

Courthouse Green Pupil Premium Action Plan 2019 - 2021

1. Summary information 2019

School	Courthouse Green Primary				
Academic Year	2019 - 20	Total PP budget	£266,640	Date of most recent PP Review	n/a
Total number of pupils	710	Number of pupils eligible for PP	202 (excl EY)	Date for next internal review of this strategy	Jan 2021

2. Current Attainment (Summer 2019 data)

Phase of school	Pupils eligible for PP		All Pupils	
	Courthouse	National 2019	Courthouse	National 2019
Year R % Good Level of Development	100%	56%	71.8%	71.7%
Year 1 Phonics Screening Check	80%	71%	91%	82%
Year 2 Reading (AE)	78%	62%	81%	75%
Year 2 Writing (AE)	56%	55%	69%	69%
Year 2 Maths (AE)	65%	62%	76%	76%
% Achieving AE standard or above in Reading, Writing & Maths KS1	52%	50%	64%	65%
KS1 to KS2 Progress score: Reading	+1.46	-0.64	+1.1	0.02
KS1 to KS2 Progress score: Writing	+1.41	-0.51	+1.17	0.02
KS1 to KS2 Progress score: Maths	-0.82	-0.73	+0.4	0.02
Year 6 Reading AE standard	58%	62%	67%	73%
Year 6 Writing AE standard	68%	68%	76%	78%
Year 6 Maths AE standard	60%	67%	74%	79%
% Achieving AE standard or above in Reading, Writing & Maths KS2	50%	51%	61%	65%

Current Attainment (July 2019 data)

COHORT (DP PUPILS)	READING		WRITING		MATHS		ATTENDANCE	
	DP	ALL	DP	ALL	DP	ALL	DP	ALL
Y6 (DP 40) (DP + SEND 17)	58%	72%	42%	64%	48%	70%	96%	96.9%
Y5 (DP 33) (DP + SEND 16)	64%	67%	42%	40%	46%	55%	95%	95.7%
Y4 (DP 27) (DP + SEND 8)	63%	82%	52%	69%	48%	74%	95.9%	96.3%
Y3 (DP 33) (DP + SEND 13)	78%	75%	75%	71%	75%	73%	95.3%	96.5%
Y2 (DP 23) (DP + SEND 9)	78%	82%	61%	74%	65%	81%	95.8%	96.3%
Y1 (DP 14) (DP + SEND 4)	43%	80%	36%	74%	71%	83%	94.7%	95%
YR (DP 7) (DP + SEND 0)	100%	74%	100%	69%	100%	74%	93.8%	94%

Across the school, from Year R to Y6, progress for DP progress is at least good from July 2018 to July 2019. In all years the attainment of DP pupils in Reading, Writing and Mathematics has increased and the gap between DP and non DP has closed. In Y1 the gap between DP and Non DP is particularly wide due to a very small number of DP in the cohort, some of whom are SEND or LA. The attainment and achievement of the DP HA children continues to be a priority. In order to close the attainment gap between DP and other pupils, we need to accelerate the progress of DP pupils through specific and targeted intervention. In July 2019 assessment DP pupils at Courthouse achieved in line or, in many cases, better than their peers within the local authority. Reception GLD increased considerably and 100% DP pupils in the cohort left the EYFS with GLD. This increase compared to their local authority peers was also mirrored in the Year 1 Phonics Screening results and Year 2 pupils at AE in Reading. In Writing and Maths Year 2 AE was broadly in line with local authority data. A particular strength for DP Courthouse pupils was in the KS1-KS2 progress score in both Reading and Writing which was significantly higher than their peers in other local authority schools. Our end of KS2 SATS results were broadly in line with local authority scores bar maths where the Courthouse scores were slightly lower. This has been reflected in the improvement focus listed in this strategy and through intervention which we know has the best impact on our learners.

Executive summary

This review of provision for Disadvantaged Pupils was conducted by SLT and also Sue Berti (LA Consultant). The school was last Ofsted inspected by Ofsted in 2013 (judged as good). Review of the website shows that it is compliant in terms of annually sharing a PP Strategy which is reviewed and updated annually.

Focus of the review

Is PP spending being used to maximum effect? How will future PP funding be allocated to have the greatest impact?

1. Aspiration - What are the habits and attitudes to learning both in and out of school?
2. Reading - How well developed are the skills of fluency and comprehension across school?
3. PP+SEND - Would they have an SEND need if they weren't DP? How effectively does Maths No Problem enable them to catch up?
4. Writing - Are DP GD making the same rate of progress as non DP GD in writing?
5. SMSC - How effectively does the use of PP funding develop positive strategies to support DP pupils mental health?

