

The Avenue Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. **KEY: UPDATES for 2022-2023**

School Overview

Detail	Data
School name	The Avenue Infant School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	2022-2023 16% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Morrall
Pupil premium lead	Jamie Pell
Governor / Trustee lead	Bob Ballard

Funding Overview

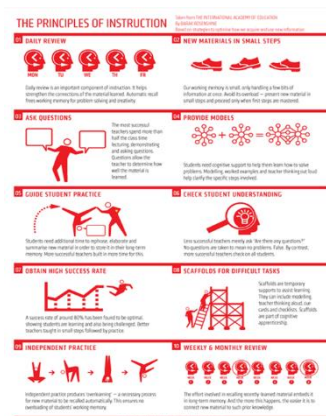
Detail	Amount
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,703
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,483

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Avenue Infant School aspires to deliver and maintain excellence for all pupils, irrespective of background or the challenges they face inside or outside of school. From our inclusive, nurturing ethos we want to ensure the best possible outcomes are secured for every child, academically, socially and emotionally. Excellence in teaching and developing reflective deep thinkers who are inspired by their learning, will give pupils the high quality start to their education that EVERY child deserves.

Our aim is to effectively use pupil and recovery premium to support us in offering the very best, effective and latest pedagogical approaches to teaching and learning. Since we believe that quality first teaching is the main driver of pupil progress and outcomes for all pupils: which is further supported by research findings (*The EEF Guide To Pupil Premium*). At The Avenue we believe that every lesson should include a range of research proven principles that support explicit teaching styles to drive QFT and inclusive, purposeful, engaging and effective classroom practices. All staff have been and continue to be supported through CPD and training on Rosenshine's Principles of Instruction. These principles are our drivers of QFT:



- ✓ *Beginning a lesson with short review of previous learning*
- ✓ *Presenting new material in small steps – pupil practice after each step*
- ✓ *High quality questioning & checking response of ALL pupils*
- ✓ *Providing Models*
- ✓ *Guiding student practice*
- ✓ *Checking for student understanding – AfL*
- ✓ *Obtaining a high success rate*
- ✓ *Providing scaffolds*
- ✓ *Requiring and monitoring independent practice*
- ✓ *Engaging student in reviews*

In turn this will support all pupils, including pupils whom fall under the 'disadvantaged' umbrella, to have the strongest start to their academic journey and make rapid progress in their time while they are with us.

The last two years of disrupted education caused due to the pandemic have had a significant impact on many learners and that could have been an academic or social and emotional impact. At The Avenue we believe it is our duty to address these academic and social / emotional needs to support all pupils to thrive.

We know that early reading progress and oracy skills are paramount to a child's ability to: access the wider curriculum; become strong writers; argue their point of view; reason and problem solve; express their own ideas and opinions. This is why these are the pillar stones of our strategy and link with our overall school vision, wider school development plan and strongly with our curriculum drivers of: *communication, aspirations and growth*.

Our overarching key principles and approaches we have adopted complement each other to help all pupils to excel. These include:

- ✓ High quality CPD for all staff, including time for staff to reflect on practice, share approaches in open forums and coaching staff into developing themselves as teachers.
- ✓ Adopting a whole school approach to our strategy where all staff voice their ideas and staff take responsibility for disadvantaged pupils' provision, outcomes and raise expectations for what all pupils can achieve.
- ✓ Adaptive and responsive interventions that support at the emergent point of need for all.
- ✓ Consistent Teaching and Learning approaches that ensure all staff have the highest expectations, challenge and extend all pupils: including disadvantaged pupils.
- ✓ A fully immersive, sequenced and cohesive curriculum that is inclusive of all: underpinned by the core curriculum drivers of communication, growth and possibilities.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' fluency in reading is a barrier to pupils being able to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts. This in turn impacts their progress and confidence in spelling, vocabulary choice, writing and accessing the wider curriculum. Phonics screening results have been consistently below NA.
2 Completed in 2021-2022 cycle – see EOY PP report	Observations and book looks have evidenced that a barrier for many disadvantaged pupils is their perseverance, strength and flow with handwriting. This is impacting their stamina for writing and their ability to enjoy the writing process.
2 Addition to 2022-2023 cycle	Pupils, including disadvantaged and vulnerable groups, attendance has significantly dropped and persistent absence has increased in the last academic year. Attendance tracking demonstrates that when school actions are consistently applied to address attendance concerns there is a positive impact on attendance. Whole school attendance reduced by 5% compared to previous academic year 2020-2021- 97% to 2021-2022 92% PP attendance reduced by 6% compared to the previous year 2020-2021- 97% to 2021-2022 91%
3	Teaching and Learning observations, assessments and staff discussions have displayed that pupils enter our school with significantly undeveloped oracy, vocabulary and communication skills. Pupils have poorly developed talk for thinking, to challenge and connect ideas, share, listen to and accept/comment on views of others. EYFS baseline data trends over time evidence that the majority of our pupils enter below age related expectations for C&L
4	Inconsistent QFT and use of formative assessment/AfL strategies to support adaptive and responsive interventions that support at the emergent point of need for all.
5	Our observations, assessments, SDQs have identified that social, emotional/self-confidence is barrier to learning for many pupils. We need to improve pupils' resilience to challenges and social, emotional wellbeing. Within our school 18% (33 pupils) of pupils are identified as needing additional support with social, emotional needs either accessing 1:1 support, small group or nurture support. Since the pandemic parental support required has also increased: currently 10 open EHAs.
6	A barrier for some pupils extended learning and reading for pleasure outside of school is parental engagement or support and curriculum understanding.

