

Summary of main barriers to achievement

Thomas Gray is a one form entry primary school with 192 pupils on roll (272 including EYFS). We serve an area of significant deprivation. The proportion of pupils who speak English as an additional language is low. The proportion of pupils currently eligible for the pupil premium grant is well above national average (68%). The school has 126 pupil premium pupils, 4 pupils funded at pupil premium plus. The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The vast majority of pupils enter the early years significantly below age related expectations, particularly for communication, language and PSED.

Objectives in spending PPG funding: 19/20 funding £170 240 20/21 funding £179 850

- To target underachievement compared to potential outcomes
- To ensure that teaching and learning opportunities meet the needs of all disadvantaged pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that high achieving children achieve their full potential
- To improve the attendance and punctuality of all pupils
- To have a more strategic approach to improving outcomes for disadvantaged pupils
- To support communication and language development
- To provide activities and experiences to further enrich the children’s learning
- To ensure early intervention which supports phonics and early reading
- To improve the teaching of reading in KS2

Desired impact of intended spend

- Attainment of disadvantaged pupils will be in line with or above the attainment of their peers at the end of KS2.
- Increase percentage of disadvantaged pupils attaining the higher standard in reading, writing and maths at the end of KS2.
- Increased percentage of disadvantaged pupils working at ARE in all year groups ().
- 85% of disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- The percentage of disadvantaged pupils achieving the expected standard and greater depth in writing at the end of EYFS, KS1 and KS2 is in line with the national picture.
- Percentage of disadvantaged pupils achieving combined (reading, writing and maths) EXS and GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.
- Attendance at the end of each academic year (19/20, 20/21) is at least in line with national figures. In 2017/18, the rate of overall absence (6.10%) was above the national average for schools with a similar level of deprivation (4.73%).
- Learning curriculum enriched by providing pupils with a deeper understanding of the wider curriculum.

The impact of the intended spend will be monitored through:

- Termly pupil progress meetings between class teachers, SLT and SENCO.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Lesson visits and observations; learning walks for teachers and teaching assistants.
- Analysis of additional interventions.
- Pupil discussions and questionnaires.
- Parental discussions and questionnaires.
- Subject leader analysis of curriculum and to deliver audit of staff confidence.
- Book and planning scrutiny.

Strategy review:

Full Governors: Spring 2020, Summer 2020, Autumn 2020, Spring 2021, Summer 2021

Barriers for future attainment for PP Pupils

- Attendance
- Emotional Well Being
- Limited Life Experiences
- Low aspirations / expectations
- Low Income Households
- National Expectations
- Parental capacity to support the curriculum.



“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”

How well do Key Stage 2 Disadvantaged Pupils achieve at Thomas Gray?

Disadvantaged pupils, 60% of cohort attainment at 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	65%	13%
Writing	44%	0%
Maths	75%	6%
Combined R,W,M	44%	
SPAG	50%	12%

Whole cohort – all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	65%	15%
Writing	54%	0%
Maths	73%	12%
Combined R,W,M	54%	0%
SPAG	58%	12%

Note:- 12 applications for given special consideration or additional time were approved. Eleven of the applications were for disadvantaged pupils linked either to dyslexia or safeguarding .

KS2 National Results: all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	75%	27%
Writing	78%	20%
Maths	76%	27%
Combined R,W,M	65%	10%
SPAG	78%	36%

How well do Key Stage 1 Disadvantaged Pupils achieve at Thomas Gray?

Disadvantaged Pupils, Attainment and at KS1 2018/2019:-

65% of pupils in Y2 2018/19 received pupil premium funding.

