

Pupil Premium Strategy Statement

Summary information					
School	Southdale CE Junior School				
Academic Year	2020/2021	Total PP budget	£71, 490	Date of most recent PP Review	December 2019
Total number of pupils	356	Number of pupils eligible for PP	55	Date for next internal review of this strategy	January 2021

School context (SEF)

- At Southdale CE Junior school 15% of disadvantaged pupils receive support through the pupil premium grant. This is below the national average. Cohort variation ranges from Y3 - 13%, Y4- 15%, Y5 - 15%, Y6 - 19%.
- Learning support staff are deployed across school based on an annual needs analysis in relation to SEND (both EHCP and SEND support) and deprivation (PPG). Deployment is flexible in response to changing circumstances.
- Multiple factors affect approximately 93% of our pupils in receipt of the PPG. These include, ACE's (broken homes), trauma, lack of home support, including a lack of structure (sleep, and nutrition), attendance, SEN needs, well-being, lack of aspirations, self belief, and well-being.
- 14% of pupils have special educational needs and/or disabilities, which is in line with the national average.
- Through our narrative curriculum, every pupil is fully invested in their learning whilst rich opportunities enable our children to foster a love of learning. Southdale prioritises quality first teaching. Our wider curriculum ensures that every child has the opportunity to experience awe and wonder, opening doors and igniting in them a passion that otherwise may not have existed. Children learn to use a flint and steel to light a fire, build shelters, tie a range of knots, learn about their local wildlife, and how to survive outdoors, including how to cook on the fire pit. Our progressive cooking program equips children with the skills to cook healthy meals, including soup, chilli, curry, and Cornish pasties to name a few. Every pupil has the opportunity to take part in an afterschool club or competition. Our curriculum is further enriched through yearly residential visits, which all directly link to our curriculum. Day trips and external visitors such as zoo lab, and wakefield museum are interwoven throughout our curriculum to give our children a broad and enriched experience throughout their time at Southdale. Reading is at the heart of our curriculum and children are exposed to a bespoke diet of narrative rich books, throughout their time at Southdale. Through our 'book talk' sessions, reading lessons are accessible to all and carefully selected vocabulary is explained, explored and consolidated through our reading lessons. Reading for pleasure is prioritised and high quality books have been purchased which cover a range of themes to promote a love of reading. Financial support is available through the PPG to ensure a family's low income does not prohibit engagement.
- By the end of KS2 disadvantaged pupils lag behind their non-disadvantaged peers. To improve, future outcomes in KS2 and to address the underachievement of disadvantaged pupils, across school we are prioritising underachievement in reading. This will provide daily small group tuition

to raise attainment and increase rates of progress for the lowest those children that require it. Data is used to identify specific gaps in learning so that these can be addressed.

- To improve future outcomes in mathematics and to address the underachievement of disadvantaged pupil, we are prioritising small group interventions – Interventions are currently being explored in line with our QLA, to raise attainment and increase rates of progress for the lowest performing 20% pupils. To improve future outcomes in mathematics across school, a consistency in approach, with fluent recall and mental mathematics interwoven throughout, is being explored and developed.
- To improve outcomes overall, CPD focusing on developing and improving Teaching and Learning will be a focus. This will include, Rosenshine’s principles, effective feedback, metacognition and self-regulation. Teaching children about well-being and mental health alongside our enriched curriculum, will also be given the highest priority for our pupils.

Current attainment			
Results based on 10 Pupil Premium Pupils in Year 6 in a cohort of 84 pupils in 2018-19 (no data 2019-2020)	<i>Pupils eligible for PP (our school last year)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>For all Pupils (national average)</i>
% achieving ARE in reading, writing and maths combined	60%	84%	81%
% achieving ARE in reading	60%	85%	82%
% achieving ARE in writing	70%	91%	88%
% achieving ARE in maths	70%	91%	88%
% achieving ARE in GPS	60%	88%	85%
Progress score for reading	-0.3	-1.6	
Progress score for writing	0.2	-0.6	
Progress score for maths	-2.4	-0.1	

Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, wellbeing, support for early careers teaching</i>)			
		Person/Team Responsible	Cost
A	Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons. Feedback does not always identify the specific knowledge and skills that pupils should learn and use next. Pupils do not have enough opportunities to respond to feedback or to collaborate and articulate their ideas, particularly with self and peer assessment. Feedback does not always pick up on non-negotiables/spellings which are past their 'sell by date' which results in children embedding these mistakes. Improve the quality of teaching and learning to outstanding.	KP/RM	£7000
B	Teaching does not always develop their pupils' metacognitive knowledge, enabling pupils to plan, monitor and evaluate their learning. The teacher doesn't always model the thinking, to help pupils develop their metacognitive and cognitive skills. Explicit instruction, modelling and classroom dialogue need to be the norm. Teaching doesn't always focus on the essential learning that needs to take place, and can overtly focus on the task; teaching and learning does not always take into account prior knowledge and assessment (AFL). Teachers need to ensure new learning is presented in small manageable steps; teachers need to model, think aloud and prior learning needs to be continuously re-visited.	KP RM	£11604
C	Diagnostic information from key assessment points are not always used effectively enough to ensure subsequent planning addresses gaps in learning and identify pupils who require targeted interventions to close gaps in understanding. Diagnostic information must inform short and medium term planning.	SLT – KP, RM, RR, LS	£5131
D	Teaching assistants do not always have high expectations of what children can achieve and aren't ambitious for all our children, regardless of their starting point. They do not always know how to promote independent learning and support the learning in class.	KP, RM	£9914
E	Remote education must complement the Southdale curriculum, enabling pupil premium children to make progress. Barriers such as ICT equipment and WiFi need to be available so these children are not at a disadvantage.	SLT	£2600
Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>)			
		Person/Team Responsible	Cost
F	KS2 targeted small group tuition in RWI & KS2 targeted small group tuition in Fresh Start	RM	£4236
G	Success@Arithmetic: Calculation programme for Year 4-6	KP	£5686
Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>)			
		Person/Team Responsible	Cost

H	Provide additional support for identified families with strategies for parenting, behaviour management, attendance, trauma, broken families, sleep, nutrition, and safeguarding so that PP pupils are ready for learning, able to access academic work and make good or accelerated progress.	RMa	£5000
I	Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence. PP pupils are ready for learning, able to access academic work and make good or accelerated progress. Support with uniform, support with enrichment in the curriculum and for children who are isolating. Share our expectations with families for isolating. including providing food hampers.	KP&RMa	£20319

A. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Improve the quality of teaching and learning to outstanding</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons.</p> <p>Teachers do not always identify the specific knowledge and skills that pupils should learn and use next. (EEF toolkit effective feedback has a positive impact of +8 months)</p> <p>Staff workload teachers are spending too much time marking away from pupils.</p> <p>Pupils do not have sufficient opportunities to collaborate with their peers. (EEF toolkit – collaborative learning</p>	<p>Active Ingredient 1- At the start of each unit of work, pupils will be given examples of excellence/quality texts and modelled examples from which to collaboratively create success criteria in all subjects.</p> <p>Active Ingredient 2- Teachers use the visualiser throughout each lesson, ensuring misconceptions, and common errors are addressed immediately. They also use the visualiser to share good examples against shared success criteria to give live feedback.</p> <p>Active Ingredient 3 – Within a writing unit, children spend time editing their own work against a success criteria and their own short term target.</p> <p>Active Ingredient 4- Success criteria for talk partners/collaborative learning is established with your class</p>	<p>CPD will be given to all staff on the pedagogy of effective feedback. Training will be in line with DFE Standard and the TDT guidance.</p> <p>Follow up support Opportunities for staff to collaborate, observe, share practice and develop a culture of effective feedback. Staff who create a climate of highly effective feedback will share good practice.</p>	<p>Short term: Fidelity: All staff are able to articulate the principles of effective feedback and the active ingredients. Staff are incorporating feedback into their pedagogy. Pupils understand how to improve their work to a higher standard because teachers make clear through feedback and success criteria the specific knowledge and skills that they should learn and use</p> <p>Acceptability: The majority of staff experience a growing confidence in planning and delivering peer feedback and staff feedback is positive.</p> <p>Medium term Fidelity: There is evidence in pupils’ work and monitoring activities that peer feedback and success criteria are being used on a daily basis to improve</p>	<p>Short term. Pupils will have higher expectations in terms of the quality of the work they produce. Staff and Pupils will gain a greater understanding of how to give effective feedback to move learning on. Teacher workload will reduce as feedback at the point of learning becomes integral to everyday classroom practice.</p> <p>Medium term- The quality of pupil’s work will improve as a result of effective feedback from peers and from staff. Pupil’s expectations of themselves and their motivation to produce their best work will increase as they become more confident.</p>

