

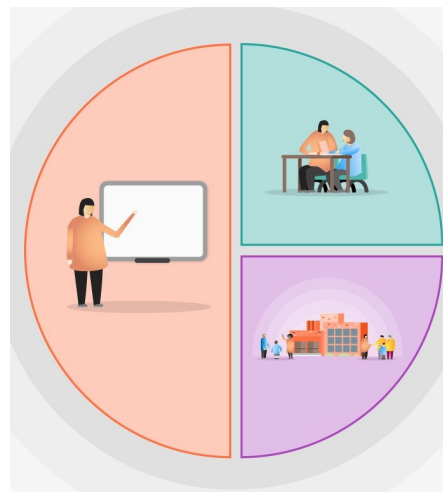
Evidence—Research

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

EEF toolkit indicates that “social and emotional learning” can generate +4 months progress.

EEF toolkit indicates that “small group tuition” can generate +4 months

EEF toolkit indicates that “behaviour interventions can generate +3 months.



2. Targeted Academic Support

Targeted academic support for underserved pupils.

Teacher led interventions for specific groups with a focus on PP children.

Third Space Learning prioritizing PP children in Y5 and Y6.

High Quality Diagnostic Assessments in place to support progress—Phonics—RWI , NTS

YARC testing to support and track progress in reading.

3. Wider Strategies

To tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Adult mentors to work with children to learn strategies to deal with managing their feelings and emotions

Discretionary fund to support trips and visits.

SEMH support for targeted children, with strategies for pastoral care.—Relax Kids, Play Therapy

CSAWs advisor to improve attendance of all children with specific for on PP students.

PACE training implemented with staff to support emotional needs.

1. High Quality Teaching

A drive to support classroom delivery of high quality , responsive teaching using positive targeting for PP pupils.

High standards in the Teaching and Learning of Reading, Writing and Basic Skills, including Oracy.

Quality first teaching is maintained, which supports pupils to close any gaps.

Quality first teaching improved through staff CPD.

Adaptative teaching strategies to be implemented to support learners.

Feedback project developed with teachers to give learners chance to improve learning.

Embedding a bespoke knowledge rich curriculum that is inclusive, sequential and tailored to the school community.

A rich engaging curriculum builds clearly on the knowledge and skills pupils need to succeed.

Enhancing curriculum plans to ensure that granular knowledge is mapped out and subject knowledge is applied across the curriculum.

Whole school focus on embedding relational and inclusive practice and policy.

CPD focusing on positive behaviour strategies, and how to support children at a personalised level.

Our core aim is:

To raise the attainment and progress of pupils eligible for PP funding so that their performance compares favourably with Non PP peers.

Address inequalities in education of pupils from low-income families and raise attainment of these pupils.