SUMMARY following the review

Reading provision in school is ensuring that DP attain and make progress in line with their peers. Reading conversations indicated that reading at home was happening more frequently with good parental engagement, higher up school the parental support is having less impact because parents not seeing the 'need' to read at home nor adding to the learning through the conversations that they are having with their child about the text that they are reading. Few Y4-Y6 have someone reading at home with them and the books that they are reading are not always age specific. Pupils were not able to say who their favourite author was so not pursuing wider reading. Our reading diet at school is inspiring them in the classroom as they said that they enjoyed reading lessons but this isn't promoting an independent desire to read about of school. Choice of texts in class is positive and Reading support in school through after school reading clubs, Volunteer readers such as Cadent positive. Reading Learning

Walk showed all applying reciprocal reading approach, pupils were focused, positively collaborating, enthusiastic, showing an enjoyment of text. Learning was being deepened through the challenge of teacher questioning but this was inconsistent across school. DP not always effective at partner work in Y2.

Writing progress is in line across the school but not closing the gap. Are we giving them enough feedback to improve and is our expectations high enough? GD writers referenced wider experiences (journals/diaries at home, visits as a result of schools 11B411 and our wider curriculum is inspiring them. Books showed progress evident and application of age specific skills – how do we accelerate progress of DP to further close the gap?

Maths progress in line across the school, attainment gaps (Y1, Y2, Y4) DP SEND is in line with DP progress and is good. Where practice is strong, pupils are having a maths pre teach, some intervention was identifying misconceptions but inconsistent across school. Is our intervention too fluid – should there be a maths entitlement to specific intervention? Learning Walk and book looks demonstrates that maths no problem support DP+SEND well to enable them to be challenged and to make good progress. Where the learning climate is really strong attainment and progress of SEND + DP is accelerated.

SEMH provision through thrive action plans and nurture indicates that 73% who have either are DP, this intervention is having a good impact. Pupils are making good progress against thrive assessments with fewer behaviour incidents occurring. All FTE this year are DP. Attendance very low and lower this year (PAs are all in SC / Early Help) DP attendance at clubs is lower than Non DP. Whole school strategies work for the most but hard to reach families need to buy into school life more to access support and opportunities.

Focus for Further improvements

- How to ensure that our children are self motivated to read at home? How do we ensure provide the ‘book talk’ that some pupils get from home about authors and the excitement about reading in order to establish reading habits beyond school?
- How our Feedback impacts on learning in writing? Provision and practice. Peer tutoring CPD for staff and children
- How do we diminish the impact of vulnerability from home to promote esteem, hope, aspiration and ability to self regulate and make appropriate choices to reduce FTE and increase attendance
- Maths entitlement intervention
- Personal hook (positive relationships and being personalised)
- Consistency of teaching (get all to the quality of the best) – personalised coaching
- DP intervention of RWINc

Targeting spend on

Interventions – RWINc, Maths, Reading.

Intervention which impacts our learners

- Reading after school intervention
- Targeting spend on cultural capital – visitors in and trips out
- Engaging with parents to increase aspiration and hope
- Thrive groups followed up by 1:1
- Quality first teaching coaching – 5*climate
- Attendance + Vulnerability + CT about attendance? + Relationships
- Extra curricular – disadvantaged pupils well
- Nurture
- Forest school
- GD learners

Whole school approach

Key principles:

We know that great teaching and careful planning has the biggest impact on all learners. To ensure that our teaching has the greatest of impact, particularly on our DP our leadership focus is to ensure that any allocation of spend is driven by careful decision making, using data and research to guide our decisions.

- Taking an evidence-informed approach to Pupil Premium spending to: compare how similar challenges have been tackled in other schools; understand the strength of evidence behind alternative approaches; and consider the likely cost-effectiveness of a range of approaches.
- Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- Less is more: selecting a small number of priorities and giving them the best chance of success.
- Support middle and high attainers as well as LA – in Y6 the DP middle attainers in Reading did not meet AE standard.

