

## Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Hexthorpe Primary Academy				
<b>Academic Year</b>	2019 / 20	<b>Total PP budget</b>	£261,360	<b>Date of most recent PP Review</b>	January 2019 – Astrea Review
<b>Total number of pupils</b>	470	<b>Number of pupils eligible for PP</b>	198	<b>Date for next internal review of this strategy</b>	September 2020

### School context

Hexthorpe Primary Academy lies at the heart of the community, it is a larger than average sized school, catering for pupils in the age range 3-11 years. The Headteacher was appointed in April 2015, securing stability and experience in leadership, and has successfully led through a time of significant change within the school, locally and within the National picture. The school was last inspected in November 2017 following an 11 year gap, and judged to be Requiring Improvement.

This period of change was duly recognised by Ofsted (Nov 2017):

*The school is improving after a period of significant change. Leaders enlisted the support of a multi-academy trust and improvements are picking up pace. Current pupils are beginning to make better progress. The school has undergone substantial change in recent years. A sharp increase in pupil numbers, a high proportion of pupils leaving and joining the school throughout the year and staffing turbulence have hindered the speed of improvement.*

The majority of Hexthorpe children live in areas which contain significant pockets of deprivation characterised by high unemployment, low average incomes, low adult education and skills and poor housing and health and limited spoken English. This is exemplified by Hexthorpe’s free school meals data: The proportion of children eligible for free school meals (FSM) is 31% (October 2019) and pupil premium at 37%. The FSM data for Hexthorpe is contrary to the national picture. Nationally, there has been a decline in eligibility for FSM and figures are at the lowest since 2013 at 13.7% (January 2018). Whereas, Hexthorpe’s FSM is almost double national. Due to the mobility of families, autumn term is spent collating data and ensuring that all eligible children get FSM. Within the school there is a proportion of children who are in the lowest income or no income households, who cannot claim for FSM. The national methodology to identify FSM, does not identify this group of children who Professor Stephen Gorard describes as “super- deprived.”

The Indices of Multiple Deprivation for the academy (IMD) demonstrates that 52% of all children are from the most deprived households nationally, this breaks down to 45% in EYFS, 56% in KS1, 49% in LKS2 and 56% in UKS2. Hexthorpe is the most deprived area in the locality based on the Index of Multiple Deprivation by lower super output area and ranked 9th out of 99 schools in the LA. The number of children in poverty is significantly worse in Hexthorpe than Doncaster as a town (and Doncaster is generally worse than the England average). With regard to education and skills, 52% of the children come from low skilled/educational homes: 45% EYFS, 56% KS1, 50% LKS2 and 55% UKS2. Doncaster has been identified by the Dfe as one of the 12 Opportunity Areas in England and within Doncaster Hexthorpe Primary has been further identified as an Opportunity Area 25 school.

Over the last few years the population has become far more transient, with a significant rising trend of EAL. The school can evidence a significant change over recent years and how there is a constant “churn” of change with children starting and leaving throughout the year. This impacts significantly on class and pupil stability. Within the first 5 weeks of the 2019-2020 academic year we have had 41 new admissions, 73% of which are EAL. A significant proportion of these admissions are new to country.

The school has currently at least 26 different languages. The main languages being spoken are English, Roma (which isn’t usually identified), Slovakian, Czech, Polish, and more recently Romanian, which has become the 2nd most predominant first language, Kurdish is now the 6th. This clearly highlights how over the last two to three years the demographic features of the school have significantly changed. There has been an increase from 16% EAL children in 2007, to 33% in 2015 and with the current EAL population at 58%, some cohorts have as many as 75% EAL. It’s important to note that since Autumn 2016 the school’s percentage of EAL children in the school is greater than the percentage of non EAL. A high proportion of children start with no English and are the first generation taught in an English speaking school. The report conducted by the Education Policy Institute “*Key Drivers of the Disadvantage Gap Literature Review*” \* 2018 identifies a link between significantly disadvantaged pupils, EAL and low attainment. At Hexthorpe, we look to address all of these needs beyond the academic curriculum.

In 2018-2019 approximately 46% of children in F2 had not been through our F1, 24% of these children have never attended any Early Years Provision. In the Year 6 cohort almost a third of the children had not been to our EYFS, with the vast majority of the new arrivals arriving in either Year 3 or Year 4.

