

# Pupil premium strategy statement – Hunsley Primary, 2022-23

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	0.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	L Hudson (Headteacher)
Pupil premium lead	L Hudson
Governor / Trustee lead	P Hall (Chair of LGB)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£2465
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,395

# Part A: Pupil premium strategy plan

## Statement of intent

### What are the key principles of our strategy plan?

The school intends to use the funding made available via the PPG and the RPG (alongside the funding made available through the National Tutoring Programme [NTP]) to support the **wellbeing, access, inclusion, participation** and **progress** of disadvantaged pupils and to raise the level of outcome for this group of children whilst also raising the level of outcomes for all.

We also know that improving all areas of provision will improve outcomes for all children, including those in receipt of the PPG, and so the funding will also be used to enable education staff to take part in professional development, closely linked to our broad, balanced and carefully-compiled curriculum which will prepare the teachers and associate staff for offering all pupils highly aspirational and well-informed lessons, closing the gaps in key areas such as **literacy, communication, numeracy, subject knowledge, cultural experiences** and **cultural literacy**, and **skills development**.

### What are our ultimate objectives for disadvantaged pupils?

The school recognises that disadvantaged pupils nationally have been most significantly impacted by the COVID pandemic and are now being disadvantaged by the financial crisis which is impacting all children.

We would like to use the funding to provide resources, time, experiences and inputs which **enrich the lives and the future potential of disadvantaged pupils specifically** and give them access to high quality teaching and care, as well as access to the wider discourse from which they might otherwise be excluded.

### How does our current pupil premium strategy plan work towards achieving these objectives?

#### Wellbeing:

The funding enabled the school to pay for a senior member of staff to take part in senior mental health lead training, which has resulted in specific support pathways and a **new pastoral structure** being established in school and led by that senior member of staff. A pastoral team has developed distinct roles out of this structure: **nurture and alternative curriculum; ELSA; safeguarding; wellbeing and behaviour lead**. This is now helping us support children more quickly and in a more targeted way, having staffing capacity to offer more than one pathway which meets both children's and parents' needs more effectively.

### **Access and Inclusion:**

Last year, the attendance and participation of disadvantaged pupils remained consistent and was supported by a number of initiatives, including the after-school tutoring offered to this cohort of children. This year, we note that attendance continues to be of key importance to the achievement and engagement of all children, notwithstanding pupil premium children. We focused on supporting parents and carers last year, ensuring that the Pupil Premium champion made contact with all parents and carers on a regular basis, offering support, additional food vouchers, and access to early help, where needed, including offering sessions in school for families who might require them, working alongside agencies such as the Children's Centre, to provide programmes of help and support.

Where disadvantaged pupils are also those on the SEND register, this funding enables further targeted support to be offered, both for wellbeing and for academic needs. Being able to bring in additional learning resources specifically for SEND where there is not the level of need to warrant an EHCP but sufficient need to warrant higher level differentiation, the PPG supports the school to meet those needs by employing additional adults and training them in areas such as SALT, phonics and early reading, sensory needs and physical needs. It also helps support the training of SEND leaders in school. The development of an alternative curriculum is enabling our disadvantaged pupils to have bespoke learning in life skills and PSHE. We will continue to run the NELI early language project this year which the funding contributes to. We will also run thrice-weekly Lexia and Nessy for literacy support.

### **Participation:**

The pupil premium funding has enabled us to pay for educational visits and wider curriculum activities for disadvantaged pupils on free school meals. This year, we are offering uniform vouchers, further topped-up food vouchers which go beyond the amounts offered by the LA initiative, and resource packs for pupils on Free School Meals, and those who are not at threshold but whose families are in need of support during the financial crisis. The funding has also enabled us to purchase packs of learning resources which can be taken home to help learning to extend beyond the classroom.

### **Progress:**

Last year, the funding supported the provision of 1 day per half term of training and time for recently qualified teachers to engage in curriculum reviews, to talk with the children, monitor the impact of the curriculum in books and oversee curriculum change. This year, some of the funding will go towards all teaching staff (except school leaders) having an additional subject leadership day per term to develop quality improvement of the curriculum for all pupils, not just those who qualify for the PPG.