	% working at the standard or better	% exceeding the standard
Reading	60%	15%
Writing	50%	5%
Maths	80%	16%
Combined R,W,M	50%	5%

KS2 National Results: all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	75%	27%
Writing	78%	20%
Maths	76%	27%
Combined R,W,M	65%	10%
SPAG	78%	36%

Whole cohort – all pupils attainment at KS1 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	65%	15%
Writing	50%	4%
Maths	77%	15%
Combined R,W,M	50%	4%

KS2 National Results: all pupils attainment at KS2 2018/2019:-

	% working at the standard or better	% exceeding the standard
Reading	75%	25%
Writing	69%	15%
Maths	76%	22%

Green in line with whole cohort

Purple above whole cohort

Gold above national and above cohort

Planned expenditure 2019-2021													
Quality teaching for all													
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes								
<p>To sustain and improve attainment in Reading at EYFS, KS1 and KS2.</p>	<p>To provide bespoke guided reading training for KS2 from John Murray (Reading consultant)</p>	<p>£900</p>	<p>Guided reading scrutiny of books and learning walks</p>	<p>SB/KG</p>	<p>Staff have received training and are competent to deliver.</p> <p>Progress KS2 disadvantaged Dec 2020: 90.14% expected 80.28% accelerated</p> <p>Progress KS1 disadvantaged Dec 2020: 86.11% expected 50% accelerated</p> <p>In year progress EYFS December 2020: 84% expected progress (All pupils) 88% expected progress (Disadvantaged)</p>								
		<p>Additional KS2 staff costed in plan</p>	<p>NFER termly test results and question analysis.</p>			<p>To improve the systematic teaching of phonics.</p> <p><i>"The teaching of early-reading skills is becoming increasingly effective as a result of training and support provided for</i></p>	<p>To Embed new guided reading scheme for mastery in KS2, 45 minutes per day.</p> <p>To improve early reading and phonics through the Introduction of letters and sounds as primary phonics scheme, supported by training from WTSA SLE. Training delivered to all staff.</p>	<p>£600</p>	<p>Termly scrutiny of phonics data by phonics champion</p>	<p>KG</p>	<p>Phonics Lead produced reports-shared with staff and visitors.</p> <p>SLE judgement: phonics is good across the school with some outstanding features.</p> <p>The consistency of the approach was noted.</p> <p>All EYFS staff participated in training for Phase 1 phonics.</p>	<p>£550</p>	<p>Phonics learning walks by SLE and phonic champion.</p>
<p>To improve the systematic teaching of phonics.</p> <p><i>"The teaching of early-reading skills is becoming increasingly effective as a result of training and support provided for</i></p>	<p>To Embed new guided reading scheme for mastery in KS2, 45 minutes per day.</p> <p>To improve early reading and phonics through the Introduction of letters and sounds as primary phonics scheme, supported by training from WTSA SLE. Training delivered to all staff.</p>	<p>£600</p>	<p>Termly scrutiny of phonics data by phonics champion</p>	<p>KG</p>	<p>Phonics Lead produced reports-shared with staff and visitors.</p> <p>SLE judgement: phonics is good across the school with some outstanding features.</p> <p>The consistency of the approach was noted.</p> <p>All EYFS staff participated in training for Phase 1 phonics.</p>								
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				<p>KG/SLE</p>									