We follow a tiered approach to Pupil Premium spending:

- Teaching – CPD to improve QFT, training and support for early career teachers and that every teacher is supported to keep improving.
- Targeted academic support - on those who are not making good progress across the spectrum of achievement. Focus on how teachers and LSAs can provide targeted academic support, linking structured one-to-one or small group intervention to classroom teaching.
- Wider strategies – focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Significant proportion of pupils do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language which results in them lacking confidence, self esteem and often an inability to self regulate their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans and consistently high quality teaching and learning across all years groups in order to close the social, emotional and academic attainment gap.
B.	DP attain less well than their peers, we want them to make accelerated progress through peer tutoring and high quality feedback so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers feedback to strive to improve.
C.	Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital. Through high quality intervention, the teaching and promotion of early reading strategies and role models that promote a love and enjoyment of books through school and home we will create in children a wish to read and a will to succeed.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	For a large% of PP pupils, parental engagement with school is limited. For example: Parents' Evening, attending workshops, ensuring that their child attend an after school intervention / club or hearing their children read at home. This has a detrimental effect on their academic progress to that of their peers. (Particularly middle and higher attaining children.) Those pupils who are persistently Absent are PP pupils and their lower than typical attendance impacts on their attainment, reducing their hours spent in school causing them to fall behind on their peers, resulting in a lack of aspiration and creating a sense of hopelessness. Through a rich curriculum and range of extra curricular activities we will develop them mentally, physically, socially and positively, instilling in them a wish and expectation to attend school every day.
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Improvement Focus		
	Desired outcomes – measured by	Success criteria
A.	Improved parental engagement in all events across school. A reduction in behaviour incidents and FTE for DP students. Through curriculum provision create learners who are confident, resilient and independent.	Thrive action plans/direct work and a comprehensive PSHCE curriculum results in a reduction in behaviour incidents and FTE for DP children. Attendance of DP parent/ carers at school events such as parents evening, reading/maths mornings and SATS meetings increases.
B.	DP children will make accelerated progress in order to achieve in line with their non-DP peers across the curriculum.	All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.
C.	DP children will read consistently at home, have access to high quality interventions and, as a result, achieve in line with their peers.	DP children read three times a week at home and parents attend reading events at school. DP children have priority in intervention planning helping them to make accelerated progress and achieve in line with their peers at both ARE and GDS milestones.
D.	DP children have attendance in line with peers and have rich extra-curricular opportunities thus improving future aspirations.	Attendance of DP children is in line with their non-DP peers and national. A range of extra-curricular activities are offered to children across the school year and DP children have an expectation of attendance. All DP children attend at least one additional enrichment opportunity a year to further their life aspirations.

Planned expenditure 2019 - 2021						
i. Quality of teaching for all						
Focus	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
A	Reduction in behaviour incidents and FTE for DP children. Increased confidence and resilience of DP learners.	<ul style="list-style-type: none"> - Introduction of new PSHCE curriculum across KS1 and KS2 - Whole school access to Forest School provision. 	<ul style="list-style-type: none"> - High level of FTE are linked to DP - High level of lunchtime reflections and behaviour incidents are DP - Demographics of the school indicate that high level % children will be susceptible to gang culture, substance misuse, DV and crime - Attendance levels are lower for DP - Children lack resilience and confidence to take risks 	<ul style="list-style-type: none"> - Whole school PSHE review and new curriculum created by PSHE working party September 2019 - CPD to support staff in implementation of new curriculum - YGL ensures weekly PSHE lesson takes place each week - SL monitor implementation and track impact against Behaviour logs, Attendance and FTE data 	DHT	