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
To improve pupils' fluency in reading in order to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts.	<ul style="list-style-type: none"> ✓ Phonics teaching is strong across the school. ✓ Peer coaching has improved and supported the weakest phonics teaching. ✓ Reading progress has been accelerated. EYFSP Reading ELG+ is at least 77% (in line with 2019 national) ✓ Year 1 Phonics Screening outcome target of 80% achieved and Year 2 ARE+ is in line with national. ✓ PP pupils' progress & attainment in Phonics screening and writing are in line with Non-PP.

	<ul style="list-style-type: none"> ✓ Reading outcomes at EYFSP and end of KS1 are improved over the year and close to national. ✓ Disadvantaged pupil voice evidences pupils increasingly enjoy reading for pleasure and can talk about different books they enjoy. ✓ The reading lead is aware of strengths and areas for improvement throughout the school.
To improve pupils' perseverance, strength and flow with handwriting.	<ul style="list-style-type: none"> ✓ The teaching of handwriting is consistently good across the school. ✓ Books show significant improvements in handwriting so it is no longer a barrier for the vast majority of children. ✓ Disadvantaged pupils are making rapid and sustained progress in their handwriting and flow in style. ✓ Writing outcomes: <i>EYFS Writing ELG in line with national (74% in 2019)</i> <i>Year 1 Writing 65% at expected or better</i> <i>Yr2 KS1 outcomes in line with national</i>
<p>To reduce rates of persistent absence</p> <p>*Addition for 2022-2023 cycle</p>	<ul style="list-style-type: none"> ✓ Attendance tracking shows an improvement to 2021 comparison. ✓ Swift action is taken and this is having a positive impact on attendance including the most difficult to reach families. ✓ Persistent absence has decreased and actions showing positive impact. ✓ Attendance rate closer to target of 96% and significantly better than 2021-2022. Persistent absence has declined and actions have been swift and effective over the year. PP/disadvantaged/SEND attendance has improved.
To develop pupils talk for thinking to challenge and connect ideas, share, listen to and accept views and develop strength of character. To embed a language rich environment and further develop opportunities for collaborative / social language experiences across the curriculum.	<ul style="list-style-type: none"> ✓ Communication is a clearly embedded curriculum driver and is evident in classroom practice and supporting learning and knowledge retention. Pupils' vocabulary has improved over the year- especially disadvantaged pupils. (Assessment tool to be purchased). ✓ Pupils and teacher talk in lessons evidence the strong focus on building vocabulary and language for thinking and this is evidenced in books and writing outcomes. Many pupils show they have retained previously taught vocabulary. ✓ Playground observations shown improved collaborative play and pupil voice backs this up. ✓ Lessons shown an increase in talk for thinking opportunities and teachers are scaffolding skills to support pupils developing skills. ✓ The new R.E. curriculum is embedded and has improved the way pupils engage with views, beliefs or opinions different to their own, as have the extended use of enquiry questions and talk opportunities across the curriculum, evidenced through lesson visits and pupil voice. ✓ Pupils are learning and applying early debating skills. ✓ All pupils, including disadvantaged pupils, make rapid progress in CL from their starting points in EYFS. Many disadvantaged pupils meet ELG for CL. ✓ The Oracy Lead has cascaded VOICE21 training to all staff and this has up scaled teachers confidence & implementation of strategies which has driven pupil progress in their oracy skills. ✓ S&L data tracking show a positive impact over time.

<p>To drive QFT and formative assessment/AfL strategies to enable adaptive and responsive interventions that support at the emergent point of need for all. These may include post and pre teaching sessions to support at the point of a misconception, embed a skill or pre teach before the subsequent lesson.</p> <p>To ensure that all pupils are accessing the very best teaching and learning (QFT) so that they make sustained and rapid progress.</p>	<ul style="list-style-type: none"> ✓ The quality of teaching and learning is at least good or better throughout the school. ✓ Support staff are deployed in the best way to improve pupil outcomes. ✓ Responsive pre and post teaching sessions are embedded practice throughout the school. ✓ Pupils emerging academic needs are met and all pupils are supported to master the concepts of the curriculum. ✓ Disadvantaged pupils are making sustained and rapid progress. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking. ✓ Teaching staff are using a wide range of AfL techniques to support effective formative assessment of pupils and these are embedded in practice. ✓ The schools' feedback and marking policy is consistently applied in all subjects and year groups and is having a desired impact on pupil outcomes. ✓ Precise teaching and modelling of metacognitive strategies is enabling pupils to explain their learning and how they learn best – positively impacting progress measures. ✓ Retrieval practices are embedded within T&L and are having a positive impact on pupils knowing more and remembering more.
<p>The barrier of social, emotional/self-confidence to learning has been identified and where possible removed for pupils. Pupils' resilience in their learning has improved.</p>	<ul style="list-style-type: none"> ✓ Pupils, particularly the eldest, are increasingly showing confidence to tackle ambitious, but reasonable, challenges and can begin to use some metacognitive language to talk about their thinking and learning. ✓ Pupils' empathy towards each other is clear. ✓ Barriers for lack of outdoor access and play for disadvantaged outside have been removed and the OPAL project is having a positive impact for these pupils. ✓ Pupils are resilient to setbacks and take pride in their achievements. ✓ They are able to speak confidently about their thinking and learning and this is an embedded part of everyday practice. ✓ Pastoral support is wide and varied meeting the needs of a wide range of pupils. The impact of this intervention is robustly tracked and success and impact is clear over time. ✓ Staff are mental health and ACEs aware and can confidently discuss individualised needs. ✓ Mental Health lead has cascaded training to all staff and staff are confident to support or who to ask for support for pupil need in this area. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking. ✓ Story massage sessions are consistently taking place across the school & these are having a positive impact on pupils' wellbeing and involvement in school. Data tracking evidences the positive impact on wellbeing & involvement, and a reduction in behaviour incidents.
<p>Parents have been supported through a range of curriculum workshops and</p>	<ul style="list-style-type: none"> ✓ FSW is available to parents and is supporting as required. The most vulnerable parents have been reached out to.

