

Pupil Premium Strategy Statement 2019 – 2022: Fairfield Primary Academy

Reviewed: November 2020

Reviewed: April 2021

Reviewed: July 2021

1. Summary Information							
School	Fairfield Primary Academy	Strategic Plan	2019 - 2022	Publication Date	Nov 2019	Review Date	Nov 2020
Academic Year	2020 - 2021	Total PP budget Service LAC & Post-LAC	£133,939.58 £671.67 £8,402.92 Total: £143,014.17	Total EY PP Budget: N/A			
Principal: Shamara Sadler Pupil Premium Lead: Sallyann Mitchell and Sam Miller PP Governor Lead: Andy Halpin and Paula Hunt		Total number of pupils	EYFS - Y6: 621	Number of pupils eligible for PP		EYFS - 6: 120 (19.3%)	

2. Attainment for the Last Academic Year							
2019 – 2020	EYFS		KS1		KS2		
	PP	Non-PP (National-Non)	PP	Non-PP (National-Non)	PP	Non-PP (National-Non)	Progress Measures (PP)
% working at the expected standard or above in reading, writing and maths /GLD	71%	85% (61.9%)	80% 0%	73% (69%) 15%	65% 18%	78% (71%)	+3% +9%
% working at the expected standard or above in reading /ELG	71%	86.7% (69.4%)	90% 20%	82% (79%) 32%	78% 41%	88% (78%)	+5% +20%
% meeting the standard in the Year 1 Phonic Check				% (84%)			
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative)				% (85%)			
% working at the expected standard or above in writing /ELG	71%	85% (66.3%)	90% 0%	78% (73%) 17%	65% 18%	81% (83%)	-3% +6%
% working at the expected standard or above in maths/ELG	86%	90% (71.1%)	80% 30%	83% (79%) 32%	71% 24%	81% (84%)	-0.9% +6%

3.Strategy Aims for Disadvantaged Pupils				Target Date: September 2020-21				
Academic Performance for Disadvantaged Pupils change targets to be in line with national non or look at family of schools database on EEF / schools comparison website (DfE) to inform targets				EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	KS2
% working at the expected standard or above in reading, writing and maths / GLD				74%			79%	73%
% working at the expected standard or above in reading / ELG				59%	85%	94%	88%	78%
% working at the expected standard or above in writing / ELG				64%			84%	81%
% working at the expected standard or above in maths / ELG				64%			89%	84%

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Other Indicators							
	Overall Attendance (All and PP)		National All Attendance	Persistent Absence (All and PP)		National All PA	National PP PA
Attendance	All= 97%	PP= 96.1%	96.1%	All=4.7%	PP=6.9%	8.8%	15.1%

Other Indicators Specific to School

Continue with a consistent approach to attendance, work hard with our persistent absence children and parents. Keep the attendance rewards appealing for the children. Keep the children and staff informed of attendance performance. Ensure all staff are promoting positive attendance. Raise the profile of FSM eligibility to parents, especially in EYFS and KS1.

4. Spending Priorities and Rationale for 3 year Strategic Plan

Teaching Priorities	
Barriers to Learning	Some pupils lack awareness of themselves as learners and the strategies in becoming independent, resilient, self-regulated learners.
Priority	Activity to be Funded from the PP Budget
Priority 1	<ul style="list-style-type: none"> Ensure Quality First Teaching has the greatest impact on outcomes for disadvantaged children. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Create self-regulated learners able to approach tasks, monitor and evaluate their learning Embed mastery across the curriculum and metacognitive talk. All teachers to have high expectations and teachers encourage children to always strive for challenge? – ‘Being better than your best! Children to receive feedback that is targeted to their level to close the gap in their learning and is this used to support next steps in their learning?
Priority 2	<ul style="list-style-type: none"> School culture – everyone a leader of learning and continuous professional development through collaboration and commitment to Practitioner Enquiry across the school
Projected Spending for Current Academic Year	
£42,957	
Targeted Academic Support	
Barriers to Learning	Core literacy skills in reading and writing inhibit progress for some of the pupil premium pupils in achieving the expected standard. Poor oral language skills, including pupil’s limited range of vocabulary, linked to limited life experiences and availability of quality texts.
Priority	Activity to be Funded from the PP Budget
Priority 1	<ul style="list-style-type: none"> Embed Fairfield Phonics approach Embed Rainbow Grammar Embed Sounds and Syllables Ensure fluency of number facts and procedural strategies alongside application to problem solving and reasoning. ‘Angels’ to lead lessons to enable class teacher to identify misconceptions and close gaps as they arise.
Priority 2	Language and reading is a pre- indicator of achievement. <ul style="list-style-type: none"> Enable fluent and confident readers who are able to navigate different genres with confidence. Develop a range of Tier 2.5 vocabulary, reading accuracy and comprehension. Develop articulate communicators to present and share their ideas, debate their viewpoint and reflect on challenge.
Projected Spending for Current Academic Year	
£92,469	
Wider Strategies	
Barriers to Learning	Some children lack the knowledge and skills to prepare them for future success. Some children arrive at school with different and sometimes more limited experiences than others
Priority	Activity to be Funded from the PP Budget
Priority 1	<ul style="list-style-type: none"> Rich experiences to build cultural capital which is essential to self-awareness and self-esteem. Wellbeing encompasses all that we do at Fairfield.
Priority 2	<ul style="list-style-type: none"> Engage families facing most challenges
Projected Spending for Current Academic Year	
£32,084	