The transient nature of a significant proportion of children considerably affects the school’s attendance data. School has very robust systems and practices that have positively impacted on whole school attendance. 2 weeks prior to the start of the summer holidays, whole school attendance was broadly in line with national at 95.6% . Leaders have identified the families that impact most negatively on school attendance and there is a strong correlation between these families and an identified sub group within the non-white British population. The report\* “*Key Drivers of the Disadvantage Gap Literature Review*” identifies that non-compulsory moves are strongly linked to the socially disadvantaged and especially Roma, Gypsy or Traveller children and this, therefore, impacts on their attendance.

The school has the space to be a 3 form entry school, however, due to low birth rate in the area, a new two form entry academy opening, new housing not being developed and transient families, the school currently is not 3 form entry in any year group, except Y6.

### Staffing

From September 2019 the academy has a full complement of teaching staff which provides stability for the first time since the Principal’s appointment. Within this there is 1 NQT and 3 RQTs.

Current attainment KS2					
Total number of pupils	48	Number of pupils eligible for PP	24	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving ARE in reading, writing and maths	40% (all pupils)			29%	71%
Progress score in reading	-4.18 (all pupils)			-3.61	0.3%
Progress score in writing	+0.72 (all pupils)			+1.70	0.3%
Progress score in maths	-1.25 (all pupils)			-0.91	0.4%

Current attainment EYFS							
Total number of pupils	50	Number of pupils eligible for PP	18	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>All Pupils PP (national average)</i>
48% achieving GLD July 2019				39% (7/18)	57%	74%	72%
48% achieving all learning goals				39% (7/18)	55%	73%	71%
58% achieving all prime areas of learning				56% (10/18)			
48% achieving all specific areas of learning				39% (7/18)			

Current % achieving the expected standard in phonics at KS1					
% achieving the expected standard at Y1 (ALL PUPILS)			62%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	52	Number of pupils eligible for PP	19	58%	84%
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	20	Number of pupils eligible for PP	12	58%	%

Phonics PP Matched FS2 11/17 65%

Phonics PP Matched FS1 7/8 88%

Current attainment KS1							
Total number of pupils	55	Number of pupils eligible for PP	26	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>All Pupils PP (national average)</i>
% achieving ARE in reading, writing and maths				60%	46%		
% achieving expected standard in reading				67%	54%	62%	75%
% achieving expected standard in writing				65%	50%	55%	69%
% achieving expected standard in maths				69%	62%	62%	76%

<b>Three Year Plan (Long term objectives to be achieved over the next three years)</b>	
<b>Quality First Teaching</b> ( <i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i> )	<b>Total cost £172,840 (66%)</b>
Teaching and Learning Implementation Plan	£47,500
Curriculum Action Plan	£25,300
EYFS Action Plan	£85,600
Outcomes Action Plan	£8,200
Reading Implementation Action Plan	£6,240
<b>Targeted Academic Support</b> ( <i>Structured interventions - small group tuition, one-to-one support</i> )	<b>Total cost £8,400 (3%)</b>
Inclusion Development Plan (interventions)	£8,400
<b>Wider Strategies</b> ( <i>issues which also require action such as low attendance, behaviour, parental engagement</i> )	<b>Total cost £80,120 (31%)</b>
Inclusion Development Plan (wider opportunities)	£52,370
The attendance of all pupils will increase and be in-line or above that of all pupils nationally.	£18,750
Behaviour across school will improve and the number of recorded incidents and exclusions will reduce over time.	£9,000
Parental Engagement (to be developed in the Summer term)	tbc
<b>Total Cost</b>	<b>£261,360</b>