Focus	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
B	All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.	<ul style="list-style-type: none"> - Investment in digital technology to give 1:1 iPad deployment for KS2. - Peer tutoring - CPD to reflect whole school pedagogy through Emotional Coaching, developing a positive classroom climate, behavior management and secure cross curricular subject knowledge - Wobbly wallet used as an effective and immediate intervention to enable children to 'catch up and stay up' ready for the continued learning sequence. 	<ul style="list-style-type: none"> - DP children do not achieve in line with their peers resulting in a widening gap in attainment. - High quality teaching and continued professional development has the most significant impact on pupil progress. - Using technology to support retrieval practice and self quizzing can increase retention of key ideas and knowledge - Learners take on responsibility for aspects of teaching and for evaluating their success through targeted feedback results in 5months additional progress. 	<ul style="list-style-type: none"> - YGL ensure consistency of implementation - SL monitor implementation and track impact against whole school progress, book looks, lesson observations - Behaviour logs, Attendance and FTE data in line with national - End of key stage data gap more closely aligned to national. 	SLT	
C	DP children will achieve in line with their peers in reading.	CPD to ensure continued success of the RWInc programme across KS1 and in Reciprocal reading skills in both KS1 and KS2.	<ul style="list-style-type: none"> - Proven success in RWInc programme enabling children to read fluently by end of KS1. - 2019 phonics score above national with DP children narrowing the gap. - Reciprocal reading supports children to read and comprehend texts by improving ability to summarise, retrieve and infer meaning. 	<ul style="list-style-type: none"> -YGL to monitor DP chn as priority in RWI grouping and ensure accurate grouping. -CPD to update new staff and support staff. -RWI lead to monitor delivery and assessment. -End of year data gap narrowing between DP children and all others. - End of key stage data gap more closely aligned to national. 	LM SLT	
D	DP children have attendance in line with peers.	<ul style="list-style-type: none"> - Whole school attendance commitment with 'challenge cup' and linked initiatives to drive attendance and raise profile - Learning environment promotes attendance and celebrates children who arrive at school on time. - SL support with staff to 	<ul style="list-style-type: none"> - Proven strategy for success to engage children and staff in raising profile of attendance at a whole school level. Pupil voice previously evidenced the success of this. - High profile coverage in environments encourages children to achieve 100% attendance as well as friendly competition between classes. - Research shows power of positive 	<ul style="list-style-type: none"> -Attendance lead tracks weekly attendance. -YGL/SL track PA in year group. -Attendance in line with national. -Attendance higher than Coventry schools. -PA reduced. -Lates reduced. -Increase in 100% attendees. -Increase of DP children achieving core value ambassador award due to increased 	SLT CW	

		challenge children's absence and PA.	relationships, supporting staff to achieve this with families in turn raises attendance across school.	attendance.		
EEF Evidence - Behaviour Interventions+ Collaborative Learning + Feedback+ Mastery Learning = high impact and low cost						£137,242
ii. Targeted support						
Focus	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
A	Reduction in behaviour incidents and FTE for DP children.	<ul style="list-style-type: none"> - Whole school Thrive approach, class and individual action plans (LM Team) and specific children's direct work. - Nurture provision to support children with significant SEMH 	<ul style="list-style-type: none"> - High level of children with significant gaps in their SEMH resulting in their lack of ability to self regulate their emotions resulting in high levels of emotional need, lack of resilience and poor mental well being. 	<ul style="list-style-type: none"> - Whole school class targets - Thrive lead monitors and assesses impact of Thrive individual action plans - JT Thrive Trainer monitor implementation and track impact against Thrive assessments - Governor Termly impact reports - Impact on Boxall Profile assessments - Senior Leaders track quality of provision and report to HT 	JT	
B	All DP children will make accelerated progress resulting in the % of children achieving AE standards across school being in line with their non-DP peers in Reading, Writing and Maths.	<ul style="list-style-type: none"> - Pre tutoring used as effective intervention during assembly time to pre-teach key mathematical concepts. - RWInc intervention used in KS1 to bridge any gaps in sound acquisition, fluency in reading or decoding/blending skills. - Precision teach for SEND and LA learners. - 3rd Space Maths entitlement small group intervention giving key and age specific mathematical skills. 	<p>Selected interventions evidenced as successful from EEF.</p> <p>School evidence of success (intervention report) in selected interventions raising attainment across school.</p> <p>Interventions selected best practice in bridging common gaps in learning for DP children.</p> <p>Phonics data 2019 and KS1 reading data 2019 above national.</p>	<ul style="list-style-type: none"> -YGL will select most vulnerable children to access interventions dependent on gap to ARE. -DP children given priority to bridge gap. -AHT to monitor quality of intervention across school and ensure the correct children are accessing. -Interventions led by best practitioners to ensure high impact. -AHT to review impact termly and % of children bridging attainment gap. 	EM	
C	DP children make accelerated progress in reading to be in line with their non-DP peers.	<p>After school reading club for underachieving DP children.</p> <p>Cadent/Beanstalk volunteer programme to increase 'love of reading' and literative</p>	<p>High level of DP children not achieving in line with peers and not reading regularly at home. Opportunity for extra reading opportunity to close gap.</p> <p>High number of DP children to not have high quality texts to access outside of</p>	<p>YGL to use data and quintupilation to select children for correct interventions.</p> <p>EM to oversee impact of interventions including termly data tracking and half termly reviews.</p> <p>EM to lead CPD to ensure best delivery of</p>	EM	