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5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over for staff professional development focused on understanding and use of metacognitive strategies.	Regular identified CPD time allocated across the academic year. (INSET days, Derby Research School, EEF journal clubs) The role of TLRs for research.
Targeted support	Ensuring enough time for TRGs for mastery teaching in Rainbow Grammar/ Maths No Problem.	Allocating time and cover in the school day for TRG's to take place approach across school. Angels leading interventions across all year groups and supporting targeted small groups.
Wider strategies	Engage families with more learning focused activities Ensure parents feel confident to support their child's learning and have greater subject knowledge and understanding of the SHINE curriculum.	<ul style="list-style-type: none"> Development and use of knowledge organisers Offer parent/carer workshops at key events Provide on line resources to ensure greater parental subject knowledge and understanding of the SHINE curriculum.

6. Review of Aims and Outcomes¹

Planned expenditure -				
i. Teaching and whole-school strategies				
Intention	Implementation Secure / Developing / Not yet implemented	Impact:	Reviewed	Review date?
<p><u>Supporting Quality First Teaching:</u> Consistently great teaching is evident across school.</p>	<p>Cognitive Science informed approach to Quality First teaching supported by evidence-informed CPD for teachers and support staff –focused on metacognition, retrieval practice, formative assessment and rich summative assessment at top of the agenda.</p> <p>Provide WalkThru guides to inform a peer-supported model to help embed and sustain research-based teaching strategies for pre and post-teaching dialogue. Using the Walkthru guides provides a clear and consistent message across school as well as allowing space to personalise for individual staff and teams.</p>	<p>Staff embed Mastery Principles - 100% of lesson visits include aspects of Mastery Planning. Evidence of Mastery Principles seen in planning.</p> <p>100% of Staff are confident about implementation of effective strategies for T&L to reduce cognitive overload. 100% of planning adheres to Dual Coding.</p> <p>Staff subject knowledge and confidence is strong (Staff Voice April 2021) – systematic and consistent. Lesson drop ins show good subject knowledge of all staff leading phonics groups (Spr 2) 100% lessons include Mastery principles. Staff curriculum audits show subject knowledge is strong and the majority of subjects show a positive increase over time. <u>Remote Learning- 100% of PP pupils accessed zoom lessons.</u></p> <p><u>Teaching to the Gaps</u> (Sum 1 / 2) Learning Walks/ Pupil voice demonstrate that Pupil Premium children demonstrate resilience and independently challenge themselves</p>	Reviewed 15.07.21	<p>10.12.20 20.05.21 15.07.21</p> <p>10.12.20 20.05.21 15.07.21</p>

¹ For future strategy documents, indicate progress towards achieving the three year goal.