Year 1			
Quality First Teaching (Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)			
		Person/Team Responsible	Cost
<b>A</b>	<p>Teaching and Learning Implementation Plan</p> <p>Active ingredient 1 Planning lessons</p> <ul style="list-style-type: none"> <li>Develop planning process to ensure staff are conscious of prior learning needed, what will be modelled and how, what scaffolding will/could be necessary.</li> <li>Staff planning lessons have clarity on what previous learning has taken place.</li> </ul> <p>Active ingredient 2 Classroom environments</p> <ul style="list-style-type: none"> <li>Appropriate resources for scaffolding and support in classrooms.</li> <li>When needed, scaffolding is specific to the needs of the pupils without creating over-reliance on adults.</li> <li>The use of additional adults has been planned in to support and develop learning.</li> <li>Models provided to children are easy to follow and demonstrate the thought process required to be successful.</li> </ul> <p>Active ingredient 3 Individual lessons</p> <ul style="list-style-type: none"> <li>Lessons to follow the 7-stage metacognition model utilising active ingredients 1 &amp; 2</li> <li>Teachers to ensure reflection of learning with pupils.</li> <li>Teachers provide opportunities for block, interleaved, retrieval and continuous learning.</li> </ul> <p>Active ingredient 4 Self-reflection of staff</p> <ul style="list-style-type: none"> <li>Iris software used by all teaching staff to self-reflect on practice, specifically linked to the 7 areas of metacognition and self-regulation.</li> <li>Staff videos to be shared to demonstrate best practice.</li> <li>Staff aware of the areas of excellence of others when they need development in that area.</li> <li>All staff to reflect on CPD and act upon self-identified next steps and/or actions in line with policy and practice.</li> </ul> <p>Active ingredient 5 Staff development</p> <ul style="list-style-type: none"> <li>Set up working party to review marking and feedback policy.</li> <li>New policy trialled in autumn term and rolled out to wider staff at the beginning of Spring term 2020.</li> </ul>	<p>Metacognition Simon Woolford, Charlotte D’Rozario</p> <p>Marking and Feedback Simon Woolford, Karen Grey</p>	<p>SLT staffing costs £38,000 Teacher release time costs £9,000 Resources £ 500</p> <p>Total: £47,500</p>
<b>B</b>	<p>Curriculum Action Plan</p> <p>Active ingredient 1 Clarity of curriculum design SLT write the curriculum intent. There is a clear time line for implementation of curriculum changes and accountability of responsibility.</p> <p>Active ingredient 2 Curriculum Change Teams Leads Curriculum Change Team Leads identified (linked to UPS and TLRs)- appraisal target setting meeting. Clarity of the expectation of leading Identify training needs for each lead and key coach in school. Structure shared and understood in school. Leading Matters link identified and plan shared</p> <p>Active ingredient 3 Curriculum Subject Leadership Subject leaders have an overview of the subject they lead and know the expectations at each phase. Subject leaders can support colleagues with planning, delivering and resourcing.</p>	<p>Core Change Team Paige Williams, Amy Grove, Bethany Fox, Ruth Veal, Nicola Parker-Watts, Jane Allen</p> <p>Science Change Team Charlotte D’Rozario, Robin Linkens, Carrie-Anne Hemfrey</p> <p>Arts Change Team Karen Grey, Rachel Brammer, Callum Edwards, Georgina Hunt</p> <p>Humanities Change Team Caroline Potter, Rebecca Nicholls, Katrina Harrison</p>	<p>SLT staffing costs £12,000 Teacher release time costs £9,000 Training costs £3,000 Resources £1,300</p> <p>Total: £25,300</p>

	<p>Subject leads are able to articulate why the curriculum content is being taught, why learning is sequenced in the way it is and know what it working well in their subject and what needs to improve further.</p> <p>Subject leads know what the quality of the delivery of their subject area is throughout the school and the impact of this on outcomes and progress for all pupils.</p> <p>Active ingredient 4 Teacher's and support staff knowledge</p> <ul style="list-style-type: none"> <li>• Staff have good subject knowledge that is relevant to the content they are expected to teach.</li> <li>• Pupils are taught the relevant knowledge and skills from their age related curriculum.</li> <li>• Misconceptions are quickly addressed to ensure pupils have accurate knowledge and can sequentially build upon this.</li> <li>• Staff use, practise and apply the metacognitive strategies and actively teach these to pupils.</li> </ul> <p>Active ingredient 5 Resources (linked to subject leadership)</p> <ul style="list-style-type: none"> <li>• Texts and books are relevant to deliver the curriculum content and vocabulary to support pupil's knowledge development.</li> <li>• The school has the right resources to deliver the subject specific curriculum planned, eg data logs for science, in each relevant year group.</li> </ul> <p>Active ingredient 6 Cultural Capital</p> <ul style="list-style-type: none"> <li>• The Hexthorpe drivers are planned for and developed with the national curriculum.</li> </ul> <p>Language and vocabulary is explicitly taught in all subject areas. Children are expected to learn and know the subject specific vocabulary and be able to make links over time,</p>		
C	<p>EYFs Action Plan Active ingredient 1 Enabling the Environment</p> <ul style="list-style-type: none"> <li>• Develop the layout and provision in all book areas by reducing the number of books available and improving the quality of books based on recommendations from Doncaster research schools.</li> <li>• Introduce a self-register system in all book areas as a strategy to develop quality conversations between adults and children after reading (linked to quality interaction).</li> <li>• Develop the appeal and profile of writing areas to include a variety of writing materials, high frequency word cards, interactive displays, messages and examples of children's writing.</li> </ul> <p>Active ingredient 2 Staff Knowledge and Quality Interaction</p> <ul style="list-style-type: none"> <li>• Introduce sustained shared thinking and the use of modelled and targeted questioning as strategies for promoting self-regulation and developing early communication and language skills.</li> <li>• Introduce the frameworks PEER and CROWD to enable adults to structure their conversations to support early reading skills.</li> </ul> <p>Active ingredient 3 Structure</p> <ul style="list-style-type: none"> <li>• Adapt literacy planning to include specific strategies to explicitly extend vocabulary and oral storytelling skills.</li> <li>• Ensure rigorous LLN observations inform the sequence of learning based on pupil needs identified</li> <li>• Ensure literacy planning supports the application of taught phonic skills for blending and segmenting.</li> </ul>	<p>EYFS Team Jane Allen, Caroline Potter, Georgina Hunt, Penny Rotherforth</p>	<p>SLT staffing costs £12,000 Teacher costs £68,600 Training costs £4,000 Resources £1,000</p> <p>Total: £85,600</p>
D	<p>Outcomes Implementation Plan Active Ingredient 1 Assessment and tracking</p> <ul style="list-style-type: none"> <li>• Ensure robust tracking and analysis of assessments take place to ensure teaching, interventions and booster are bespoke.</li> <li>• Introduction of online reading assessment tool to provide reading ages, comprehension ages and progress data at individual, group and cohort level.</li> <li>• Ensure baselines are carried out for new pupils (including those new to school) and /or previous data is used to provide accurate targets and expectations.</li> <li>• Ensure children entering KS2 without achieving the phonics threshold have specific intervention or support to develop their reading fluency.</li> </ul>	<p>Jeni Ward</p>	<p>SLT staffing costs £2,000 Training costs £5,000 Resources £1,200</p> <p>Total: £8,200</p>