<p><i>teaching assistants. Children in the early years and pupils in key stage 1 recognise letters and know the sounds that different letter combinations make. They use this knowledge to work out unfamiliar words. Older pupils, particularly those in upper key stage 2, read with increasing fluency. They talk enthusiastically about the different types of books they read and many say how much they enjoy the way that teachers share books with them which are linked to topic work.” Ofsted 2019</i></p>	<p>To provide EYFS Phonics training by Early Impact.</p> <p>To provide parental workshops by Early Impact</p>	<p>£400</p>		<p>MW</p> <p>MW/R R</p>	<p>Parental workshops provided. 33% of parents attended.</p> <p>Post Covid Yr 2 phonics baseline- 3 children passed mock screen in September 2020.</p> <p>1 of these 3 was FSM</p> <p>Phonics screening Dec 2020 - 13 children passed screen</p> <p>11 of these 13 were FSM</p>
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<p>To sustain and improve attainment in Mathematics at EYFS, KS1 and KS2.</p>	<p>To support subject knowledge and effective teaching strategies through training workshops provided by Claire Martin (Maths consultant)</p> <p>To embed and enhance mathematical reasoning within lessons - bespoke 1:1 planning support - Claire Martin</p> <p>To develop pupils' use of mathematical vocabulary and link this to maths working walls</p> <p>To improve teaching of mastery and depth of mathematics</p> <p>To develop the above skills in EYFS, Year 4 and in Year 3 through Maths Hub NW3 work group</p>	<p>£500</p> <p>£1500</p> <p>£1000</p>	<p>Learning walks will focus on mastery and depth (fluency, reasoning and problem solving)</p> <p>-Book scrutinies will take place half termly by subject leader</p> <p>Monitor impact of Maths Hub NW3 work</p> <p>NFER termly tests</p>	<p>MW</p> <p>CD</p>	<p>All staff attended group and individual CPD.</p> <p>Work scrutinies carried out by maths co-ordinator and Claire Martin both evidence impact.</p> <p>Learning walks evidence consistent use of working walls-March 2020</p> <p>Year 4 and 3 teachers attended Maths Hub training and are embedding what has been learnt in their classrooms. As a result of successful application in these targeted year groups- all classes have implemented daily 'Maths Meetings' to enable children to practise and consolidate prior knowledge and skills.</p> <p>Baseline at ARE EYFS 30% all children 18.18% PP</p> <p>KS1 At+ 17.31% all children 16.22% PP</p> <p>KS2 At + 4.85% all children 5.63% PP</p> <p>December at ARE EYFS 48.39% all children increase of 18% 39.13% PP children increase of 21%</p> <p>KS1 At+ 48.15% all children increase of 31% 36.84% PP increase of 20.5%</p> <p>KS2 At + 61.17% all children increase of 56% 57.14% PP increase of 51%</p>
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					EYFS Hub was postponed and is due to start in January 2021.
<p>To improve writing attainment across the school</p> <p>Percentage of ALL pupils who achieved ARE end of 2018/19</p> <p>Yr 6 12.5%</p> <p>Yr 5 20%(current Yr 6)</p> <p>Yr 4 42.8%(current yr 5)</p> <p>Yr 3 58.6%(current yr 4)</p> <p>Yr 2 53.85%(current yr 3)</p> <p>Yr 1 45%(current yr 2)</p>	<p>To provide bespoke training for staff led by Jacqui Patterson (Primary English School Intervention Officer) and Maddy Barnes (English Consultant)</p> <p>To embed the writing process, tailored to the new Lancashire planning</p> <p>To improve proof reading and editing through high quality planning</p> <p>To secure judgements through effective moderation</p> <p>To embed talk for writing across reception</p>	<p>£1000</p> <p>£750</p> <p>£750</p> <p>LA funded</p>	<p>Learning walks will focus on the teaching of writing</p> <p>Pupil progress will be monitored termly</p> <p>Leading effective writing moderation meetings in school alongside cross school moderation in cluster groups</p> <p>Moderation clusters to be facilitated by MB consultant booked for 20/21 all year groups.</p>	<p>LA Support cancelled due to Covid. Requested 2021</p> <p>Teacher Assessment for KS2 Summer 2020 Whole cohort</p> <p>Writing Year 6 working at ARE 62%</p> <p>Writing working at greater depth 6.25%</p> <p>Pupil premium Writing Year 6 working at ARE 62%</p> <p>Writing working at greater depth 6.25%</p> <p>Writing Year 6 working at ARE 66.7%</p> <p>Writing working at greater depth 5.56%</p> <p>Increase in percentage of pupils working at ARE - upward trend for 2 years.</p> <p>No gap for Pupil Premium attainment end of KS2</p> <p>December 2020 writing data to be added after pupil progress.</p> <p>**Still to be added as writing is being Moderated by the English Team.</p> <p>Talk for writing project postponed/paused due to Covid , restarting Jan 2021.</p> <p>Evidence of TALK FOR WRITING STRATEGIES/DISPLAYS /ORAL REHEARSAL EVIDENT IN LEARNING WALKS SPRING TERM 2020</p>	