This year, we are using the funding to help pay for additional teacher capacity once a week, for precision teaching of disadvantaged pupils. After-school tutoring offered to Key Stage 2 PPG pupils by the TLC-Live NTP programme and paid for partially with the Recovery Premium and partially with the School-Based Tutoring funding is facilitated by school staff for disadvantaged pupils once a week and the session also includes supervised access to maths practice for younger pupils. We have bought into online resources such as Numbots, Times Tables Rockstars and Pearson Maths Factor so that easy, independent practice can be facilitated in school and at home too where possible. The aim is to continue these weekly after-school sessions for disadvantaged pupils and to also introduce early bird sessions once a week. These additional sessions aim to give pupils a chance to warm-up to learning or to complete supervised home-learning practice which they may not otherwise be able to complete in their own homes.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Lower resilience and engagement in the routines of learning</b></p> <ul style="list-style-type: none"> <li>- the impact of the pandemic has been profound for all pupils and families and has generated challenges around re-entry to learning routines, such as <b>resilience, wellbeing, stamina for learning</b> and understanding what 'normal school routines' look like</li> <li>- <b>higher anxiety</b> from those children who might typically have <b>lower expectations</b> and higher levels of self-doubt around learning achievement</li> <li>- specific <b>focus on the challenge of resilience in maths</b> and the levels of mental stamina and agility required to apply knowledge in a range of arithmetic and problem-solving challenges</li> </ul>
2	<p><b>Lower levels of communication skill and literacy</b></p> <ul style="list-style-type: none"> <li>- speech and language for communication are impacted by low engagement in early reading or talk-for-writing activities</li> <li>- some children leaving EYFS having not made GLD due to reduced literacy skills from lower entry points in 2021-22 – catch-up ongoing into Years 1 and 2, particularly for writing</li> <li>- the building-blocks of learning missed over time are not easily replaced and built upon, and interventions must be personalised to meet specific needs</li> </ul>

3	<p>The importance of having in place a <b>challenging, highly aspirational curriculum</b> with appropriate <b>support structures</b> for those who find it harder to access</p> <ul style="list-style-type: none"> <li>- <b>cultural literacy</b> must be relevant to the pupils</li> <li>- <b>curriculum content</b> must be meaningful to our children and of value to them in their next steps beyond primary school</li> <li>- <b>teaching staff must be highly trained and adept at understanding the curriculum, its progression and the best ways to assess</b></li> </ul>
4	<p><b>Attendance patterns, health and wellbeing suffer when engagement in school routines is low</b></p> <ul style="list-style-type: none"> <li>- parental partnership in the absolute importance of good school attainment is challenged by other family priorities, and matters such as term-time holidays post-pandemic</li> <li>- low level sickness and school avoidance stems from low levels of resilience, both in parents and in children</li> <li>- pupils' behaviour in the home is more challenging for parents and wider support structures are typically overwhelmed, so there is a need to provide that higher level of specialist wellbeing and safeguarding support in school.</li> </ul>
5	<p><b>The financial crisis increases the gap between those who have easy access to resources, uniform, extra-curricular activities, sufficient healthy foods and those who do not.</b></p> <ul style="list-style-type: none"> <li>- some families who are beyond the threshold for FSM are impacted without qualifying for additional support</li> <li>- this can lead to a 'cultural literacy disadvantage' where wider knowledge and learning activities are inaccessible, simple learning tools are not available outside of school and learning routines (such as the completion of homework or participation in clubs) are not accessed</li> </ul>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Improving academic achievement in the core subjects, Maths, Reading and Writing</b></p> <p>– improve the proportion of disadvantaged children achieving the Age-Related Expectations at end of Key Stage assessment points</p> <ul style="list-style-type: none"> <li>- targeted interventions, including tutoring, have timely impact</li> <li>- focus on mastery learning, especially in maths</li> </ul>	<p>Those pupils in receipt of the PPG achieve as well as their non-disadvantaged peers, if not better, in terms of meeting and exceeding their targets – across Maths, Reading and Writing subject areas</p>
<p><b>Improving academic achievement in the foundation subjects</b></p> <p>– improve the proportion of disadvantaged children achieving the Age-Related Expectations at end of the academic year</p>	<p>Those pupils in receipt of the PPG achieve as well as their non-disadvantaged peers, if not better, in terms of meeting and exceeding their targets – across the foundation subjects</p>