further support. This has increased parental engagement for disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Parental Engagement Lead is secure in her role and has a cohesive plan of support for each academic year. ✓ Workshops in differing areas of the curriculum have been offered and completed. These have had a high attendance from pupils' parents from disadvantaged backgrounds. ✓ Parents' confidence in phonics and early reading have been supported. ✓ Parental support in reading and homework based tasks is improving. ✓ % of children reading four or more times at home has increased across the school. ✓ Online short subject parental videos have engaged & supported a wider range of parents ✓ New approaches, using the latest research, have improved home learning interaction
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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: £7050 (further school budget used to drive CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Training for all staff. Introduce oracy improving teaching strategies on a regular basis (in physical, linguistic, cognitive and social and emotional aspects):</p> <p>'Think time' rule/Teacher as model-scaffolding use of new vocabulary /Reminiscing books/Talk points (Concept Cartoons)/Which one does not belong? /Talk frames (progressive stem sentences)</p> <p>Voice21 full training – DH/HT</p>	<p>EEF – Effective Professional Development- to support training package provided.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Time to Talk – Implementing Outstanding Practice in Speech, Language and Communication by Jean Gross.</p>	3, 5, 1

	<p>Voice 21- https://voice21.org/work-with-us/?gclid=EAlaIqobChMI-rj86t2N9AIV0d_tCh1f5AKqEAAYASAAEgleifD_BwE</p> <p>Transforming Teaching and Learning Through Talk – The Oracy Imperative by Amy Gaunt & Alice Stott.</p> <p>The Meaning Makers 2nd Edition by Gordon Wells.</p> <p>EEF Toolkit- Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>CPD for all staff</p> <p>Continuous CPD/Staff Reflection time to drive QTF by:</p> <ul style="list-style-type: none"> -Revisiting and reflecting on Rosenshine's Principle of Instruction in practice -Lesson Studies (peer coaching) focused on the above research and principles - Focusing on high quality feedback to drive pupil progress through the above strategies to support. -Embedded and consistent use of a range of AfL strategies through the above strategies to support. <p>- Metacognition CPD & tools</p> <p>- Retrieval CPD & tools</p> <p>-Subject leadership monitoring through the lens of disadvantaged</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF's teaching and learning toolkit for feedback evidences quality feedback can have a +6 month impact on pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF's Metacognition research findings: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>EEF Tool Kit - Metacognitive Strategies impact +7 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Retrieval Practice: Primary: A Guide for Primary Teachers and Leaders</p> <p>Retrieval Practice: Resource Guide: Ideas</p> <p>Both by Kate Jones</p>	4, 1, 2
<p>CPD- Training for all staff</p> <p>Introduce & implement enquiry based R.E. curriculum- talk/discussion focused approach (Discovery RE)</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	3, 4

	<p>Time to Talk – Implementing Outstanding Practice in Speech, Language and Communication by Jean Gross.</p> <p>Transforming Teaching and Learning Through Talk – The Oracy Imperative by Amy Gaunt & Alice Stott.</p> <p>The Meaning Makers 2nd Edition by Gordon Wells.</p>	
<p>CPD- Training for all staff</p> <p>Continue to drive the teaching & learning of our SSP approach – RWI Phonics via:</p> <ul style="list-style-type: none"> -RWI Online CPD Portal -Bespoke training sessions from Phonics Manager -RWI Development Days -English Hub support & development days -Peer Coaching 	<p>Phonics approach to reading = +5 months Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension strategies = +6months EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	1, 4
<p>CPD- Training for all staff</p> <p>Provided CPD for staff on the VIPERS approach to developing comprehension skills for pupils. Support staff to embed the VIPERS approach.</p>	<p>Reading Comprehension strategies = +6months EEF toolkit Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective Professional Development- to support training package provided.</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	1, 4, 3, 6
<p>CPD- Training for all staff</p> <p>Provided CPD for staff on the power and application of “Story Massage Approach” so that pupils can engage in high quality daily sessions</p>	<p>Social and Emotional learning = +4 months EEF toolkit. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	1, 4, 3, 6
<p>CPD- Training for all staff</p> <p>Kinetic Letters Training for ALL staff. Further support and monitoring to drive effective teaching and learning in this area are:</p> <ul style="list-style-type: none"> -Online platform for individualised training needs -Peer coaching/teaching -Lesson modelling by Writing Lead -Termly monitoring of Kinetic letters teaching 	<p>EEF – Effective Professional Development- to support training package provided.</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p> <p>Monitoring has evidenced that a significant amount of PP/disadvantaged pupils at TAIS has this as a barrier to writing. Successful Kinetic Letters – Kinetic Letters</p>	2, 4, 3, 6