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		<p>Sum 2- Interrupting the forgetting is embedded into the SHINE curriculum. – seen in 100% of lessons</p> <p>Regular data capturing and monitoring help to identify and support PP progress.</p> <p>Weekly forward feeding meetings have a clear focus with work scrutiny being used as evidence to discuss the PP children who were not making the expected progress.</p>	
Metacognition and Self-regulated learners	<p>Cognitive Science informed approach to Quality First teaching supported by evidence-informed CPD for teachers and support staff –focused on metacognition, Pupils to have -Knowledge of self, Knowledge of strategy, Knowledge of task Explicitly teach pupils metacognitive strategies – using 7 steps to success, including how to plan monitor and evaluate their learning</p>	<p>Zoom Remote learning: 100% of zoom lessons observed- teachers modelled thinking, opportunities seen to promote metacognitive talk through – use of (break out rooms). Learning Walks- Sum 2 Teacher pose questions to challenge learners, Independent learners Staff Voice-(Sum 1)- 100% of Staff are confident about implementation of effective strategies for T&L to reduce cognitive overload. Sum 1-100% of planning adheres to Dual Coding. Sum 1 / 2- Book looks show- 100% of Graphic organiser seen across all subjects Pupil voice- 100% of lessons follow the 7 steps Sum 1 Pupil Voice – 100% children confident to talk about strategies that help them to learn and remember more – learning journeys, knowledge organisers, TP,</p>	
<p>Teaching assessment and feedback Consistency of assessment across school. Gaps are identified using analysis tools.</p>	<p>Ensure Feeding Forward meetings help to identify gaps and inform teaching and learning and track performance Implement PIRA, PUMA and GAPs Standardised Assessments. Complete termly tests and record assessments to identify gaps, inform teaching and learning and track performance.</p> <p>Provide CPD focused on retrieval practice, promote and embed retrieval practice strategies which will help to increase long-term memory and reduce gaps in knowledge across school.</p> <p>Frequent low-stakes testing to ensure all children, and in particular disadvantaged and SEND children, experience success and celebrate the acquisition of knowledge.</p> <p>Reading Plus shows that SEND children are making progress</p>	<p>Online assessments administered and analysis used to inform teaching and learning interventions.</p> <p>100% classes undertake Flashback Friday tasks linked to prior learning. Children are able to recall facts and make links with their learning.</p> <p>Sum 2 -Progress evidence for Reading Plus/Lexia – evidenced in reading data analysis</p>	<p>10.12.20 20.05.21 15.07.21</p>

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<p>Staff and pupils demonstrate positive wellbeing.</p>	<p>Regular CPD opportunities are provided to all staff to sustain and enhance mental health, wellbeing and Social Emotional Learning (SEL); including strategies to support self-awareness and self-regulation. SEL is embedded within school routines, including regular emotions check-ins and time for calming activities. Emotional Literacy – Whole School Text purchased (Book of Hopes) SCARF (SEL core competencies) is regularly and explicitly taught throughout the curriculum.</p>	<p>Children feel safe in their surroundings (pupil voice Sept. 20 – March 21). Following the school closure, pupil feedback shows they continue to feel safe. They are kind and polite to others and are proud of their school. 100% staff feel: well supported; treated fairly and with respect; enjoy working at Fairfield; and are proud to be a member of staff at Fairfield (March 2021). Participation in Young Minds Academic Resilience Programme resulting in proactive Pupil Wellbeing Team Pupil leaders involved in development of Nature to Nurture Wellbeing Area Foxes Retreat (Sensory Room) created and resources purchased to support SCARF/RSHE Curriculum is embedded and taught consistently across all year groups (Book Look). Nurture -100% PP children (25) feel safe and enjoy the sessions</p>	
<p><u>Feedback is effective and allows progress to be made.</u></p>	<p>Air server downloaded onto teacher ipads and laptops to aid whole class feedback. Research (<i>Chartered College of Education Impact</i>) suggests whole class feedback can have an impact on workload and improvement of outcomes.</p>	<p>Update: Air Server installed on all devices. Training provided to all staff within staff meeting. Use of this currently being implemented. Initial observations / feedback of this being used across the school. Feedback was purposeful and effective, with children responding immediately to address misconceptions / improve their outcomes, as a result moving the children's learning on.</p>	<p>10.12.20 20.05.21 15.07.21</p>
<p><u>Transition support</u> Transitions are smooth, with children and parents feeling confident and supported in beginning a new school year, especially following school COVID closures.</p>	<p>Transitions are planned to ensure communication is personalised to meet the needs of the children and to keep families fully informed and involved with the process. A virtual presentation shared with all new-starters and current families. Additional time is made to cover the teachers so that they can have a virtual meeting with their new children and classes so that the child is confident in joining Fairfield / moving to their new class. 1:1 meetings held for all vulnerable children / SEND children, personalised provision transitions booklets created and shared with children and their families.</p>	<p>Update: Detailed transition plan in place for PP pupils. Additional day provided for all children's transition to new year groups. Additional day provided for all children's transition to new year groups. Vulnerable children's phone calls/ sharing information about extra transition provision made to families Vulnerable children's secondary documents completed for transition</p>	<p>10.12.20 20.05.21 15.07.21</p>
<p>Total budgeted cost</p>			