<b>Raising achievement of Hunsley Primary Characteristics of Learning</b> – the indicators of positive learning approaches, resilience and the language of learning, the HP CoLs show whether a child is developing useful characteristics for life-long learning and self-confidence	Those pupils in the disadvantaged category improve the number 2s and 1s they achieve in their HP CoLs, from 2021-22 to 2022-23, and are equally successful to their non-disadvantaged peers.
<b>Improving attendance, punctuality and engagement, including engagement in after-school sessions of catch-up and tutoring</b>	Attendance of disadvantaged pupils is at least in line with national average expectations for good attendance and allows consistency of access
<b>Improving wellbeing, safety and resilience of pupils so that children are able to concentrate and are ready to learn</b> <ul style="list-style-type: none"> <li>- Behaviours for learning are positive and children are focused and ready to learn</li> <li>- Relationships with families are positive and lead to good partnership around supporting learning</li> <li>- Children have ready and equal access to uniform, food, resources and time to support their development</li> </ul>	The programmes of support offered by the pastoral team are accessed by disadvantaged pupils, with tangible and timely impact – records show how progress is made over time against the aims of the pastoral input and
<b>Continually improving teachers' knowledge, teaching strategies and skills and curriculum planning</b> <ul style="list-style-type: none"> <li>- Teachers access high quality CPD which impacts on the quality of learning taking place in the classroom for all pupils</li> <li>- Teachers have effective time allocated to enable them to become experts in curriculum and pedagogy to the benefit of all pupils</li> </ul>	The percentage of disadvantaged pupils achieving age-related expectations or above (and meeting or exceeding their targets) is in line with those who are not disadvantaged and in line or exceeding national expectation.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£2465

Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,395

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,000 (approx.) contribution to the total cost of subject development days – it is likely that the cost of this initiative will be a significantly higher proportion of the staffing budget and the PPG contribution will go towards supporting the delivery of this whole school priority which will have whole school impact.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject development days for teaching staff – one day per half term – for curriculum development, research-led practice development, peer mentoring, Quality Improvement activities and feedback to colleagues</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>High Quality Teaching:</b>  Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils  Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	1, 2, 3
<i>Specific teacher and associate staff CPD for targeted interventions, e.g. subject specific; speech and language, sensory – handwriting; phonics and early reading.</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Targeted Academic Support:</b>  Interventions to support language development, literacy, and numeracy  Activity and resources to meet the specific needs of disadvantaged pupils with SEND	1, 2, 3



<i>Specific training for leadership and associate staff on Attendance, Engagement and Wellbeing</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Wider Strategies:</b>  Supporting pupils' social, emotional and behavioural needs  Supporting attendance	1, 3, 4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Programmes of small group precision teaching of maths and literacy by qualified teacher</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Targeted Academic Support:</b>  Interventions to support language development, literacy, and numeracy  One to one and small group tuition  Activity and resources to meet the specific needs of disadvantaged pupils with SEND  Teaching assistant deployment and interventions	1, 2, 3
<i>Top-up of the costs for tutoring throughout the year (using the recovery premium)</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Targeted Academic Support:</b>  Interventions to support language development, literacy, and numeracy  One to one and small group tuition	1, 2
<i>After-school clubs for core skills practice</i>	<a href="#">EEF: The tiered model and menu of approaches</a>	1, 2



	<b>Wider Strategies:</b>  Extended school time, including summer schools	
<i>Provision of online programmes for fluency practice</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>High Quality Teaching:</b>  Technology and other resources focussed on supporting high quality teaching and learning  <b>Targeted Academic Support:</b>  Interventions to support language development, literacy, and numeracy	1, 2, 5
<i>Provision of physical learning resources (books, dictionaries, stationary) in home-kits and access to online learning, both in after-school clubs and at home</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>High Quality Teaching:</b>  Technology and other resources focussed on supporting high quality teaching and learning	1, 2, 5
<i>Provision of weekly alternative curriculum sessions: Life Skills and PSHE sessions for small groups of pupils</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>High Quality Teaching:</b>  Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils  <b>Targeted Academic Support:</b>  Interventions to support language development, literacy, and numeracy  One to one and small group tuition	3

<i>Provision of NELI early language intervention for EYFS and Year 1</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Targeted Academic Support:</b>  Interventions to support language development, literacy, and numeracy  One to one and small group tuition	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of weekly pastoral support nurture sessions – all year groups</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Wider Strategies:</b>  Supporting pupils' social, emotional and behavioural needs  Supporting attendance	3, 4
<i>Provision of ELSA sessions, 1 day per week and associated resources (books)</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Wider Strategies:</b>  Supporting pupils' social, emotional and behavioural needs  Supporting attendance  Communicating with and supporting parents	4
<i>Provision of after-school sessions and early-bird sessions to support attendance and engagement in school</i>	<a href="#">EEF: The tiered model and menu of approaches</a>  <b>Wider Strategies:</b>	3, 4, 5

	<p>Supporting attendance</p> <p>Communicating with and supporting parents</p>	
<p><i>Provision of financial support structures:</i></p> <ul style="list-style-type: none"> <li>- Access to uniform vouchers</li> <li>- Access to top-up food vouchers, additional healthy snacks</li> <li>- Access to extra-curricular experiences (paid for with the PPG)</li> </ul>	<p><a href="#">EEF: The tiered model and menu of approaches</a></p> <p><b>Wider Strategies:</b></p> <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Supporting attendance</p> <p>Communicating with and supporting parents</p>	4, 5

**Total budgeted cost: £ 28,000** *(approximate contribution to overall school budget for the above initiatives).*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2021-22, the number of PPG pupils was low in terms of ratio to non-disadvantaged pupils, therefore specifics will not be detailed here, however we can note the following headlines:

In Key Stage 2 outcomes, approximately 50% of the PPG pupils achieved the age-related expectations or above; approximately 25% achieved in reading only and 25% did not achieve the standard across the end of KS2 assessments.