<p>To provide high quality NQT support to ensure they are equipped with the tools to develop professionally and to deliver quality first teaching for their pupils</p>	<ul style="list-style-type: none"> -Appointed new NQT Mentor -Trained new NQT Mentor -NQT'S are attending NQT specific training at Holy Rosary Teaching School Training provided that is specific to individual training needs eg Positive Handling Training Involvement in whole school training Opportunity to observe other teachers Monitor wellbeing, including opportunities for work-based supervision 	<p>£95</p> <p>£500</p> <p>£200</p> <p>Supply cover £2000</p> <p>£400</p>	<ul style="list-style-type: none"> -Mentor support meetings -Lesson observations by NQT Mentor and SLT -Book scrutinies -Learning Walks -Work based supervision 	<p>MC</p>	<p>Both NQT's passed their probation year successfully.</p>
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Targeted academic support					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p>To provide specific and targeted intervention to increase the attainment of children with low prior attainment</p>	<p>-To provide support for children through intervention programmes such as: Talk Boost, Nessy, Dynamo Maths, Clicker, WellComm and TTrackstars.</p>	<p>Dynamo £400 Nessy £1000</p>	<p>Through pupil progress meetings, monitor the progress of the groups receiving intervention and reflect on level of impact</p> <p>Review of interventions by SEN leaders</p> <p>Pupil voice</p> <p>Parental meetings</p> <p>Educational Psychologist reports</p>	<p>SB LMc</p>	<p>Intervention data closely monitored by SENCO's</p> <p>Year 1 1:1 Reading 100% At+ Progress, 71.43% Above progress</p> <p>Year 1 Fine motor (Writing) 100% At+ Progress, 50% Above progress</p> <p>Year 2 Phonics (Reading) 60% At+ Progress, 20% Above progress</p> <p>Year 3 1:1 Reading 75% At+ Progress, 62.5% Above progress</p> <p>Year 4 Dynamo Maths 100% At+ Progress, 100% Above progress</p> <p>Year 4 Nessy (Reading) 100% At+ Progress, 100% Above progress</p> <p>AHT resigned - limited impact 2019/2020</p>
	<p>To introduce Clicker January 2021 once Chrome Books are set up.</p>	<p>Clicker £2500</p>			
	<p>Establish and resource OWL room as a nurture base to provide tailored support for children with high level special educational needs</p>	<p>Staffing costs £18851 Above HNF</p>			
	<p>Year 5 split into two smaller groups, with a class teacher leading each group(1:14) Additional Educational Psychologist support for children who need help to access the demands of the curriculum Behaviour consultant to assess pupils with additional needs and provide targeted support for staff and parents.</p>	<p>£3000 £1000</p>			