		knowledge. RWInc intervention across EYFS and KS1	school. Opportunity for children to build relationships to further progress. Proven success of RWInc intervention in progress of DP children in learning phonemes and fluency.	interventions with classroom links. End of year data gap narrowing between DP children and all others. End of key stage data gap more closely aligned to national.		
D	DP children have attendance in line with peers.	<ul style="list-style-type: none"> - Collaboration Cup to promote attendance. - Intervention team 1:1 work with PA and families. - SLT support attendance lead in challenging low attendance - Parent workshops to improve attendance. - Attendance lead completing first day call backs and home visits. - Five Minute Friday to promote class high attendance. Breakfast club and wrap around care to support families with children's attendance at school. 	<ul style="list-style-type: none"> -A small number of DP children remain PA. 1:1 work supports these vulnerable children and families and thus increases attendance. -Safeguards children whilst ensuring absence from school is challenged and children are back in school quickly. -Wrap around care supports DP children to be in school relieving some pressure off vulnerable families 	<ul style="list-style-type: none"> -YGL/SL track PA in year group. -Attendance in line with national. -Attendance higher than Coventry schools. -PA reduced. -Lates reduced. -Increase in 100% attendees. 	CW LM Team	

EEF – Individualised/small group Tuition+Oral Language Intervention+Parental Engagement+Phonics+Reading+ +Social&Emotional = high impact, high £

£162,011

iii. Other approaches

Focus	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
A	Full engagement of DP parents/carers at school events such as parents evening, reading/maths mornings and SATS meetings increase.	Parent workshops to promote oracy (EY) Parent workshops Reading and Maths Parent workshops parenting and E Safety Stay and Play provision for children younger than 4. 2 Year old provision for targeted high need pupils. Forest school after school parent and child sessions.	Improved early oracy skills link to improved attainment for DP. Parental engagement results in increased ambition and improved outcomes. Creating a positive relationship between school and home leads to increased attendance rates.	<ul style="list-style-type: none"> - Timetabled across the academic year for best impact and to support attendance of parents and carers. - Targeted invites - Senior leaders accessible on the school gates to build relationships and rapport - 50 word scripted letter to support accessibility - Email information to parents and text message feedback of positive impact in classrooms 	SLT	

				<ul style="list-style-type: none"> - Increased whole school attendance % - Increased participation in and support of home learning tasks 		
B	All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.	<p>After school reading clubs YR-Y6 for DP children and underachievers.</p> <p>After school maths booster classes.</p> <p>After school homework club for DP children and young carers.</p>	<ul style="list-style-type: none"> - High number of DP children do not have parental engagement in learning at home resulting in them falling behind peers. Maximizing time with children for first quality teaching to increase attainment for DP children. - After school provision being led by LSA and teachers to support nurtured relationships and give high profile to support offered. 	<ul style="list-style-type: none"> -Expected attendance for all. Initiatives in place to track this and YGL/AHT to challenge if attendance drops. -AHT to monitor quality of reading clubs and booster sessions to ensure maximum impact. -50 word scripted letter to detail importance and support accessibility. 	EM	
C	DP children read regularly at both home and school and develop a love of reading.	<p>Investment in quality texts for classrooms including chosen key texts for each year group and group reads.</p> <p>Investment in Oxford Press E-Books to be accessed at home and at school via Ipad deployment.</p>	<p>High number of DP children have limited or no access to high quality texts in the home.</p> <p>High number of DP children not reading regularly at home due to lack of texts and engagement.</p> <p>Pupil voice suggested that a wider breadth of texts needed to be available to engage learners.</p>	<p>YGL oversees purchasing age appropriate high quality texts to engage children.</p> <p>Class teachers to track home reading via the Oxford Press website and challenge where reading is not taking place.</p> <p>E-Books to be used within the school day to encourage a breadth of reading.</p> <p>SL to track home reading within focus year groups and impact of E-Book deployment.</p>	SLT	
D	DP children have high aspirations for their future.	<p>Rich extra-curricular opportunities to increase cultural capital and core value skills e.g. collaboration and resilience.</p> <p>Heavily discounted places for DP children on residential visits across school.</p> <p>Aspire to inspire event alongside parent/carers to explore future career prospects.</p> <p>Learning enrichment day for GDS/potential GDS children.</p>	<p>DP children require further opportunity outside of the classroom to demonstrate the core values essential for future life aspirations and to increase development of cultural capital.</p> <p>High number of DP children lack aspirations for future careers and opportunities as well as the parental support to achieve these.</p> <p>High achieving DP children require further enrichment experiences e.g. creative writing, imagineering, problem solving skills to bridge the gap to all other pupils.</p>	<ul style="list-style-type: none"> -DP children consistently access extra-curricular clubs. -DP children attend residential trips and wider school experiences. -Pupil voice shows raised aspirations for DP children across school. -% of DP children achieving GDS increases at end of key stages. 	KH SLT	
EEF – Individualised/small group Tuition + Parental Engagement + Social & Emotional = high impact, high £						£97,837