50% of these Key Stage 2 pupils contributing to this data were on the SEND register.

Across the school, a significant number of our disadvantaged pupils benefited from the pastoral provision in school and accessed a range of precision teaching programmes, additional tutoring and small group interventions led by qualified teaching staff. The Recovery Premium was employed to cover the costs of delivering these small group sessions and to complement the interventions ongoing through the School-Led Tutoring programme.

***See below for details of the PPG initiatives and programmes in place as part of the school's 3-year continuing Pupil Premium Strategy from 2021-2024.***

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Not Applicable	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We have very small numbers of pupils accessing the Service Pupil Premium Funding and – as such – are unable to give specific details here. We use the funding to support the provision of pastoral programmes, friendship programmes, extra-curricular clubs and pupil leadership initiatives.

<b>The impact of that spending on service pupil premium eligible pupils</b>
The contribution the SPP gives to the school wellbeing budget, allows us to engage in staff development, school improvement initiatives around wellbeing and the provision of pastoral programmes which the specific children, and all children, benefit from.

## Further information (optional)

<p><b>The following additional initiatives, purchases and interventions have been put in place in 2021-22, to contribute to and complement the 3-year Pupil Premium Strategy</b></p>
<ul style="list-style-type: none"> <li>- Use of additional capacity teachers to deliver parallel teaching across small groups from Key Stage 1 and 2 classes. These sessions to ensure targeted support, pre-teaching and overlearning are in place to support disadvantaged pupils in the first instance, followed by all targeted pupils beyond this Wave 1 approach.</li> <li>- An hour per week of Professional Development and Research time given for all ECTs and ECT+ to continue to further research with a focus being on standards, moderation, curriculum development and improving classroom practice (time to be taken as ECT+ Days, 1 day per half term)</li> <li>- Purchase of annual subscription to No More Marking software to ensure that standards of marking and assessment for writing are appropriately challenging and that pupils' work is marked against a national benchmark from Y1-Y6.</li> </ul>
<ul style="list-style-type: none"> <li>- Ensure all staff continue to use consistent approach to teaching and supporting spelling and that teaching of spelling is delivered as a discrete, core part of daily English lessons with a core group of pupils accessing additional spelling interventions and support via Teachers and Teaching Assistants.</li> <li>- New staff and key staff (e.g. TAs leading on fine motor development) to access the SAPTS Motor Skills for Handwriting Development training and then to cascade to full team (November 2021) 3</li> <li>- NelsonThorne Handwriting programme annual subscription purchased plus handwriting books to be purchased for EYFS</li> <li>- Handwriting programme delivered by all teaching staff as QFT with targeted children to access handwriting support, via regular weekly sessions with TA / Teacher, depending on class group, and through the use of tactile and fine motor support exercises and materials in class on a daily basis, e.g. dough disco, fine motor sensory circuits, Teodorescu.</li> <li>- Daily targeted support for writing / handwriting in each class as required – teacher-planned and either teacher or TA led</li> <li>- Purchase of Clicker Software for Ipad and laptop to enable writing capture in a range of accessible ways</li> </ul>
<ul style="list-style-type: none"> <li>- Purchase of Lexia software for three-year subscription to support target pupils on rotation in developing their fluency skills for reading</li> <li>- Designated TA time to monitor, collate and feedback on the use of Lexia for consistency and sharing of best practice.</li> </ul>