<p>has a positive impact of +5 months.) Pupils do not always have the opportunity to respond to feedback given on how to improve their work.</p>	<p>and an integral part of our school culture, thus activating pupils as learning resources for each other. Talk partners are not a one-off strategy but this is a default more for most questions – absolutely routine. Active Ingredient 5- Pupils can self-assess against success criteria – they will be able to clearly articulate how final drafts and finished products meet the expectations for success as defined by success criteria.</p>		<p>feedback. Children can articulate this. There is a bank of models of excellence and high quality work in books and on display as a result of the higher expectations and improved feedback. Pupils and staff are clearly able to articulate the pedagogy of peer feedback to others. Pupils are able to articulate how prior knowledge and skills applies to current new learning. Reach: All Staff and pupils are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p>Pupil's ability to collaborate and communicate effectively will improve as they become more confident with peer critique. Long term- Outcomes for pupils will increase as collaborative ways of working become integral to everyday classroom practice.</p>
<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>	<p>Review Progress at the end of the autumn term</p>		

B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Teaching should develop pupils' metacognitive knowledge, enabling pupils to plan, monitor and evaluate their learning. Teaching should always model the thinking, to help pupils develop their metacognitive and cognitive skills. Explicit instruction, modelling and classroom dialogue need to be the norm.	<p>Active Ingredient 1: Teaching always takes into account prior learning, and staff understand that new information is only stored if we connect it to the information we already have.</p> <p>Active ingredient 2: The environment, children, and teachers enable children to focus on learning. Children can articulate their thinking/learning, and make links to prior knowledge.</p> <p>Active Ingredient 3: Every small step in learning is modelled by the teacher and teachers get feedback (AFL) from the children as an indicator to when to move the learning on. Teachers anticipate errors and misconceptions as part of modelling/scaffolding.</p> <p>Active Ingredient 4: Teachers provide scaffolds for difficult tasks. Pupils are asked for the positive features in these examples, how they can be improved and then asked to compare their own work to these examples. Success criteria is generated with children on these examples.</p> <p>Active Ingredient 5: Staff ask the right questions and check for understanding; they understand 'process questions' – probing in more depth, taking</p>	<p>CPD - All staff are trained in Rosenshine's principles in action</p> <p>Follow up support Opportunities for staff to collaborate, observe, share practice and develop a culture of effective teaching. Staff who create a climate of highly effective teaching will share good practice.</p>	<p>Fidelity: All staff are able to articulate the principles of developing pupils' metacognitive knowledge. Attention, questioning and the Rosenshine's principles can be articulated by our staff. Pupils understand how to improve their work to a higher standard because teachers make clear criteria the specific knowledge and skills that they should learn and use</p> <p>Acceptability: The majority of staff experience a growing confidence in how to develop pupils' metacognitive knowledge, enabling pupils to plan, monitor and evaluate their learning.</p> <p>Medium term Fidelity: There is evidence in learning that teaching is developing metacognitive knowledge. Classroom dialogue, collaborative learning and a culture of feedback is the norm. . Pupils are able to articulate how prior knowledge and skills applies to current new learning.</p>	<p>Medium term: Pupils make accelerated progress towards outcomes and can articulate their learning</p> <p>Long term: By the end of KS2, pupils achieve above national outcomes in RWM and both expected and GDS</p>

