

Rye Community Primary School

Pupil Premium Strategy Statement 2017-18

| 1. Summary information | | | |
|---------------------------------|------------------------------|--|-----------------------------|
| School | Rye Community Primary School | Date of most recent review | March 2018 |
| Academic Year | 2017 – 2018 | Total Pupil Premium Budget | £ (2017 – 2018) |
| Total Number of Students | 424 (inc Nursery) | Number of students eligible for pupil premium | 147 (34.67%) [34 in Year 6] |

| 2. Current attainment | | |
|---|---|---|
| | Disadvantaged, School (National) | Non-disadvantaged, School (National) |
| % Expected or above in KS1 Reading, Writing, & Maths | Reading: 68% Writing 56% Maths 68 % | Reading: 81.3% Writing: 81.3 % Maths: 84.4 % |
| % Expected or above in KS2 Reading, Writing, & Maths | 17.4% (48%) | 71.4% (67%) |
| % Passing phonics screening check in Year 1 | 75% (70%) | 81% (84%) |
| % achieving GLD at the end of EYFS | 2017 end of year: 58.3% T1: 31% T4: 56% | 2017 end of year: 81.6% T1: 59% T4: 88% |
| % of children working at Age Related (Y1-Y6) | T4:40% | T4: 59.9% |
| % of children making expected or better progress | Rec T1- T4: 88% Yr1-6 no in year progress measure | Rec T1- T4: 82% Yr1-6 no in year progress measure |
| Attendance | T1: 95.6% T2: 94.9% T3: 91.9% T4: 93.13% Combined: 94.06% | T1: 97.8% T2: 95.6% T3: 94.7% T4: 94.90% Combined: 95.75% |

| 3. Barriers to future attainment (for disadvantaged students including high-attainers) | |
|--|---|
| In-school barriers (issues to be addressed in school, such as poor literacy skills) | |
| A. | Prior attainment and progress in literacy, poor literacy skills |



| | |
|---|---|
| B. | Prior attainment and progress in numeracy, poor numeracy skills |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | Low expectations of self and low career aspirations |
| D. | Low attendance rates for students and disadvantaged students |
| E. | Weak emotional resilience, challenging family circumstances |



| 4. Outcomes | | |
|-------------|--|--|
| | Desired outcomes | Success criteria |
| A. | <ul style="list-style-type: none"> Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations | <ul style="list-style-type: none"> Pupil Progress meetings indicate that pupils have/are on track to make more than 6 steps of progress within a given year. In term assessment data indicates that a greater number of disadvantage pupils are on track to be working at Age Related standards. Interventions are planned, delivered and evaluation of their impact indicates that the gap is reducing between the performance of disadvantage and non-disadvantage pupils. Disadvantaged pupils achieving at least the expected standard in end of Key Stage assessments. Disadvantage children meeting the expected standard in the Year 1 Phonics Screening Check. Disadvantage children achieving at least Expected (2) in Reading and Writing at the end of EYFS. An increased number of disadvantaged pupils working at age related expectations in Reading and Writing. |
| B. | <ul style="list-style-type: none"> Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations | <ul style="list-style-type: none"> Pupil Progress meetings indicate that pupils have/are on track to make more than 6 steps of progress within a given year. In term assessment data indicates that a greater number of disadvantage pupils are on track to be working at Age Related standards. Interventions are planned, delivered and evaluation of their impact indicates that the gap is reducing between the performance of disadvantage and non-disadvantage pupils. Disadvantaged pupils achieving at least the expected standard in end of Key Stage assessments. Disadvantage children achieving at least Expected (2) in Number and Shape Space and Measure at the end of EYFS. An increased number of disadvantaged pupils working at age related expectations in Maths. |
| C. | <ul style="list-style-type: none"> For children to demonstrate consistently throughout the school a growth mindset. Children are able to develop through a deep and balanced curriculum. | <ul style="list-style-type: none"> Effective peer and self-assessment strategies are embedded within teaching and learning. All teaching and support staff are confident in delivering meta-cognition skills training. Subject Leaders ensure that all foundation subjects are being taught throughout the school, that there is good coverage and progression. Increased opportunities for pupils to make links and apply their skills across subjects. Vulnerable children are given targeted support with meta-cognition strategies. Increased numbers of disadvantage children and their families accessing enrichment opportunities. 'Quality first teaching' reflects an 'inclusive' pedagogy throughout the school. |
| D. | <ul style="list-style-type: none"> Pupil attendance in line with national average of 96% | <ul style="list-style-type: none"> Increased attendance data for each term compared to last academic year. Reduced numbers of persistence absenteeism. Fewer unauthorised absences Improved punctuality |