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ii. Targeted approaches			
Intention	Implementation	Impact (once reviewed)	Review date?
<p><u>Small group tuition / Extended School Time</u> Gaps in reading, writing and maths are narrowed through targeted interventions.</p>	<p>Associate SENDCOs used to ensure personalised targets and evidence of accelerated progress towards these. Phonics resources to support blending Sounds and Syllables to be embedded consistently across the school.</p> <p>National Tutoring Programme- X3 weekly half hour sessions with 18 children from ks2. Programme to run for 10 weeks in line with EEF guidance.</p> <p>Angels (x3 – EYFS/KS1/KS2) are used to support children based on the gaps identified from Autumn term PIRA/PUMA assessments. Sessions occur 3 times a week in line with research.</p> <p>Additional Angel employed for Summer Term 2 – with a focus on accelerating progress for identified children in Phonics, PP and Maths.</p>	<p>94% of SEND children are making at least expected progress against personal targets.</p> <p>Autumn Term: Daily blending interventions with new RWI resources with 71% of the cohort. After just 4 weeks, 42% still need the intervention.</p> <p>Spring Term: Only 12% are still requiring this intervention.</p> <p>Use of sounds and syllables monitored across school during week of 26.4.21. Evidence of use of sounds and syllables approach being used from Y2-Y6. <i>Next step – embed use of resources within whole class modelling.</i></p> <p>Y4-Y6 - 82% of children made good or better progress whilst on the NTP programme. 33% of children made accelerated progress. Staff commented on increased confidence and participation in lessons.</p> <p>NTP programme has added capacity to the Angel team.</p> <p>(Sum 1)Children have said they feel more confident from Angel sessions and recognise that they have made progress</p> <p>Staff report they have seen both progress and confidence increase</p> <p>During the Spring COVID closure 72 children accessed additional Angel intervention sessions. Pupil and Parent Voice stated that Angel support increased their confidence. Staff have fed back that Angel support has increased children's confidence and children made greater learning gains. 92% parents/carers felt that the curricular offer was broad and balanced during remote education 94% parents/carers felt that the remote education provision provided was good/excellent. 5% felt that the provision was satisfactory.</p> <p>Update: Role commenced April 19th 2021. Impact currently under review.</p>	<p>10.12.20 20.05.21 15.07.21</p>
<p><u>Intervention programme</u></p>	<p>We have successfully applied for participation on the NELI project. EYFS staff will be trained to deliver the intervention confidently (inclusive of entry and exit data). Launch the Nuffield Early Language Intervention (NELI) to improve expressive language skills, including the use of vocabulary and grammar. Provide SEND CPD to ensure high-quality teaching: scaffolding, explicit instruction, cognitive and metacognitive strategies: chunking, technology, flexible grouping. (Aut. Term)</p>	<p>Initial data is showing X4 children on the NELI programme making good progress.</p> <p>SEND books looks demonstrate progress over time and improved outcomes over time.</p>	<p>10.12.20 20.05.21 15.07.21</p>

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	<p>Nurture provision and resources (including school dog) to transition, mental health and wellbeing, self-awareness and self-regulation</p> <p>CASY counselling will show impact</p>	<p>Seen within lesson visits - staff are using appropriate evidence-informed strategies to scaffold / provide appropriate support and challenge for SEND</p> <p>All children have personalised targets and are able to talk about these.</p> <p>51 pupils have participated in nurture sessions this year – 100% have found this to be beneficial for their wellbeing. X4 identified children to receive CASY Counselling this academic year due to impact of COVID. <i>Personal Impact reports are available.</i></p> <p>100% of children love having Dolly in school and feel that she supports their well-being.</p> <p>100% of PPC pupil have identified that sessions have helped to support them with strategies</p>	
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Total budgeted cost