<p>PP Lead taking part in: Marc Rowland Pupil Premium Project – Tackling educational disadvantage in Northamptonshire</p> <p>The Aims of the programme: For all schools across Northamptonshire to:</p> <ol style="list-style-type: none"> 1. Identify the impact of educational disadvantage on their own pupils 2. Address the long-term disadvantage and the challenge of the pandemic on pupil attainment in their own schools 3. Build a long-term, sustainable schools-led source of knowledge, experience and application in raising attainment for disadvantage in Northamptonshire 	<p>EEF – Effective Professional Development- to support training package provided.</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus on the leadership of PP.</p> <p>In partnership with Marc Rowland and Unity Research school, West and North Northamptonshire Councils have devised a new and bespoke programme that will enable us to continue to build on schools leaders’ experience and learning about addressing disadvantage.</p>	

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA time – To drive QFT teaching accessible to pupils in smaller groups. To enable quality pre/post teaching interventions and 1:1 phonic interventions.</p>	<p>EEF Teaching & Learning Toolkit- high quality interventions/support having the biggest impact.</p> <p>The EEF Guide to the Pupil Premium – A tiered approach to Pupil Premium spending – targeted academic support.</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics approach to reading = +4 months. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition = +4 months EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Read Write Inc Phonics</p>	3, 1, 6

	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes	
<p>Bespoke & individualised offer to PP and wider disadvantaged pupils to removed barriers to learning & support individualised progress. This may include:</p> <ul style="list-style-type: none"> -personalised 20 day intervention challenges -attendance support .e.g. breakfast club offer -Offer of repurposed uniform -Voucher access for clubs & school trips -Parenting support from FSW/SENCO -Pre/Post teaching access -Access to NELI program --Wider curriculum offer support .e.g. trips subsidised -Access to Mabel the wellbeing and reading dog 	<p>Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit- 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistent, regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.</p> <p>Small group tuition = +4 months EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Toolkit Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Extending the school day= +3 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>DfE's Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>"...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport,..."</p> <p>Social and Emotional learning = +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
<p>Tutoring Program - RWI One to One Tuition.</p> <p>All children who fall into the bottom 20% of the RWI program to access daily 1:1 tuition through the Tutoring scheme or by trained support staff.</p>	<p>Phonics approach to reading = +4 months. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension strategies = +6months EEF toolkit. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>All children to be assessed in EYFS for the NELI program. The lowest scoring children to access the program consistently.</p> <p>Staff to be trained and proficient in the NELI program.</p> <p>The NELI program to be completed for pupils who started it last academic year but was impacted by the pandemic (Now Year 1 pupils).</p>	<p>EEF Nuffield Early Language Intervention +4 months. Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit - Individualised instruction = +3 months, 1-1 tuition = +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	3, 4

<p>Review and implement a new approach to home learning & homework, guided by the latest research findings.</p> <p>EdShed/Boom Reader have been implemented.</p> <p>Homework club in place and offered to support pupils.</p>	<p>EEF Toolkit –Homework = +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Key findings from: EEF’s Working with parents to support children’s learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 3,4,6
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OPAL programme for playtimes- collaborative and sustained play opportunities encouraged (sports premium budget)</p> <p>Play Leader appointed and additional time to be deployed at lunchtimes to improve play & interactions.</p>	<p>Children will spend 20% of their time at play, which is equivalent to 1.4 years of primary school. This time needs to be well planned and coherent, with as much care and attention given to play as to other subject areas in school. Our school believes that all children need opportunities to play which allows them to explore, manipulate, experience and affect their environment.</p> <p>"Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community" (Play Council 2001).</p>	5, 6, 3
<p>Pastoral support to be offered to pupils by the FSW and other brought in agencies. This offer may extend to support parental needs also.</p>	<p>Social and Emotional learning = +4 months EEF toolkit.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement = +4 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – identify specific pastoral needs for families.</p>	6, 5
<p>Breakfast club places offer</p>	<p>Extending the school day= +2 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Pupils also benefit from a calm, social start to the school day and a good breakfast.</p>	6,5
<p>FSW support – reaching out to other agencies .e.g. sleep solutions etc</p>	<p>Parental engagement = +4 months.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional learning = +4 months EEF toolkit.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – identify specific pastoral needs for families.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	6, 5
<p>On the go snack/breakfast on entry to school to be offered to all pupils. This offer may be</p>	<p>EEF – identify specific pastoral needs for families.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	6, 5