| | | |
|------------------|---|--|
| <p>E.</p> | <ul style="list-style-type: none"> • Children demonstrate high levels of emotional resilience. | <ul style="list-style-type: none"> • All staff are confident in using the Leuven scales of wellbeing and involvement. • Vulnerable children are able to access targeted support addressing their wellbeing needs. • Staff that are responsible for supporting children and families have access to high quality CPD and support. • A high quality, and reflective PSHEE curriculum is embedded throughout the school. • Pupil voice is strong and is reflected in SEF and SIP as well as class based teaching and learning. • Children make accelerated progress in Reading, Writing and Maths • Children demonstrate high levels of wellbeing and involvement. • That children's attainment is at least at expected standard/ working at age related. |
|------------------|---|--|



5. Planned expenditure

Academic Year: 2017 – 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality First Teaching

| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? |
|--|--|--|---|
| <p>A - Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>B - Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations</p> | <p>Improve the quality of feedback throughout the school.</p> | <p>Feedback is inconsistent across the college with opportunity for significant gains.</p> <p>SUTTON: "Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science."</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback</p> | <p><i>Book and lesson observations by SLT</i></p> |
| | <p>Improve the 'universal offer' to support all colleagues with additional strategies for effective teaching, learning and assessment to support all students including those with special educational needs or disabilities.</p> | <p>There is a crossover between SEND and disadvantaged students. Broadening the universal offer through a focus on those students with additional needs will improve the learning environment for all students. Also referred to as 'quality first' teaching.</p> <p>OFSTED Case Study: "Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly."</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> | <p><i>Book and lesson observations by SLT</i></p> |
| | <p>To introduce new assessment software which enables the rigorous tracking of progress and attainment data for all learners including vulnerable groups.</p> | <p>Ofsted report 2018</p> <p>EEF: "The evaluation demonstrated that the project displayed some evidence of promise. School staff reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing. The literature review concluded that the strength of prior research evidence that supports Talk for Writing was variable. Some elements of the approach were well-supported by evidence...The impact evaluation estimated that after one year there were some small differences between intervention and comparison school pupils' attainment on writing tests. "</p> <p>https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Talk_for_Writing.pdf</p> | <p><i>Lesson observation, Pupil Progress meetings, data analysis reports.</i></p> <p><i>Assessment leader</i></p> <p><i>SLT</i></p> |
| | <p>To continue to embed the Talk for Writing approach in English lessons.</p> | <p>Staff are half way through a 2 year CPD course Primary Writing Project. Staff are to attend whole school and working group CPD. The working group is to provide training and support in school.</p> | <p><i>English Leaders action plan and monitoring</i></p> <p><i>SLT</i></p> |



| | | | |
|--|---|--|---|
| | | | <i>Outcomes in English through Pupil progress meetings, data reports.</i> |
| | To raise the quality of teaching of mathematics through a Maths Mastery curriculum. | Ofsted report 2018 EEF: "There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap. However, it should be noted that teachers also need to plan carefully for how to manage the time of pupils who make progress more quickly." | <i>Lesson observations, book scrutinise by Maths Leader, SLT</i> |
| | | | |