Key expenditure - Investment for this academic year (2019/2020)

Intervention	Cost	Purpose	Expected Impact
RWINc Intervention YR – Y3 (LSA 5 x pm, Teacher x 3 days). 1-1/small group reading intervention - EY – Yr3	£34,500	Target those children who have not yet passed the Y2 retake or who 'just' passed Y2 test to enable them to catch up with AE. Enable those children who don't meet end of YR, Y1 RWInc expected standards	Meet end of Y1 and Y2 national RWInc standards.
Reading Fluency Intervention YR to Y6 (LSA 2 x 30mins)	£19,760	To develop reading fluency, stamina, comprehension and reading with a range of reliable decoding strategies.	Outstanding progress in EY in Reading and % who pass phonic screen test is inline with national AE
Conkers 2 year provision – early intervention and Welcom	£10,000	Early intervention to promote talk and parenting strategies	Speech and language on entry to school broadly typical
SEMH – Nurture provision 2 x HLLSA, 5 days p/wk	£50,000	Children who are at risk of underachievement due to social and emotional barriers to learning identified through Thrive online Assessment as being below the expected development band for their age.	Evidence supports that Nurture provision increases self esteem and improves attendance and learning behaviours. Progress against Thrive and Boxall profile.
Thrive weekly intervention – individual and small group (LM x 4 x 2hr p/wk)	£5,200	Children who are at risk of underachievement due to social and emotional barriers to learning identified through Thrive online Assessment as being below the expected development band for their age.	Positive relationships and development of strategies to promote resilience and self regulation which reduces impact of negative behaviours.
Beanstalk and Cadent volunteer readers Y2-Y6	£1,640	To develop reading fluency, stamina, comprehension and reading with a range of reliable decoding strategies.	Pupils making outstanding progress in reading. 100% of pupils involved make accelerated progress in reading, closing the gap with their peer group.
SAT's Booster – Reading and Maths (4 x CT x 6hr p/wk)	£6,840	Use of research to provide targeted intervention that enables learners to make at least good progress	Building esteem and ambition and self motivation to drive learning.
Education/Clinical Psychology Service and ASD to support SEND + DP	£15,182	Support for SENCO and provision that enables all pupils to access learning	SEN pupils making Good progress in Reading , Writing and Maths. SEND pupils early identification.
Speech Therapy 1-1/small group intervention – Service Level Agreement	£9,329	Target low communication levels in EY + across school through additional speech therapy provision.	Improved communication and language understanding
Additional LSA hours to ensure quality first teaching to target individual pupil need, including resources and planning time. KS2 LSA daily Wobbly Wallet Time	15,551	Research states that early intervention has the best impact	Increased % of DP at AE standards
After school study support 1 x Teacher (45mins) 1 x LSA (45mins)	1,500	Provide targeted intervention that enables learners to make at least good progress through clarification and practice of prior learning.	Building esteem and ambition and self motivation to drive learning.
Family intervention needs – bus pass, Home learning support and Young Carers, trips	£156,811	Individual pupils invited to attend breakfast club where appropriate – ie for attendance issues. Learning mentors to target DP in all areas of their work to support the narrowing of the gap for these pupils, specifically targeting DP pupils who are also identified as vulnerable pupils	Improved behaviour and engagement of DP across school which is reflected in the good / better progress in all year groups. Attendance/behaviour/well-being of DP pupils in-line (or above) national DP
Family intervention via parenting support from Intervention Team	£13,337	Develop esteem and motivation and enable all pupils to attend all school visits, bus passes, uniform, payment for clubs)	Pupils enjoy and learn from the numerous curriculum enhancement activities and opportunities that take place throughout the year.
CPD for whole staff to maximise impact of teaching and learning through coaching support programme (4 x pm SLEp/wk £400)	£15,200	Sharing of best practice, use of research to improve quality first teaching and impact of intervention so that new and existing teachers develop strategies that enables learners to make at least good progress	Increased % of DP at AE standards at end of KS2
CPD for all staff to improve Talk through Dialogic Talk CPD and best practice 'School 21' (1 x INSET)	£4,000	Use of research to improve quality first teaching that enables learners to make at least good progress	Improved behaviour and engagement of DP across school which is reflected in the good / better progress in all year groups. Increased % of DP at AE standards at end of KS2
Total			£358,850