extend further for pupils at the greatest need.	<p>DfE's Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>"...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport,..."</p>	
Parental Engagement Lead to plan an effective program of Parent Workshops to support parental understanding and engagement in school life.	<p>EEF Toolkit Parental engagement = +4 months. Parental engagement EEF educationendowmentfoundation.org.uk</p> <p>Reading comprehension strategies = +6 months EEF toolkit. Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	6, 5
<p>Bespoke & individualised offer to PP and wider disadvantaged pupils to removed barriers to learning & support individualised progress. This may include:</p> <ul style="list-style-type: none"> -personalised 20 day intervention challenges -attendance support .e.g. breakfast club offer -Offer of repurposed uniform -Voucher access for clubs & school trips -Parenting support from FSW/SENCO -Pre/Post teaching access -Wider curriculum offer support .e.g. trips subsidised -Access to Mabel the wellbeing and reading dog 	<p>Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF educationendowmentfoundation.org.uk</p> <p>EEF toolkit- 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistent, regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.</p> <p>Small group tuition = +4 months EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Toolkit Parental engagement = +4 months. Parental engagement EEF educationendowmentfoundation.org.uk</p> <p>Extending the school day= +3 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Extending school time EEF educationendowmentfoundation.org.uk</p> <p>DfE's Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>"...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport,..."</p> <p>Social and Emotional learning = +4 months Social and emotional learning EEF educationendowmentfoundation.org.uk</p>	1, 2, 3, 4, 5, 6
<p>Home library – provide key class books for pupils to take home.</p> <p>Resources to support the needs / aspirations of individual PP pupils.</p>	<p>Parental engagement = +5 months, reading comprehension strategies = +6 months EEF toolkit. Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk</p> <p>PP will benefit from books to take home to develop their own library of books at home- to encourage parental involvement with reading and developing pupils' reading skills and reading for pleasure.</p>	1, 6
Increase frequency of attendance trend analysis so	Improving School Attendance DfE guidance	2

<p>concerns are flagged at an earlier stage and actions to improve can be more timely</p> <p>Share attendance headlines on social media</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
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Total budgeted cost: £46,483

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.

PASTORAL IMPACT - Wellbeing Data (PP)

BASELINE			SPRING			SUMMER		
HIGH	MEDIUM	LOW	HIGH	MEDIUM	LOW	HIGH	MEDIUM	LOW
71%	23%	6% <i>Intervention in place</i>	63% - 8%	34% + 9%	3% - 3%	86% +23%	11% -23%	3% =

Impact:

- 86% of all PP pupils now have high levels of wellbeing being observed in school. This is an increase of 15% from baseline.
- Pupils whom wellbeing has been moderate to low have been discussed in PPM meetings and intervention has clearly impacted positively on their wellbeing levels.
- Pupils whom have still fallen into the M/L scoring have agency involvement, SEN support packages and/or are some of our most vulnerable/safeguarding pupils. These pupils have has a full range of support from the pastoral team and there are improvements in their general presentation (wellbeing) observed.

EYFS	Non- PP @ or above	PP @ or above	Difference	EYFS	Non- PP Expected Progress	PP Expected Progress	Difference
Reading	75%	69%	-6%	Reading	81%	92%	+11%
Writing	68%	62%	-6%	Writing	81%	92%	+11%
Number	78%	62%	-16%	Number	81%	85%	+4%
YEAR 1	Non- PP @ or above	PP @ or above	Difference	YEAR 1	Non- PP Expected Progress	PP Expected Progress	Difference
Reading	48%	20%	-28%	Reading	66%	50%	-16%
Writing	34%	20%	-14%	Writing	54%	40%	-14%
Maths	42%	20%	-22%	Maths	66%	40%	-26%
YEAR 2	Non- PP @ or above	PP @ or above	Difference	YEAR 2	Non- PP Expected Progress	PP Expected Progress	Difference
Reading	55%	46% 51% NA 22	-9% school -5% NA	Reading	67%	72%	+5%
Writing	53%	36% 41% NA 22	-17% School - 5% NA	Writing	57%	64%	+7%
Maths	59%	46% 52% NA 22	-13% school - 6% NA	Maths	57%	55%	-2%

***when analysing PP and Non-PP it is important to note that each PP child's % is worth more due to group size overall. Also, when NA data is released this will be a more comparable basis for analysis.**

Attainment:

- In EYFS reading and writing is broadly in line for PP and Non-PP, in number there is a sig difference between end of year outcomes of PP and Non-PP.
- In Year 1 Non-PP are attaining higher than Non-PP. Reading sees the biggest difference in outcomes between PP and Non-PP.
- In Year 2 reading sees the smallest attainment gap between PP and Non-PP. There is a larger gap in maths and writing for PP compared to Non-PP. **EOY outcomes for PP are broadly in line with National figures.**

Progress:

- Progress for PP pupils is strong in the EYFS, outperforming Non-PP.
- Progress for PP pupils is good in Year 2, outperforming Non-PP in reading and writing and marginally in line for maths progress.
- Year 1, in some areas, PP pupils' progress is significantly behind their Non-PP peers.

Challenges (from PP strategy):

ONE-Disadvantaged pupils' fluency in reading is a barrier to pupils being able to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts. This in turn impacts their progress and confidence in spelling, vocabulary choice, writing and accessing the wider curriculum.