iii. Wider Strategies

Intention <u>Supporting parents and carers / Access to technology</u>	Implementation	Impact (once reviewed)	Review date?
<p>Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.</p> <p>Symbiosis between school offer and Pupil Premium Strategy.</p> <p>All children can access online learning.</p>	<p>Distributed ipads gained as part of the Government learning scheme. Provide dongles and routers to families with insufficient data/ wifi.</p> <p>Support access to learning from home and interventions within school using online subscriptions to Hegarty Maths, Reading Plus and to support access for PIRA, PUMA and GAPs Assessments.</p> <p>Use incremental coaching to ensure teachers are focused on closing gaps for disadvantages children that would potentially be greater in a blended learning environment.</p> <p>Created school Computing Hub, to encourage 'inventors rather than users of future technology'.</p> <p>Peripatetic Music lesson to be offered to all children</p> <p>High quality texts offered termly to all PP children</p>	<p>65 Government allocated iPads issued (PP x25, SEND x19)</p> <p>100% of children accessed remote learning during the most recent lockdown (Jan-Mar 21)</p> <p>100% Class Dojo parental engagement</p> <p>100% of children accessed Zoom lessons</p> <p>96% average zoom attendance over 3 month period for all pupils including disadvantaged pupils</p> <p>Sum- PP 10 Ipads are being lent on a long-term basis for vulnerable families.</p> <p>Peripatetic Music Lessons are offered to all of our children with an array of : violin, ukulele, guitar, clarinet, piano and keyboard</p> <p>Increase from 8 children in the Spr term to 22 PP children in the Sum term who have received lessons</p> <p>Pupil Premium children are learning the following instruments: Guitar, Woodwind, Violin, Piano/Keyboard</p> <p>High Quality Texts- 100% PP children received a high quality text book in Aut , Spr Sum term.</p>	<p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p>

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		<p>Zoom observations- evidence of PP children during remote learning reading/using their high quality text.</p> <p>Sum term: Pupil Voice – 96% enjoyed receiving the book and have read it independently at home. 97% enjoy being read to, 95% enjoy the text book Next steps: Target Reading for pleasure- only 41% read more than 5x a week.</p>	
<p>Access to outdoor learning provision for all children, promoting social, emotional and personal development and opportunities for children to learn beyond the classroom. Focus on health and positive mental wellbeing, to help result in better learning outcomes and children’s current and future happiness.</p>	<p>Fairfield Foragers Area to be developed and time allocated for all children to access. Daily Mile to be embedded to promote healthy lifestyles. Wellbeing Compass to be used as a tool to capture pupil voice, thoughts and feelings.</p>	<p>Fairfield Foragers area developed and timetable in place promoting use throughout the school day.</p> <p>Regular nurture sessions developed using Fairfield Foragers at lunchtime / break time to promote positive play</p> <p>The Daily Mile is promoted through assemblies and the newsletter which demonstrates the value of physical fitness. <i>Next steps: Autumn term 21- A Daily Mile track is to be constructed on the Key Stage 1 playground.</i> Children are regularly running the daily mile and bike shed installation has significantly increased the number of children cycling to school from zero previously. Most recent pupil voice identifies that Physical Activity has increased by 10% when compared to Baseline data (Sept. 20 – Jul 21). Wellbeing compass data shows the biggest data increase from baseline data to present in emotional wellbeing.</p>	<p>10.12.20 20.05.21 15.07.21</p>

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Last Year's Pupil Premium Annual Overview 2019-2020- Reviewed

Teaching (e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)	Total Spend: £42,957	<h3 style="text-align: center;">Our Tiered Approach</h3>  <p style="text-align: center;">Total Budget PP Funding: £162,620</p>	Targeted Academic Support (e.g. Structured interventions; Small group Tuition; One-to-One Support)	Total Spend: £92,469
<p>Fairfield is following the Education Endowment Foundation Research findings to determine Pupil Premium Expenditure (a tiered approach).</p> <ul style="list-style-type: none"> Quality First Teaching-Implementation of the 'SHINE Curriculum' Feedback(+ 8 months) https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/ Metacognition and self-regulation +7 months, https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Mastery learning +5 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Staff CPD on the new curriculum (staff meetings and INSETs) (CPD +4 months) Jason Wade Sounds and Syllables programme Develop a whole school approach to making knowledge stick (Metacognition and self-regulation +7 months) Tailored CPD for NQTs, trainee teachers and more experienced colleagues (NPQML, NPQSL, NPQH, other research opportunities) Develop a whole school approach to reading, including the purchase of an appropriate reading scheme and a variety of books. Develop the library to promote a love of reading Develop a whole school approach to Communication Friendly Spaces 	<p>Spend</p> <p>£22,000</p> <p>£12,000</p> <p>£3,200</p> <p>£159.50</p> <p>£4,699.16</p> <p>£10,000</p> <p>£899.00</p>			<ul style="list-style-type: none"> Provision costs for staffing (PP Champions – 1:1 Reading) Reading Plus Programme & Lexia Fairfield Angels -Mastery learning () + 5 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ Easter School (Year 6) Skill zones provisions for break and lunch time – staffing <p>Wider Strategies <i>e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i></p> <ul style="list-style-type: none"> Breakfast Club (staffing, food and resources) After School Provision (staffing, food and resources) Enrichment funding enables each class to build in regular experiences to build cultural capital and enrichment opportunities Uniform vouchers for eligible PP children Behaviour interventions + 4 months progress. Learner behaviours- Peer tutoring +5 months progress Cost of enrichment opportunities resources – e.g. nurture and CASY Counselling (Social emotional learning + 4 month's progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/) Specific strategies for LAC- Multimodal Literacy Nottinghamshire LAC project. to enhance literacy and ICT skills 1:1, nurture, Virtual school project, extended schools provision, angel support
		<i>Total Spend</i> £162,620		