Pupil Premium Grant Strategy: 2019 - 2021

<p>To continue with small group tuition</p> <p><i>"...the progress of pupils who need extra help to overcome gaps in learning, including that of those who are disadvantaged or have SEND, is beginning to strengthen as a result of their input." Ofsted 2019</i></p>	<p>Targeted children from Yr 2 & 6 to receive after school tuition</p> <p>Each LKS2 class will have TA support learning in class and provide intervention programmes to small groups of pupils who are working below national expectations.</p>	<p>£2000</p> <p>Costing of additional staff detailed below including: 0.6 teacher; 0.5 HTLA ; 22.5 hours TA</p>	<p>Assessment data in pupil progress meetings; formative assessment are gaps in knowledge being filled?</p> <p>Review of interventions by SEN leaders</p>	<p>CT</p> <p>SB</p> <p>LMc</p>	<p>Percentage of pupils attaining ARE in Year 6 2019/2020 increased</p> <p>Whole cohort</p> <p>Teacher assessment Summer End 2020 for end of KS2</p> <p>Reading 66.7% at ARE ; 16.67% at greater depth</p> <p>Writing 62% at ARE; 6.25% at greater depth</p> <p>Maths 66.7% at ARE ; 16.67 at greater depth</p> <p>Pupil premium</p> <p>Reading 72.2% at ARE ; 11.11% at greater depth</p> <p>Writing 66.7% at ARE; 5.56% at greater depth</p> <p>Maths 66.7% at ARE ; 16.67 at greater depth</p>
<p>To deploy additional teachers and TAs in classes in order to provide higher levels of quality first teaching</p>	<p>Quality first teaching to be enhanced through :</p> <ul style="list-style-type: none"> • Same day intervention • 1:1 intervention • Establishing a 'keep up, not catch up' ethos • Extra TA support provided for reception class • Extra teacher in Year 5 - full time NQT(AHT resignation) • Extra teacher in Year 4 - 0.6 • Extra HLTA in Year 3-0.6(2019/20) 	<p>£44298</p> <p>£18851</p> <p>£18430</p> <p>£15978</p> <p>£9600</p> <p>£19786</p> <p>£2796</p>	<p>Learning walks</p> <p>Book scrutinies</p> <p>Pupil voice Interviews</p> <p>Assessment data in pupil progress meetings</p> <p>Lesson observations</p>	<p>CT</p> <p>MW</p> <p>RR</p>	<p>Catch Up PROGRESS Data KS1 December 2020:</p> <p>Reading: Progress data</p> <p>84.3% on target</p> <p>45.1% accelerated</p> <p>Writing: Progress data</p> <p>84.31% on target</p> <p>49.02% accelerated</p> <p>Maths: Progress data</p> <p>78.43% on target</p> <p>37.25% accelerated</p>

	<ul style="list-style-type: none"> • Additional 0.3 teacher in Year 2 • High quality, experienced TA in Year 6 to support • 2 SENCO's appointed to share expertise and develop and support staff • 2 Assistant Head teachers have been appointed as Pupil Premium Champions(1 AHT resignation). 	<p>£2796</p> <p>Part of whole salary - figure not defined.</p>			
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Wider strategies					
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p>To continue to provide counselling 1:1 or in a group to support emotional well-being and behaviour, including Pupil Premium Plus Children.</p>	<p>-Employ a counsellor 1 day a week to deliver 1:1 support and small group support; parent workshops</p> <p>Additional 0.5 day parenting 2000 counsellor Commissioned, September 2019 to provide 1:1 emotional health support and small group self-esteem support(unable to complete due to personal circumstances).</p>	<p>£10000</p>	<p>-Pupil outcomes monitored with entry and exit assessments made alongside Boxhall assessments.</p> <p>-Pupil Premium Plus monitored termly by the Virtual Head when PEP forms are completed. Also monitored by CLA Governor at support challenge meetings.</p> <p>Half termly records provided by the school counsellor 6 monthly Boxall assessments</p>	<p>RR</p>	<p>All pupils met Boxhall targets and made progress in scores.</p> <p>Pupil Premium reports shared with Governors</p>
	<p>Provide parenting courses around nurture principles x 3</p>	<p>£1000 additional cost</p>			

<p>To provide additional learning experiences</p> <p><i>"Pupils enjoy the many trips and visitors to the school that help bring the curriculum to life. One recent example is the work the school is doing with Chester Zoo to find out more about palm oil and the sustainability of the planet."</i> Ofsted 2019</p>	<p>To provide experiences to support children's learning outside the classroom</p>	£6000	<p>-Photographs recorded on class web pages</p>	<p>CT</p> <p>L Maskell supported children to participate in an online project through Sovini-Summer 2020</p> <p>Didn't take place due to covid 19 restrictions.</p> <p>School have funded targeted children to attend LEAP camp throughout the school holidays and/or regularly each week after school. Some LEAP camps continued during tiers.</p> <p>Visitors into school booked and activities have commenced December 2020 - DT day; GANGs workshop. Pupil questionnaires indicate positive experience.</p> <p>Amended due to Covid</p> <p>Everton Community coaches have provided additional coaching to targeted year groups. Due to covid Zoom lessons have also been provided. Thomas Gray were awarded the School Games Virtual Award for commitment and engagement to their virtual programme during the Summer term 2019/20</p> <p>5 a day fitness was purchased for home use.</p> <p>To engage parents in home learning due to Covid, Chromebooks were purchased 40 Chrome books purchased</p> <p>** Some of the extra curricula funding was re-purposed for additional staffing in Year 1.</p>
	<p>To give the children the opportunity to experience residential in Year 2, 3, 4, 5 and 6</p>	£2000	<p>-Pupil feedback</p> <p>-Parental feedback</p>	
	<p>To improve the children's aspirations for the future through visits to high schools, local businesses and career fairs</p>	£2000		
	<p>Participate in 'Positive Footprints' project through Edge Hill University</p>			
	<p>To provide considerable discounts to enable children to participate in extra-curricular opportunities(heavily discounted or free)</p>	£3000		
<p>To develop effective parental engagement in order to improve their children's attainment, through the use of online homework tools, such as: Purple Mash, TTRockstars and Spelling Shed.</p>	£5160			