EOY Review:

To improve pupils' fluency in reading in order to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts.	<ul style="list-style-type: none">✓ Phonics teaching is strong across the school.✓ Peer coaching has improved and supported the weakest phonics teaching.✓ Reading progress has been accelerated. EYFSP Reading ELG+ is at least 77% (in line with 2019 national)✓ Year 1 Phonics Screening outcome target of 80% achieved and Year 2 ARE+ is in line with national.✓ PP pupils' progress & attainment in Phonics screening and writing are in line with Non-PP.✓ Reading outcomes at EYFSP and end of KS1 are improved over the year and close to national.✓ Disadvantaged pupil voice evidences pupils increasingly enjoy reading for pleasure and can talk about different books they enjoy.✓ The reading lead is aware of strengths and areas for improvement throughout the school.
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- English Hub and RWI development days have evidenced the progress the school has made with the provision for phonics and the T&L in phonics has significantly improved. One to one tuition practice is an area of support staff focus training for next academic year to make sure that this is consistently of high quality across the school.
- EYFS progress and attainment in phonics and reading are broadly in line with NA and they have had a strong start to their reading journey.
- 55% of Year 1 pupils passed the phonics screening test, the school is aware the intervention and support required as these pupils move into Year 2 so that they make rapid progress in phonics and pass at the end of Year 2: the school led tutor will make up part of this year group support. 90% of Year 2 passed by the end of the academic year, marginally under NA but making sustained and rapid progress over the year.
- There is still a gap between PP and Non PP reading and writing attainment. (see above grid)
- Peer coaching and monitoring cycle of staff have supported the quality of phonics/reading teaching to improve over time, however, this isn't evident in some cohort progress and attainment levels.
- More pupil voice is required next year in regards to phonics and reading to enable the school to be aware of pupils reading for pleasure understanding and developments. A pupil questionnaire was completed and needs to be analysed and findings shared. Parent questionnaire regarding reading and support very positive findings (April 22).

Phonics data EOY:

- EYFS 82% @ expected level or above
- Year 1 49% @ expected level or above
- Year 2 47% off scheme / 54% @ grey or off scheme

Year 1 Phonics screening:

- Non- PP 58% passed PP – 40% passed 62% NA 22
- Year 2 90% passed

School Led Tutoring Program Impact (Phonics):

- 60% of pupils whom accessed SLTP made expected or above progress.
- The intervention has consistently taken place and the pupils have missed limited learning from being out (due to the short burst intervention approach).
- These pupils' progress had been slow and the tuition has supported their progress to move on in their sound recall, blending, word reading and/or fluency.

TWO- Observations and book looks have evidenced that a barrier for many disadvantaged pupils is their perseverance, strength and flow with handwriting. This is impacting their stamina for writing and their ability to enjoy the writing process.

EOY Review:

To improve pupils' perseverance, strength and flow with handwriting.	<ul style="list-style-type: none"> ✓ The teaching of handwriting is consistently good across the school. ✓ Books show significant improvements in handwriting so it is no longer a barrier for the vast majority of children. ✓ Disadvantaged pupils are making rapid and sustained progress in their handwriting and flow in style. ✓ Writing outcomes: EYFS Writing ELG in line with national (74% in 2019) <p>Year 1 Writing 65% at expected or better</p> <p>Yr2 KS1 outcomes in line with national</p>
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- Observations and drop-ins have evidenced that the quality of handwriting teaching has significantly improved throughout the school. This has also been sustained improvement, with any areas for development being addressed through training and staff CPD.
- Book looks have displayed sustained progress for pupils in handwriting. Many pupil books evidenced rapid progress in handwriting and presentation from starting points. Presentation in other books in something that will be addressed next academic year.
- Although the teaching of handwriting is good, consistency in high expectations for all pupils in all books and areas of learning is a further area for staff reflection and staff support next year.
- More book monitoring with a focus on disadvantaged is required next year to evidence the progress in this area.

THREE- Teaching and Learning observations, assessments and staff discussions have displayed that pupils enter our school with significantly undeveloped oracy, vocabulary and communication skills. Pupils have poorly developed talk for thinking, to challenge and connect ideas, share, listen to and accept/comment on views of others.

EOY Review:

To develop pupils talk for thinking to challenge and connect ideas, share, listen to and accept views and develop strength of character. To embed a language rich environment and further develop opportunities for collaborative / social language experiences across the curriculum.	<ul style="list-style-type: none"> ✓ Communication is a clearly embedded curriculum driver and is evident in classroom practice and supporting learning and knowledge retention. Pupils' vocabulary has improved over the year- especially disadvantaged pupils. (Assessment tool to be purchased). ✓ Pupils and teacher talk in lessons evidence the strong focus on building vocabulary and language for thinking and this is evidenced in books and writing outcomes. Many pupils show they have retained previously taught vocabulary. ✓ Playground observations shown improved collaborative play and pupil voice backs this up. ✓ Lessons shown an increase in talk for thinking opportunities and teachers are scaffolding skills to support pupils developing skills. ✓ The new R.E. curriculum is embedded and has improved the way pupils engage with views, beliefs or opinions different to their
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	<p>own, as have the extended use of enquiry questions and talk opportunities across the curriculum, evidenced through lesson visits and pupil voice.</p> <p>✓ Pupils are learning and applying early debating skills.</p> <p>✓ All pupils, including disadvantaged pupils, make rapid progress in CL from their starting points in EYFS. Many disadvantaged pupils meet ELG for CL.</p>
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- CPD- Lesson study triads started with a focus on oracy & staff meeting time used to further discuss and reflect on this in practice. Many staff feel they use some of the strategies introduced effectively and consistently in their daily practice (staff questionnaire July 2022).
- The school have now established two Oracy Leads and will begin a project with Voice21 to further enhance the work that has been started in the school around and oracy and drive the provision and practice forward.
- NELI program completed in Year 1 and impact of intervention being analysed.
- NELI consistently happening in EYFS and the impact of this intervention is being analysed.
- LA visit feedback and their meetings with curriculum leads evidenced that a language rich provision and quality communication was a clear thread and driver within all that we do.
- Lesson observations and drops have evidenced that there is less “teacher talk” in the large majority of lessons and more pupil talk. Many pupils will talk openly to their class and are confident to express themselves. Pupils are yet to be able to express themselves in regards to their own learning journey and talk confidently about what they have learnt and how this has developed them in other areas. There will be more pupils voice taken by subject leaders next year and work on teachers as models of metacognitive strategies to enable pupils to develop in this area.
- The RE subject leads’ monitoring and work with the LA SIP has evidenced that the new RE approach has supportive a more collaborative talk approach. Pupils have shown high levels of engagement in these lessons also.
- 79% of EYFS pupils met expected for CL ELGs. For PP 69% of them achieved expected in CL – an increase of 9%.