	time to explain, clarify and check for understanding. As a result, children can explain what they have learned and staff give feedback and corrections.			
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Diagnostic information from unit and half-termly testing at KS2 is not always used effectively enough to ensure subsequent medium term planning address gaps in learning and identify pupils who require targeted interventions to close gaps in understanding.</p> <p>(Small group tuition – EEF +4)</p> <p>(One to one tuition – EEF +5)</p>	<p>Active ingredient 1: PiXL tests used at agreed times as per assessment calendar</p> <p>Active ingredient 2: Question Level Analysis completed in preparation for Pupil Progress Meetings.</p> <p>Active ingredient 3: PPM - teachers collaborate with SLT on gaps and pupil misconceptions. Teachers to report on strategies for addressing these in subsequent medium term planning. Actions agreed during ppm's are evidenced in learning walks/book scrutiny, pupil voice. These are readily available for teachers to use in class and regularly used as part of PPA.</p> <p>Active ingredient 4:</p>	<p>Continuing CPD on QLA and use for identifying gaps</p> <p>Continuing support from DHT</p> <p>Pupil Progress Meetings to focus on gaps from QLA (amongst other information) and identify clearly targeted intervention on provision maps</p> <p>Impact on progress monitored through testing cycle/PP cycle and book scrutiny activities and communicated to all staff.</p>	<p>Short term: Staff are confident and skilled in identifying and addressing specific areas for improvement</p> <p>Monitoring of QFT evidences that next steps are carefully considered and progress clearly identifiable in pupils' books and through learning conversations.</p> <p>Medium term: as above... QLA process becomes embedded within the pupil progress cycle</p>	<p>Short term: Pupils make progress within targeted intervention activities to close gaps in understanding</p> <p>Long term: End of KS outcomes are improved owing to robust and relevant targeted support</p>

	Teachers identify children targeted in class. SLT monitor that next steps in learning for pupils are carefully identified and Quality first teaching meets this need. This is evidenced in learning walks/book scrutiny, pupils voice.			
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Teachers do not always use their TAs efficiently and effectively. Teaching assistants do not always have high expectations of what children can achieve and aren't ambitious for all our children, regardless of their starting point. They do not always know how to promote independent learning and support the learning in class.	Active ingredient 1: Teachers will direct TAs to enhance the learning opportunities of all children, using AFI to add value to what teachers do, thus the needs of the pupils are addressed. This will include deliberate practice of children who require small group tuition, for this to be led by the teacher thus QFT is taking place for our most vulnerable pupils. Children should all be included in class learning. Teachers will make the education of all their pupils, their first concern.	CPD will be given to all staff on the pedagogy of effective teaching and effective use of TAs. Training will be in line with DFE Standard and the TDT guidance. Follow up support Opportunities for staff to collaborate , observe, share practice and develop a culture of effective use of TAs.	Short term: Fidelity: All staff are able to articulate the principles of effective use of TAs and the active ingredients. Staff are incorporating this into their pedagogy. Pupils understand how to improve their work to a higher standard because teachers and TAs give clear feedback and support learning through effective modelling, questioning, scaffolding 'I do, you do' . TAs ensure they work towards the pupil being independent, giving support in small steps.	Short term: Pupils make progress within targeted intervention activities to close gaps in understanding. Long term: End of KS outcomes are improved owing to robust and relevant targeted support. Children are aspirational.

	<p>Active ingredient 2: TAs are trained in targeted interventions and are accountable for the progress of their pupils. They instil a growth mind set, passion and belief in the children they work with.</p> <p>Active ingredient 3: TA's take an active role in adding to the teaching and learning eg live writing of the washing line, AFL, supporting the majority of the class while the teacher focuses on small group tuition.</p> <p>Active ingredient 4:</p> <p>Active ingredient 5:</p>		<p>Acceptability: The majority of staff experience a growing confidence in the effective use of their TA, which is rooted in a culture of inclusive learning, supporting the teaching and a shift in practice, where teachers work with vulnerable pupils.</p> <p>Reach: All Staff are confident in the expectations of their role.</p>	
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		

E.Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Remote education must complement the Southdale curriculum, enabling pupil premium children to make progress. Barriers such as ICT equipment and	<ul style="list-style-type: none"> Active ingredient 1: Teachers must ensure pupils receive clear explanations/modelling and feedback. Teachers must replicate good practice in the classroom, including targeted support and further modelling after the initial 	Regular staff training and review. Collaborative in-school opportunities which enable teachers to refine and embed their approaches.	<p>Short term: Fidelity: All staff are able to articulate the principles of effective remote learning. Staff are incorporating feedback, modelling, additional support, into their pedagogy. Pupils understand how to improve their work to a higher standard</p>	Short term: Children continue to make progress, in line with expected standards.