Pupil Premium Grant Strategy: 2019 - 2021

	To achieve Arts award	£500			
	To achieve Investors in pupils award	£250			
	To model and promote positive relationships and creative play through the employment of additional lunchtime supervisors	£4956			
	To engage children in extra-curricular sporting activities and activities at lunchtime through employment of a sports coach	Sports funding			
Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p>To pilot the 30 hour funded project to diminish the gap between PP and non PP children achieving ARE</p> <p>20/21 To provide additional hours 26 hours to non funded forest pupils.</p>	-To provide additional 15 hours free funding for all children in nursery 2 (3-4 years) in order to improve progress and attainment	Staffing cost as detailed below.	<p>-Learning walks</p> <p>-Observations</p> <p>-Pupil voice</p> <p>-Learning journey scrutiny</p> <p>-Pupil progress meetings</p>	<p>MW</p> <p>RR</p>	<p>Nursery Data</p> <p>Baseline Welcomm data for 30 hour pilot : 20 (46.51%) red, 13 (30.23%) amber, 8 (18.6%)green</p> <p>IMPACT DATA</p> <p>Mid year review Welcomm data for 30 hour pilot nursery February 2020 Inline with ARE up 27.55%</p> <p>7 (18.6%) Red 13 (30.23%)Amber 20 (46.15%) Green</p>

					20/21 data to be added January 2021
To provide additional staff to ensure higher staff to pupil ratios and provide high quality first teaching	<p>To employ additional TA X3</p> <p>To employ additional teacher 0.6 in KS2 in Lower Key Stage 2 - Due to Covid Bubble only deployed in Y3 Autumn term.</p> <p>To employ additional teacher 0.6 in EYFS</p> <p>To employ additional TA across school including 22 hours EYFS</p>	£37,492	<p>-Learning walks</p> <p>-Observations</p> <p>-Pupil voice</p> <p>-Learning journey scrutiny</p> <p>-Pupil progress meetings</p>	<p>MW</p> <p>RR</p>	<p>Ongoing 20/21</p> <p>Year 3 ARE Dec 20 Reading: 52.17% At+ Writing: 37.5% At+ Maths: 60.87% At+</p> <p>ADD IN BASELINE ARE - SO CAN SEE EXTRA IMPACT OF TEACHER</p> <p>Year 3 In Year Progress Dec 20 Reading: 90.91% At+ Writing: 91.3% At+ Maths: 95.45% At+</p> <p>Nursery Data - Prime Areas - December 2020</p> <p>PSED Self confidence and self awareness: 61.29% At+ Managing feelings and behaviour: 48.39% At+ Making relationships: 48.39% At+</p> <p>PD Moving and handling: 58.06% At+ Health and self care: 48.39% At+</p> <p>CLL Listening and attention: 51.61% At+ Understanding: 45.17% At+ Speaking: 48.39% At+</p>