TOTAL BUDGETED COST

£ 35,000

ii. Targeted support

| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? |
|---|---|--|---|
| <p>E - Children demonstrate high levels of emotional resilience.</p> <p>D - Pupil attendance in line with national average of 96%</p> <p>C - For children to demonstrate consistently throughout the school a growth mindset.</p> <p>Children are able to develop through a deep and balanced curriculum.</p> | Support through Music Therapy, Nurture Group, Malydams, ESBAS, CAMHS | <p>SUTTON: "Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). "</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</p> | <p><i>Impact reports, data reports.</i></p> <p><i>SENCO</i></p> <p><i>DHT</i></p> <p><i>Phase Leaders</i></p> |
| <p>A - Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>B - Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations</p> | Targeted interventions to address gaps in learning for English and Maths. | <p>To address gaps in prior learning and to enable children to make accelerated progress in English and Maths. To address the under-performance in KS2 SATS.</p> <p>EEF: "Use TAs to deliver high-quality one-to one and small group support using structured interventions. The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This</p> | <p><i>Impact reports, data reports.</i></p> <p><i>SENCO</i></p> <p><i>DHT</i></p> <p><i>Phase Leaders</i></p> |



| | | | |
|--|--|--|---|
| | | <p>research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year (effect size 0.2–0.3) [1,29,30]. This can be seen as a moderate effect.”</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</p> | |
| <p>A - Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>B - Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>C - For children to demonstrate consistently throughout the school a growth mindset.</p> <p>Children are able to develop through a deep and balanced curriculum.</p> <p>D - Pupil attendance in line with national average of 96%</p> <p>E - Children demonstrate high levels of emotional resilience.</p> | <p>The redeployment of Teaching Assistants and Inclusion team staff.</p> | <p>Ofsted report 2018. Prior Outcome analysis.</p> <p>EEF: “There is also evidence that working with TAs can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.”</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> | <p><i>Learning observations/ walks outcome data and Impact reports.</i></p> <p><i>SENCO</i></p> <p><i>DHT</i></p> <p><i>Phase Leaders</i></p> |
| <p>A - Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>B - Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>C - For children to demonstrate consistently throughout the school a growth mindset.</p> <p>Children are able to develop through a deep and balanced curriculum.</p> <p>D - Pupil attendance in line with national average of 96%</p> | <p>Access a ‘bid budget’ held by Quality Leader: Pupil Premium to source appropriate learning materials for disadvantaged students.</p> | <p>Ofsted report and external review of Leadership identified the Early Years model where staff respond to the individual needs of EYPP children had successfully made an impact. The model is based on staff knowing the pupils and their barriers and being active in sourcing strategies and resources to overcome them.</p> <p>OFSTED Case Study: “Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.”</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> | <p><i>outcome data and Impact reports.</i></p> <p><i>Phase Leaders</i></p> <p><i>DHT</i></p> <p><i>HT</i></p> <p><i>Ex HT</i></p> |



| | | | |
|---|--|--|--|
| E - Children demonstrate high levels of emotional resilience. | | | |
|---|--|--|--|

| | |
|----------------------------|-----------------|
| TOTAL BUDGETED COST | £163,000 |
|----------------------------|-----------------|

iii. Strategic Leadership

| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? |
|---|---|---|--|
| School leaders are able to implement rapid improvement through distributed roles and responsibilities. | Redistribution of SLT and MLT roles and responsibilities. | External Leadership review | Board of Trustees |
| Middle Leaders contribute to rapid improvement by raising standards in teaching and learning and monitoring the progress and attainment of all learners. | Consultant support for Middle Leaders | Ofsted Report and external Leadership review Key Priority within the post Ofsted Rapid Improvement Plan. | Responsibility of DHT and ExHT |
| Comprehensive Disadvantaged strategy in place for the new academic year. Disadvantaged pupils make accelerated progress and the attainment gap is closing. | External Pupil Premium Review commissioned | Ofsted Report Key Priority within the post Ofsted Rapid Improvement Plan written post Ofsted. | Responsibility of DHT/ PP Champion Monitored by HT, ExHT and Trustees |