<ul style="list-style-type: none"> <li>- Daily intervention for reading fluency and application of phonics across all classes to be TA and teacher led, following the planning detailed in Bug Club Phonics</li> <li>- Purchase of Bug Club phonics for Early Reading across Key Stage 1 and for intervention across Key Stage 2</li> <li>- Purchase of online Bug Club Pearson reading scheme for in-class guided reading; one-to-one reading in school and at-home learning reading activities</li> <li>- Continued registration with Nessy online resource for targeted support of in-class reading fluency and comprehension</li> </ul>
<ul style="list-style-type: none"> <li>- Early Reading Lead to refresh book orders and to create Reading for Pleasure accessible books boxes for all 7 classes – these to allow pupils to take home a challenge book and also a scheme book, to widen the reading range.</li> <li>- All staff agree shared understanding of best practice using research-proven approaches (EEF, Research School, Teaching School Alliance, access for all staff to SCITT programme, partnership working in Trust)</li> <li>- All staff trained in support of dyslexia and removing barriers to reading, delivered by Dyslexia Sparks</li> <li>- Purchase of NFER termly assessments for consistency of standardised assessment in reading to run alongside the Pearson Bug Club assessment:</li> <li>- New staff are trained to carefully match, track and adapt the texts given to pupils to meet their phonic development stage, progressing through the reading scheme from the Active Learn</li> <li>- Use EEF and Bold Beginnings recommendations so that teaching interventions focus on strategies proven to ensure fluency and confident application of early reading skills, e.g. phonic knowledge, through planned additional teaching time.</li> <li>- East Riding Library service subscription to offer texts matched to subjects and curriculum progression on a half termly basis, fiction and non-fiction, as well as access to wellbeing texts on request</li> </ul>
<ul style="list-style-type: none"> <li>- Purchase of annual subscription to online maths programmes to support home learning and maths fluency development: Timestables Rockstars and Maths Factor – Active Learn</li> <li>- Daily targeted support for maths in each class as required – teacher-planned and either teacher or TA led (EEF recommendation regarding teacher-planned interventions)</li> <li>- Liaison meetings with South Hunsley Secondary School link staff for maths, English and science subject and curriculum development to ensure matched teaching and learning pedagogy for transition</li> </ul>
<ul style="list-style-type: none"> <li>- All classroom staff to undertake Performance Development activities and training based on research and evidence-based practice (ie EEF)</li> <li>- Key staff to undertake further metacognition research and training and to lead on whole school cascade of research and methodology, e.g. cognitive load</li> </ul>



<ul style="list-style-type: none"> <li>- Cycle of school improvement to focus on staff implementation of training and research-recommended scaffolds for reducing cognitive load and improving working memory</li> <li>- Additional books to be purchased on the above for the staff research library</li> <li>- Leadership and selected teaching staff given focus projects to carry out Subject Curriculum Reviews to seek pupil voice and direct curriculum development</li> </ul>
<ul style="list-style-type: none"> <li>- All key staff delivering phonics to access the training for phonics delivery</li> <li>- Key support staff to access speech and language training to enable SEND pupils to have additional targeted support in their speech development for blending and sounding out (as well as fluency)</li> <li>- Y1 staff to receive internal mentoring from Early Reading lead on how to build on the phonics and early reading provision</li> <li>- After-school Storytime sessions led by EYFS teaching staff, to increase access to reading for younger children and develop a 'readiness to read' approach</li> <li>- Online virtual ParentLearn for Phonics and Early Reading to be offered in Autumn Term for Year 1 and EYFS.</li> <li>- Staff new to Bug Club Phonics are trained by the EYFS lead teacher to carefully match, track and adapt the early reading / phonics texts given to pupils to meet their phonic development stage progressing through the reading scheme</li> <li>- EYFS lead teacher to monitor and support implementation of new sound-matched scheme</li> <li>- New additions to the reading scheme to be purchased where phonetically matched books require top-up so that all children can access the right stage of sounds acquisition at the right time / same time</li> <li>- Purchase of Phonics Tracker for annual subscription</li> <li>- Use EEF and Bold Beginnings research recommendations so that teaching interventions focus on strategies proven to ensure fluency and confident application of early reading skills, e.g. phonic knowledge, through planned additional teaching time.</li> <li>- Long-term focus: Trust 'No Child Left Behind' agenda to be targeted at the most vulnerable and youngest pupils in school as well as the most vulnerable and oldest in the school (EYFS/Y1 and Y6) – focus on acquisition of motor and sensory skills for success in reading (EYFS)</li> </ul>
<ul style="list-style-type: none"> <li>- Whole school review of the EEF guidance on SaEL when mapping out strategies at the start of the year for effective teaching and learning</li> <li>- Purchase of additional print resources to support ELSA working</li> <li>- Training of replacement ELSA</li> <li>- HP staff who have agreed to take up Mental Health First Aid / Mental Health Senior Lead roles undertake further training</li> <li>- Selected staff are trained as mental health first aiders</li> <li>- Delivery of the Power Programme in Upper Key Stage 2 – all pupils able to access the programme as a means to support S&amp;EL in transition to KS3</li> </ul>

- Time given to allow trained staff to deliver school based Family Links provision in tandem with wider professional support – dependent on access to school post-Covid and the work provided by Children's Centre Family Coordinators in school.