FOUR- Inconsistent QFT and use of formative assessment/AfL strategies to support adaptive and responsive interventions that support at the emergent point of need for all.

EOY Review

<p>To drive QFT and formative assessment/AfL strategies to enable adaptive and responsive interventions that support at the emergent point of need for all. These may include post and pre teaching sessions to support at the point of a misconception, embed a skill or pre teach before the subsequent lesson.</p> <p>To ensure that all pupils are accessing the very best teaching and learning (QFT) so that they make sustained and rapid progress.</p>	<p>✓ The quality of teaching and learning is at least good or better throughout the school.</p> <p>✓ Additional teaching staff and support staff are deployed in the best way to improve pupil outcomes.</p> <p>✓ Responsive pre and post teaching sessions are embedded practice throughout the school.</p> <p>✓ Pupils emerging academic needs are met and all pupils are supported to master the concepts of the curriculum.</p> <p>✓ Disadvantaged pupils are making sustained and rapid progress.</p> <p>✓ Additional Advanced Progress Teacher is having a significant impact on pupil outcomes.</p> <p>✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking.</p> <p>✓ Teaching staff are using a wide range of AfL techniques to support effective formative assessment of pupils and these are embedded in practice.</p> <p>✓ The schools’ feedback and marking policy is consistently applied in all subjects and year groups and is having a desired impact on pupil outcomes.</p>
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- The new approach to adaptive and responsive interventions have taken place in all year groups, however re-cording of this is yet to be consistent throughout the school. All year groups have prioritised phonics interventions due to the huge emphasis on reading at infant level and progress required for all pupils.
- The schools' approach to T&L (Rosenshines' principles of instruction) is clearly evident and is daily practice throughout the school. This was also mirrored by the LA SIP visit report.
- A large proportion of lesson observations and drop-ins have evidenced that AfL is being used and lessons are being adapted live in light of this. Continued work, coaching and CPD is required around this so that all teaching is of the highest standard, consistently, and that new staff are fully supported to embed this practice.
- The APT (Advanced Progress Teacher) has been successfully in her role throughout the school. Her phonics tuition slots in EYFS have enabled more pupils to keep up and not have to catch up- with 82% of the cohort at the expected phonics level upon exiting EYFS. Her responsive interventions and post-teaching in Year 2 have meant that the large majority of pupils' met their EOY forecasted targets, with good progress.
- Progress for PP pupils is strong in the EYFS and is higher than their Non-PP, evidencing that they are making rapid progress from their starting points. Year 2 are marginally behind their Non-PP peers, however, in Year 1 in some areas PP pupils' progress is significantly behind their Non-PP peers. Improvements to the Year 1 provision are to be made next year.
- The schools' new system of provision mapping, including disadvantaged offer and adaptations to PPM meetings have supported the needs of all pupils, including any barriers to learning, have been met. 49% of PP pupils' have received pastoral support and this has supported their emotional resilience and wellbeing (see well-being scores). Analysis of and impact of these interventions needs further evidencing and exploration next academic year.
- Observations have evidenced that live feedback is clearly evident in the large majority of lessons, however, book looks (recording of this feedback) in some cases have not evidence the marking policy being consistently applied across the school. Marking has been stronger in mathematics books. This has been address in reflection sessions during the final term of the year and September INSET days will revisit this further through The Avenue Way document and the feedback and marking policy.

FIVE- Our observations, assessments, SDQs have identified that social, emotional/self-confidence is barrier to learning for many pupils. We need to improve pupils' resilience to challenges and social, emotional wellbeing.