<p>To provide quality CPD to continually improve teaching</p>	<p>To attend Maths Hub NW3 training with a focus on fluency</p> <p>To attend ASC training</p> <p>To attend quality first training through Sefton LEA</p> <p>To attend any further training linked to individual CPD needs following appraisal meetings</p>	<p>£500</p> <p>£1000</p> <p>£400</p> <p>£1000</p>	<p>-Feedback on the impact of training provided</p>	<p>MW</p> <p>RR</p>	<p>Staff have attended Maths Hub training and now have a clear understanding of the mastery approach.</p> <p>Staff have attended additional needs training. Learning walks Spring 2020 indicated high level of quality first teaching matched to pupils SEN plans.</p> <p>Appraisals for teachers completed October 2020. Training needs identifies for staff members.</p>
<p>To provide targeted small group support focusing on communication skills</p>	<p>-To deliver interventions targeted to groups needs: Talking Tables, WelComm and Talk for Writing.</p> <p>-To provide 1:1 support focussed on specific programmes prescribed by speech and language therapists</p>	<p>Additional staffing costed above</p>	<p>-Learning walks</p> <p>-Observations</p> <p>-Pupil voice</p> <p>-Learning journey scrutiny</p> <p>-Pupil progress meetings</p>	<p>MW</p> <p>RR</p> <p>SB</p>	<p>Nursery Data 19/20</p> <p>Baseline Welcomm data for 30 hour pilot : 20 (46.51%) red, 13 (30.23%) amber, 8 (18.6%)green</p> <p>. IMPACT DATA</p> <p>Mid year review data for 30 hour pilot nursery 7 (18.6%) Red 13 (30.23%)Amber 20 (46.15%) Green</p> <p>20/21 data to be added January 2021</p>

<p>To provide early intervention for the whole child.</p>	<p>-To provide support for child and family from school SENCO, pastoral officer, EWO and counsellor.</p>	<p>Costed above pastoral and counsellor support. B squared £3200</p> <p>My concern £700 per annum</p>	<p>-Use of MyConcern</p> <p>-BSquared</p> <p>-SEN support plans</p>	<p>MW</p> <p>RR</p> <p>SB</p>	<p>School counsellor provided telephone support during lockdown to children and families.</p> <p>B Squared is in place and utilised by all teachers when required.</p> <p>Concerns regarding families and children are logged onto My Concern and monitored and acted upon.</p> <p>Positive working relationships continue between school and other professionals to support and safeguard children and families.</p>
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Pilot projects

Objective	Actions	Cost	Monitoring	Staff Lead	Outcomes
<p>To pilot a highly effective metacognition programme, designed to enhance children's learning and thinking strategies based around cognition,</p>	<p>-All teaching staff to receive metacognition training from WTSA</p> <p>-Assistant Head of Early Years to undertake 2 year research project around Talk</p>	<p>£600</p> <p>£500</p>	<p>-Learning walks</p> <p>-Observations</p> <p>-Pupil voice</p>	<p>MW</p>	<p>SLT have attended and engaged with Science for Learning training.</p> <p>Science for learning training has been cascaded to all teaching staff. November 2020/ January 2021</p>

<p>metacognition and motivation.</p>	<p>for Writing in the reception class.</p> <p>SLT as part of Teach first project to participate in the Science for Learning module.</p> <p>Science for learning to be cascaded to all staff.</p> <p>Staff to review classroom practice to ensure that teaching strategies and learning environments embed Science for learning.</p>				
<p>To improve the quality of writing in KS1 and diminish the gap between PP and non PP % of pupils at ARE through the Talk for Writing method</p>	<p>-CD and AB to attend Talk for Writing training sessions across the year and complete gap tasks set</p> <p>-Regular meetings to discuss, plan and monitor consistency</p>	<p>Funded by LA</p> <p>Supply costs £900</p>	<p>-Feedback from training sessions</p> <p>-Learning walks</p> <p>-Book scrutiny</p> <p>-Staff meetings</p>	<p>MW</p> <p>KG</p> <p>MP</p>	<p>Staff attended until postponed due to Covid 19 - Relaunch 22nd January.</p> <p>Year 1 Dec ARE Writing (Pre-project) 42.86% At+</p> <p>Year 2 Dec ARE Writing (Pre-project) 19.23% At+</p>