iv. Other approaches

| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? |
|--|--|--|--|
| To improve attendance and punctuality. | Use Attendance Officer to directly support pupils and their families in securing high attendance, reducing persistence absenteeism and improve punctuality. | Regular contact with student homes to encourage return to college and reduce future absences. High absence correlates to reduced progress. OFSTED Case Study: "Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need." https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf | Deploy robust monitoring, intervention and support programme for student absenteeism. Evaluate impact and report to trustees regularly. <i>Attendance Officer</i> <i>HT</i> <i>ExHT</i> |
| To reduce the numbers of persistent absentees. | Use of ESBAS to support persistent absentees improve their attendance. | Current 'soft start' to college day lessens learning time and undermines academic ethos. SUTTON: Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider | Deploy robust monitoring, intervention and support programme for student absenteeism. Evaluate impact and report to trustees regularly. <i>Attendance Officer</i> |



| | | | |
|----------------------------|---|---|--------------------------|
| | | benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time | <i>HT</i> <i>ExHT</i> |
| | Use of Family Keyworker to support families in improved punctuality and attendance. | Attendance data reports. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf | |
| | Adopt a Whole School approach to attendance engaging parents, children and all staff through regular communication, shared responsibility, and incentive and rewards for good attendance and punctuality. | Attendance data reports. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf | |
| TOTAL BUDGETED COST | | | £20,250 |



| 6. Review of expenditure | | | | |
|--|--|--|--|---------|
| Sept 2016- January 2018 | | | | |
| i. Strategic leadership | | | | |
| Desired outcome | Chosen action or approach | Impact | Lessons learned | Cost |
| Disadvantaged pupils make accelerated progress and the attainment gap is closing. | ML with responsibility to oversee attainment and achievement of pupil premium pupils (0.25 days a week) | Low impact: performance of disadvantaged pupils remains low with a widening gap. | Redesign, improve robustness of initiative | |
| School provides a range of sporting activities that promote healthy lifestyles. Children are challenged and motivated to achieve. | Subject leader with responsibility for provision through Sports Premium Funding | Unknown: no impact evidence available | Redesign, improve robustness of initiative | |
| Vulnerable learners are making at least expected progress in English and Maths. | A specialist Inclusion team lead by SLT member offering 1:1 support, group and whole class interventions. | Low impact: performance of disadvantaged pupils remains low with a widening gap. | Redesign, improve robustness of initiative | |
| All learners have access to a balanced and rich curriculum. | Middle Leadership team support for teaching and learning through CPD for all staff. Subject Leaders to support and improve all teaching and learning and Learning Leaders to support curriculum development. | Low impact: performance of disadvantaged pupils remains low with a widening gap. Outcomes in the Medium impact: 58.3% of PP children achieved GLD compared to 81.57% of non-pp. | Redesign, improve robustness of initiative | |
| TOTAL BUDGETED COST | | | £138,580 | |
| ii. Curriculum support | | | | |
| Desired outcome | Chosen action or approach | Impact | Lessons learned | Cost |
| To close the attainment gap in writing. | Talk for Writing Whole School Project | Ks2 disadvantaged: 58.6% (2016) 56.5% (2017) Ks2 non- disadvantaged: | Redesign, improve robustness of initiative | £13,500 |
| Learners are appropriately supported by resources that support and extend. | Curriculum Resources | Low impact: | Redesign, improve robustness of initiative | |



| | | | | |
|--|---------------------|--|--|----------------|
| Learners have access to a range of different text and genres. | Library Books | Unknown: no impact evidence available | Abandon | |
| To support the emotional wellbeing of vulnerable learners. | Music Therapy | Medium impact: see Music therapy reports and evidence. | Continue, DHT to monitor impact across curriculum. | £800 |
| To raise the aspirations and range of experiences for disadvantaged children. | Music Lessons | Unknown: no impact evidence available | Abandon | 3500 |
| To promote a healthy lifestyle and provide enriching experiences for disadvantaged learners. | Swimming Subsidy | Unknown: no impact evidence available | Redesign, improve robustness of initiative | 3250 |
| Provide enriching experiences for disadvantaged learners that will benefit classroom learning. | School Trip Subsidy | Unknown: no impact evidence available | Redesign, improve robustness of initiative | |
| To close the attainment gap in reading. | Easy Read Subsidy | Low impact: limited impact data for | Redesign, improve robustness of initiative | 900 |
| TOTAL BUDGETED COST | | | | £23,950 |