<p>WiFi need to be available so these children are not at a disadvantage.</p>	<p>teaching input. Teachers will be available for the entire lesson, remotely and will focus on the vulnerable pupils after initial teaching. They will break into two rooms so that TAs can support the remaining class through regular reviews/feedback eg lets have a look at question three and see how the children have tackled the learning, followed by any necessary additional modelling/input/misconceptions. It could also be sharing the writing against the success criteria as a class. If a child is isolating, separately to the class, they will still get this remote offer, tailored to their particular needs.</p> <ul style="list-style-type: none"> • Active Ingredient 2: Teachers will support growth in confidence with new material through scaffolded practice. They will account the small steps required for children to grasp new learning remotely, alongside clear, collaborative success criteria. <p>Active ingredient 3: Teachers give effective feedback to all pupils during remote learning</p>		<p>because teachers make clear through feedback and success criteria the specific knowledge and skills that they should learn and use in the remote learning environment.</p> <p>Acceptability: All staff follow the procedures outlined in this remote learning plan.</p> <p>Medium term Fidelity: There is evidence in pupils' work and monitoring activities that peer feedback and success criteria are being used on a daily basis to improve feedback. Children can articulate this. There is a bank of models of excellence and high quality work in books and on display as a result of the higher expectations and improved feedback. Pupils and staff are clearly able to articulate the pedagogy of peer feedback to others. Pupils are able to articulate how prior knowledge and skills applies to current new learning.</p> <p>Reach: All Staff and pupils are confident in terms of giving effective feedback that enables peers to improve their work.</p>	<p>Medium term: Any children who have made less than expected progress will be targeted for small group tuition within class, to narrow the gap.</p> <p>Long term: End of year assessments are in line with expected standards</p>
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	<p>and use it to inform their teaching. This includes live responses and the opportunities for teachers to go into break out rooms with children who need additional support. The TA needs to be used to help facilitate this learning or continue any interventions that they would have been doing in school.</p> <p>Active ingredient 4:All children will arrive for registration at 9am. Registration will take place for every lesson. Any children who aren't logging on, are contacted by the teacher. If the teacher can't get hold of this family, then must pass this information onto school.</p> <p>Active ingredient 5:Expectations are regularly shared with children, prior to a bubble closure. Books are provided for children with clear expectations that replicate the expectations/pride that we expect at school.</p>			
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		

F. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Close in school gaps in phonics between disadvantaged and non-disadvantaged pupils KS2 targeted small group tuition in Fresh Start (Phonics – EEF +4) (Small group tuition – EEF +4)	<p>Read Write Inc:</p> <p>Active Ingredient 1: Targeted Y3 children accessing RWI in order to close the gap from KS1</p> <p>Active Ingredient 2: Intervention groups to intensify support and close the gaps by the end of year 3 identified through reading leader coaching and assessments</p> <p>Active Ingredient 3: Staffing to deliver high quality intervention in place</p>	<p>CPD for staff delivering RWI</p> <p>DHT to monitor quality of teaching and offer advice/support and share good practice in liaison with RWI</p> <p>DHT/SENCO to monitor impact of data to inform groupings</p>	<p>Short term: All staff able to deliver high quality RWI lessons/intervention All staff to deliver consistently</p> <p>Medium term: Children who need additional support identified in order to make accelerated progress</p>	<p>Medium term: Identified targeted Year 3 and 4 children make accelerated progress towards outcomes. Targeted RWI intervention children make accelerated progress towards outcomes Identified targeted year 5 and 6 children make accelerated progress towards outcomes. Targeted Fresh start intervention children make accelerated progress towards outcomes.</p> <p>Long term: Children make accelerated progress and catch up with their peers.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

G. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Close in school gaps in arithmetic between disadvantaged and non-	Active Ingredient 1: Targeted Y4, 5 and 6 children accessing	CPD for staff delivering Success@arithmetic	Short term: All staff able to deliver high quality RWI lessons/intervention	Short term: Children continue to make

disadvantaged pupils Calculation programme for Year 4-6 KS2 targeted small group tuition in Fresh Start (Small group tuition – EEF +4)	success@arithmetic in order to close the gap. Active Ingredient 2: Staffing to deliver high quality intervention in place	DHT to monitor quality of teaching and offer advice/support and share good practice in liaison with RWI DHT/SENCO to monitor impact of data to inform groupings	All staff to deliver consistently Medium term: Children who need additional support identified in order to make accelerated progress	progress, in line with expected standards. Long term: Children make accelerated progress and catch up with their peers, allowing them to become aspirational.
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		

H. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
High quality pastoral support is required for families of vulnerable and disadvantaged pupils in order to remove barriers to educational progress such as: -develop parenting skills and capacity -providing robust safeguarding and Early Help offer -promoting home/school working	Active ingredient 1: Learning Mentor to proactively manage the offer of support to parents and carers and monitor the impact Active ingredient 2: Robust procedures are in place to identify and support key families Active ingredient 3: Engage with outside agencies in order to signpost support and make referrals to other agencies.	Offer regular 'drop ins' to raise awareness of issues and support children in the classroom. These 'drop ins' focus on how the family can access support and are bespoke to the family. Development of school based Early Help offer	Parents engage with school to meet the needs of children Parents engage in offered support and services and feel well supported by school Robust procedures for safeguarding and family support	Improved home/school working impacts positively on pupil engagement and positive attitudes to school and learning

<p>-developing good relationships with parents and signposting to support -liaising with outside agencies to provide timely support</p> <p>(Parental engagement – EEF +3)</p>	<p>Active ingredient 4: Pupils feel safe within our school so that they can go to a trusted adult. They understand the star of safety, can articulate that our number one priority is to keep them safe and can tell you what to do in certain circumstances.</p> <p>Active ingredient 5: Staff work hard against unconscious bias, to even the balance of what children need; working hard to meet the individual needs of pupils and families.</p>	<p>CPD for staff on pupil premium, aspirations and unconscious bias. Do staff understand the statistics around the future of pp children.</p>		
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

<p>I. Planned Expenditure</p>				
<p>Barrier/Problem</p>	<p>Intervention Description (What are the active ingredients?)</p>	<p>Implementation Activities</p>	<p>Implementation Outcomes</p>	<p>Pupil Outcomes</p>
<p>Some children require additional support to develop appropriate learning behaviours,</p>	<p>Active ingredient 1: All staff need to ensure that they respond positively to</p>	<p>Staff training on mindfulness, well-being, developing resilience,</p>	<p>Children can articulate how to look after their own mental health and wellbeing. They also</p>	<p>Children are able to recognise their emotions and respond to these appropriately</p>

<p>social skills and independence to enable them to effectively access learning and make good or accelerated progress. All children require teachers to be role models regarding how we respond to different situations. This may include attendance issues.</p> <p>(Social and emotional learning – EEF +4) (Behaviour interventions – EEF +3) (Self-regulation strategies – EEF +7)</p>	<p>situations that arise in school. Through their everyday interactions with children, they respond positively and with kindness. Teachers take every opportunity to reinforce how an individual's response can have a positive or a negative impact on someone. Teachers make links to CW and RSHE. Learning mentor interventions focus on developing social skills, self-regulation, feelings and emotions, emotional literacy as identified at pupil progress meetings and supervision</p> <p>Active ingredient 2: weekly whole class RSHE sessions to give children the tools they need to recognise and deal with emotions and worries feeding into whole school approaches. This is part of the culture and links to CW and RSHE</p> <p>Active ingredient 3: Learning mentor delivers structured activity for identified children at unstructured times of the day to positively manage behaviour and teach appropriate play skills</p> <p>Active ingredient 4: Outdoor adventurous activities, forest schools, cooking give the</p>	<p>themes explored within the narrative curriculum</p> <p>Staff training on how important their response is, to the well-being and mental health of our pupils.</p> <p>Staff training on RSHE</p> <p>Coaching with members of staff, including gap tasks which enable reflection. How did I react?</p> <p>Engage with outside agencies to provide timely support</p> <p>CPD for learning mentor on social and emotional learning, behaviour interventions</p>	<p>understand the importance of how they respond to all situations, and the impact this has on both themselves and others.</p> <p>All staff need to ensure that they respond positively to situations that arise in school. Through their everyday interactions with children, they respond positively and with kindness. Teachers take every opportunity to reinforce how an individual's response can have a positive or a negative impact on someone. Teachers make links to CW and RSHE. All staff need to understand how this links to mental health.</p> <p>Mindful approaches implemented across school to develop a shared language and understanding between staff and children.</p>	<p>Children are able to self-regulate their emotions and responses</p> <p>Children are able to engage in positive learning behaviours</p> <p>Long term, children have resilience to be able to cope with the multitude of situations that arise, and are aspirational for their future.</p>
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	<p>children a broad experience, allowing them to experience and articulate how to look after their own well-being.</p> <p>Active ingredient 5: Provide bespoke support with uniform, food hampers etc, as required with families on low income.</p>			
Review Progress at the end of the autumn term	Review Progress at the end of the spring term		Review Progress at the end of the summer term	