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Pupil Premium Annual Overview 2020-21 Review July 2021

Teaching (e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)	Total Spend: £56,250	Our Tiered Approach	Targeted Academic Support (e.g. Structured interventions; Small group Tuition; One-to-One Support)	Total Spend: £ 45,430
<p>Fairfield is following the Education Endowment Foundation Research findings to determine Pupil Premium Expenditure (a tiered approach).</p> <p>Cognitive Science informed approach to Quality First teaching supported by evidence-informed CPD for teachers and support staff –focused on metacognition, retrieval practice, formative assessment and rich summative assessment at top of the agenda.</p> <p>Embed mastery and metacognitive talk</p> <p>Frequent low-stakes testing to ensure all children, and in particular disadvantaged and SEND children, experience success and celebrate the acquisition of knowledge.</p> <p>Monitor and evaluate outcomes and quality of implementation, creating new implementation cycle for next year.</p> <p>WalkThru guides to inform a peer-supported model to help embed and sustain research-based teaching strategies for pre and post-teaching dialogue.</p> <p>Regular CPD opportunities are provided to all staff to sustain and enhance mental health, wellbeing and Social Emotional Learning (SEL); including strategies to support self-awareness and self-regulation.</p> <p>SEL is embedded within school routines, including regular emotions check-ins and time for calming activities. SCARF (SEL core competencies) is regularly and explicitly taught throughout the curriculum.</p> <p>Transitions are planned to ensure communication is personalised to meet the needs of the children and to keep families fully informed and involved with the process.</p>	<p>Spend</p> <p>£22,550</p> <p>£12,000</p> <p>£10,000</p> <p>£4,200</p> <p>£7,500</p>	<p>Total Budget</p> <p>PP Funding: £143,014.00</p> 	<p>Provide SEND CPD to ensure high-quality teaching: scaffolding, explicit instruction, cognitive and metacognitive strategies: chunking, technology, flexible grouping.</p> <p>Launch the Nuffield Early Language Intervention (NELI) to improve expressive language skills, including the use of vocabulary and grammar.</p> <p>Teacher/Angel-led targeted group teaching for identified children across the school (3x weekly). Use of National Tutoring Programme to strengthen this offer.</p> <p>Nurture provision and resources (including school dog) to transition, mental health and wellbeing, self-awareness and self-regulation</p> <p>Reading Plus programme/Lexia/TT Rockstars</p> <p>Positive Play Skill zones provisions for break and lunch time – staffing and resources</p>	<p>Spend</p> <p>£4,779</p> <p>£10,000</p> <p>£26,601</p> <p>£1200.00</p> <p>£2400.00</p> <p>£450,00</p>
			<p>Wider Strategies <i>e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i></p>	<p>Total Spend: £41,334</p>
			<p>Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.</p> <p>Use incremental coaching to ensure teachers are focused on closing gaps for disadvantages children that would potentially be greater in a blended learning environment.</p> <p>Access to outdoor learning provision for all children, promoting social, emotional and personal development.</p> <p>Focus on health and positive mental wellbeing, to help result in better learning outcomes and children’s current and future happiness.</p> <p>Symbiosis between school offer and Pupil Premium Strategy.</p> <p>Access to CASY provision for all children, promoting social, emotional and personal development.</p>	<p>£6,904</p> <p>£14,440</p> <p>£1,800</p> <p>£2,000</p> <p>£2,950</p> <p>£3500</p> <p>£800.00</p> <p>£3,000</p> <p>£3,840</p> <p>£2,100</p>
			<i>Total Spend</i>	£143,014.00

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