| iii. Social, Emotional and Behavioural Support | | | | |
|--|--|--|--|-------------|
| Desired outcome | Chosen action or approach | Impact | Lessons learned | Cost |
| To provide active play opportunities for disadvantaged children. To support with conflict resolution and promote social skills. | Employ a Play Leader at lunchtime | Low impact: there is an overall decline in playtime detentions . | Redesign, improve robustness of initiative | £2000 |
| To overcome barriers at home that impact on poor attendance and attainment outcomes in school. | Employ a Family Support Worker | Unknown: no impact evidence available | Redesign, improve robustness of initiative | £7000 |
| To improve pupils wellbeing | Uniform subsidy | Unknown: no impact evidence available 0% of PP children accessed this support | Redesign, improve robustness of initiative | Nil |
| To support pupils with persistent absence to attend school regularly. | ESBAS (East Sussex Behaviour and Support Service) with our persistent non attendees. | Unknown: no impact evidence available | Redesign, improve robustness of initiative | £3250 |
| To support with conflict resolution and promote social skills. | Lunchtime Club | Unknown: no impact evidence available | Redesign, improve robustness of initiative | £1000 |
| TOTAL BUDGETED COST | | | £13,250 | |
| iv. Enrichment | | | | |
| Desired outcome | Chosen action or approach | Impact | Lessons learned | Cost |
| To promote healthy lifestyles and provide enriching experiences for disadvantaged pupils. | Premier Sports after school Sports Clubs | Unknown: no impact evidence available | Redesign, improve robustness of initiative | |
| To promote healthy lifestyles and provide enriching experiences for disadvantaged pupils | Holiday Sports Club | Unknown: no impact evidence available | Redesign, improve robustness of initiative | |
| To promote healthy lifestyles and provide enriching experiences for disadvantaged pupils | Albion in the Community after school club | Unknown: no impact evidence available | Redesign, improve robustness of initiative | |
| To promote healthy lifestyles and provide enriching experiences for disadvantaged pupils | Mallydams Coach | Unknown: no impact evidence available | Redesign, improve robustness of initiative | |
| TOTAL BUDGETED COST | | | £16,500 | |



7. Agreed 'Quality First Teaching' tactics focused on improving teaching, learning and assessment for disadvantaged students 2017-18

The following tactics have been agreed within our 'Quality First Teaching' provision to promote effective teaching of our disadvantaged cohort:

1. **Identification** ('know the students') – use ClassCharts or annotated seating plan to target seating/grouping/teaching on disadvantaged students.
2. **Directed questioning** – use ClassCharts or annotated seating plan to ensure disadvantaged students get questioned regularly with the most pertinent questions and question types.
3. **'No opt-out strategy'** – don't allow any student to simply say 'I don't know'. Give them wait time, let them look over their notes or consult a 'buddy' before attempting an answer. Circle back to them to ensure they have understood with a follow-up tactic.
4. **Settling and checking** – provide all students with adequate time to complete work in lessons. Whilst they are doing so use Class Charts or an annotated seating plan to visit disadvantaged students frequently ensuring they are settled, focused and responding to instructions.
5. **Priority feedback** – mark the disadvantaged students' exercise books first. This shouldn't be about variations in quality of feedback but maximising the timeliness and student response to feedback. The most important thing about feedback is that students do something with it, ideally acting on feedback to improve their work and consolidate or extend their understanding.

8. Suggested areas of focus provision for 2018-19

1. *Outdoor learning opportunities: to benefit health and wellbeing, provide experiential learning opportunities; provide enriching experiences for disadvantaged pupils.*
– Identify and train staff to deliver a Forest School Curriculum, Provide a gardening club,
2. *To provide support and intervention for children with emotional and mental health needs to overcome barriers to learning.*
3. *Speech, Language and Communication needs*
4. *Enriching experiences – provide a broad balanced and with depth of skills and knowledge.*
5. *Early Intervention – comprehensive strategies for identifying and addressing need in the Prime areas of the EYFS.*
6. *Collective responsibility – staff appraisal and progress meetings.*

