will look at its teaching assistant deployment carefully to best meet the needs of its learners. Each class is assigned a Teaching Assistant in order to support learning but also deliver interventions at the most efficient moments.</i></p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>In 2022/23 TAs to be used differently; they will be deployed as necessary by each phase.</p>	<p>Teaching Assistant afternoon interventions.</p> <p>Costs</p>	

	<p>TAs to focus on providing interventions on SALT, reading, writing, maths and greater depth pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>		
<p><i>Staff CPD on: Metacognition, Behaviour as communication, Identity, Diversity and well-being (supporting children with anxieties)</i></p>	<p>Thrive, National College CPD (see below) New Behaviour Policy New staff wellbeing</p>	<p>Thrive Cost:</p> <p>National College Cost: See list of relevant courses.</p> <p>Thrive CPD – October</p>	
<p>Parent workshops on specific areas of the curriculum – including dyslexia workshop</p> <p>Online programmes that can be accessed at home /school</p> <p>Resources and approaches adapted to support parents</p> <p>School community events</p>	<p>Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. Parental engagement can improve the home learning</p>	<p>Costs of refreshments for coffee mornings:</p> <p>Community Events:</p>	

	<p>environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. Aston, H. and Grayson, H. (2013). Teacher Guide: Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children. Slough and Oxford: NFER and Oxford University Press</p>		
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