EOY Review:

<p>The barrier of social, emotional/self-confidence to learning has been identified and where possible removed for pupils. Pupils' resilience in their learning has improved.</p>	<ul style="list-style-type: none"> ✓ Pupils, particularly the eldest, are increasingly showing confidence to tackle ambitious, but reasonable, challenges and can begin to use some metacognitive language to talk about their thinking and learning. ✓ Pupils' empathy towards each other is clear. ✓ Barriers for lack of outdoor access and play for disadvantaged outside have been removed and the OPAL project is having a positive impact for these pupils. ✓ Pupils are resilient to setbacks and take pride in their achievements. ✓ They are able to speak confidently about their thinking and learning and this is an embedded part of everyday practice. ✓ Pastoral support is wide and varied meeting the needs of a wide range of pupils. ✓ Staff are mental health and ACEs aware and can confidently discuss individualised needs. ✓ Mental Health lead has cascaded training to all staff and staff are confident to support or who to ask for support for pupil need in this area. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking.
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- Lesson observations and drops have evidenced that there is less "teacher talk" in the large majority of lessons and more pupil talk. Many pupils will talk openly to their class and are confident to express themselves. Pupils are yet to be able to express themselves in regards to their own learning journey and talk confidently

about what they have learnt and how this has developed them in other areas. There will be more pupils voice taken by subject leaders next year and work on teachers as models of metacognitive strategies to enable pupils to develop in this area.

- Behaviour analysis evidences a decline in behaviour over the year. However, staff have been given further guidance on how to record consistently behaviour and this may be part of the reason for the spike in minutes lost since staff are all now recording consistently. Furthermore, the school are looking re launching and amending the behaviour policy and recording systems in the next academic year to make them more fit for purpose and enable further deep analysis of school trends over time.
- OPAL has enable all pupils to thrive with outdoor play based experiences. Governor visits and the Play leaders monitoring has evidenced the positive impact the OPAL project has had on play within the school and how this has developed from where the school was at.
- The school has a significant and varied pastoral offer that is open to any pupil at the point of need. This includes the wider school community of parents and carers support. The FSW is effective in her role of support parental/carer needs (see logs of meetings and EHA support).
- Mental Health lead to train and develop staff next academic year now that she is fully trained and has completed her whole audit.
- All school staff are ACEs aware and this is reflected on in practice and daily conversations.
- The schools' new system of provision mapping, including disadvantaged offer and adaptations to PPM meetings have supported the needs of all pupils, including any barriers to learning, have been met. 49% of PP pupils' have received pastoral support and this has supported their emotional resilience and wellbeing (see well-being scores). Analysis of and impact of these interventions needs further evidencing and exploration next academic year.

SIX- A barrier for some pupils extended learning and reading for pleasure outside of school is parental engagement or support and curriculum understanding.

EOY Review:

<p>Parents have been supported through a range of curriculum workshops and further support. This has increased parental engagement for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ✓ FSW is available to parents and is supporting as required. The most vulnerable parents have been reached out to. ✓ Parental Engagement Lead is secure in her role and has a cohesive plan of support for each academic year. ✓ Workshops in differing areas of the curriculum have been offered and completed. These have had a high attendance from pupils' parents from disadvantaged backgrounds. ✓ Parents' confidence in phonics and early reading have been supported. ✓ Parental support in reading and homework based tasks is improving. ✓ % of children reading four or more times at home has increased across the school.
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- The FSW is effective in her role of support parental/carer needs (see logs of meetings and EHA support). Informal parent/carer coffee mornings have enable us to engage and support our wider community.
- Parental engagement lead has created a calendar of events over the year and has engaged with a wide range of stakeholders. They have also supported and collaborated with the local community and raised the profile of the school within our local area.
- Workshops for parents have been offered, and there has been limited engagement in this approach. Referring to the latest EEF research around parental engagement the school are looking to alter their approach to supporting parents in the next academic year in light of the research.
- The school has tried to support parental confidence in early reading (phonics) and again, with guidance from the latest research, has a program of ideas for adoption for the next academic year to drive this area.
- The above is true in regards to homework approaches and engagement in reading at home as a school we already have new approaches and incentives that will begin in the next academic year.
- Parental engagement within the school has increased over the year and most of our school events have been well attended by family members. See below:

*Parental Engagement – Celebrations of Learning **SPRING***

- ✓ EYFS – 39 parents attended
- ✓ Year 1 – 36 parents attended
- ✓ Year 2 – 42 parents attended
- ✓ Christmas celebrations- whole school – Local Church- 125 parents attended
- ✓ Rock Steady Concert – 30 parents attended

*Parental Engagement – Celebrations of Learning **SUMMER***

- ✓ EYFS – 53 adults attended
- ✓ Year 1 – 37 adults attended
- ✓ Year 2 Leavers Concert – 85 adults attended
- ✓ Rock Steady Concert – 33 adults attended

*All in school events well attended by parents/carers, including increases for attendance levels comparing spring attendance to summer attendance to events.

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
Nuffield Early Language Intervention	Nuffield Learning
Behaviour Support	Jogo

Glossary

QFT- Quality first teaching

EEF- Education Endowment Fund

CPD- Continued Professional Development

SSP- Systematic Synthetic Phonics

PP- Pupil Premium

AfL- Assessment for learning

SDQs- Strengths and difficulties questionnaires

ELG- Early learning goal

EYFSP-Early years foundation stage profile

ARE- Age related expectations

RE- Religious education

EYFS- Early years foundation stage

ACEs- Adverse childhood experiences

OPAL- Outdoor play and learning

SENCO- Special education need co-ordinator

FSW- Family support worker

RWI- Read write Inc (Phonics)

NELI- Nuffield early language interaction