	<p>Active Ingredient 2 Staff understanding and use of data</p> <ul style="list-style-type: none"> <li>• Additional support in reading planned through SLT and external support – especially across KS2.</li> <li>• Staff aware of children’s starting points and targets for end points.</li> <li>• Provide staff with clear system for recording assessments for all subjects including foundation subjects.</li> <li>• Subject leaders and change team leaders to ensure clear end points for their subjects.</li> <li>• Ensure Teaching and Learning, EYFS and Inclusion Implementation Plans Active Ingredients are delivered.</li> </ul> <p>Active Ingredient 3 Resourcing</p> <ul style="list-style-type: none"> <li>• Ensure that analysis from assessments are used effectively to identify gaps, next steps and move children’s learning on.</li> <li>• Monitor the use of resources and scaffolds to ensure bespoke learning planned and informed by the data.</li> </ul>		
E	<p>Reading Implementation Plan Staff knowledge Active ingredient 1 Clarity of progression of reading skills Subject lead to write a progression of skills document and share with SLT – including ARE expectations and content domains. There is a clear progression of skills for reading from EYFS - Y6. Staff are to use this to identify gaps in learning and pitch texts appropriately (for shared, guided and individual). Staff are to use assessment and progression of skills document to identify gaps and next steps in children’s learning. Staff will develop an understanding of fluency and this will be assessed termly. (subject lead to introduce fluency test for Y1 – Y6)</p> <p>Active ingredient 2 Appropriate and high level texts used across school Subject lead to share Lexile Value website and staff use this to identify good quality ARE texts. Subject lead to work with Teresa Heathcote to provide year groups with list of ARE texts that can be used for shared or guided reading. Staff to plan and incorporate non-fiction texts into their reading lessons (1/3 across the year so weighting matches SATs) Staff are to use training around 1:1 reading and the progression of skills document to choose reading books that meet the needs of the pupils. Staff are to plan non-fiction reading to fit into their curriculum lessons.</p> <p>Active ingredient 3 Vocabulary All staff are to timetable and teach ‘word of the day’ and use Hexthorpe’s ‘word of the day’ document. All staff are to explicitly teach Tier 2 vocabulary through word of the day and model use of the words. Teachers are to use a mix of taught and encountered vocabulary to extend children’s understanding. Vocabulary is to be taught across the curriculum and is explicit on curriculum plan documents. Staff to deepen understanding of encountered vocabulary (in the moment – give definitions and meanings)</p> <p>Active ingredient 4 Engagement for reading at home Staff are to choose independent reading books to meet the needs of the children including matching the books to pupil’s phonic ability. Once every half term, parents are encouraged to stay with children at the beginning of the day for 20 minutes for ‘Stay &amp; Read’. Staff are to consistently use the reward prizes for children with their reading at home. EYFS, KS1 and KS2 parent partnership to raise the profile of reading in and out of school. All staff are to track the percentage of children reading at home – subject lead to use this to target year groups and implement reading for pleasure activities.</p> <p>Active Ingredient 5 Resourcing Subject lead to buy a variety of good quality non-fiction reading books for children to take home. Subject lead to devise a list of non-fiction books that is suitable for curriculum coverage across each year group. Subject lead and Teresa Heathcote to devise a list of high quality ARE texts for each year group.</p> <p>Active Ingredient 6 Assessment KS2 will use NGRT Reading Assessment to assess reading. Staff will then use the reports to identify individual next steps in learning and plan according to this.</p>	<p>Core Change Team Paige Williams, Amy Grove, Bethany Fox, Ruth Veal, Nicola Parker-Watts, Jane Allen</p>	<p>Teacher costs £4,000 Training costs £600 Resources £1,640  Total: £6,240</p>

	Y1 – Y6 staff will use Rising Stars Reading Assessment to assess reading. Staff will unpick individual answers and use this to identify individual next steps in learning and plan according to this.		
<b>Targeted Academic Support</b> ( <i>Structured interventions - small group tuition, one-to-one support</i> )			
		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>F</b>	<p>Inclusion Development Plan (Tracking and Intervention)</p> <p>Active ingredient 1 (In class provision)</p> <p>Develop consistency in scaffolding for groups of learners within the classroom for cognition and learning. (SEN toolkit for all KS2 classes)</p> <p>Developing a clear strategy for SEMH children across school.</p> <p>Active ingredient 2 (Changing mind sets)</p> <p>Arrange whole school visitors modelling positive role models for SEND and EAL</p> <p>Track opportunities within the PSHE curriculum to teach and celebrate differences.</p> <p>Active ingredient 3 (TA knowledge - reading)</p> <p>Develop consistency across school for 1:1 readers</p> <p>Meet regularly with TA's to share good practise and develop use of scaffolds within class.</p> <p>Active ingredient 4 (Tracking and Intervention)</p> <p>Use intervention tracking documents for all interventions and review regularly for impact. Monitor SEMH impact through Thrive and CPOMS and respond quickly and flexibly.</p>	Inclusion Team Ruth Veal, Jeni Harrison, Ileana Ticala, teaching assistants	<p>SLT staffing costs £4,000</p> <p>TA cost £3,900</p> <p>Training costs £500</p> <p>Total: £8,400</p>
<b>Wider Strategies</b> ( <i>issues which also require action such as low attendance, behaviour, parental engagement</i> )			
		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>F</b>	<p>Inclusion Development Plan (Wider opportunities)</p> <p>Active ingredient 5 (Wider opportunities)</p> <p>Breakfast club will strategically target SEND and PP children</p> <p>Lunchtime clubs will be developed to offer wider curriculum opportunities</p> <p>After school clubs will be expanded to reach more SEND and PP children.</p> <p>Astrea promise will include all SEND and PP children.</p> <p>All year 4 children will access swimming and year 5 children will access learning of a brass instrument.</p> <p>Spanish will be taught to children years 3 – 6,</p>	Kelly Garbett, Sarah Isle, Cheryl Ford, Dawn Higham, Ruth Veal, all TA's	<p>SLT staffing costs £1,000</p> <p>Pastoral staff costs £5,000</p> <p>Wider opportunities</p> <p>Spanish £13,500, Music £22,725, Cojo £645, Visits £4,500</p> <p>School uniform £5,000</p> <p>Total: £52,370</p>
<b>G</b>	<p>Attendance Implementation Plan</p> <p>Active ingredient 1</p> <p>Increasing awareness with parents and pupils around good school attendance.</p> <ul style="list-style-type: none"> <li>Home visits to be completed by two members of the school team within a timely manner. Staff to leave the academy no later than 9.20am and encourage positive school attendance.</li> <li>Class attendance to be shared with pupil's in class. Astrea tree to be updated weekly and displayed in each classroom for pupils and parents to see. Teachers to promote attendance in class.</li> <li>All staff to promote the attendance prize draw each half term, encouraging children to attend school every day.</li> <li>To develop a working party of key stakeholders: staff, pupils and parents to look to how to raise awareness of good school attendance → identify, then implement a range of strategies to support parents to get their children to school and address the attendance of key identified groups.</li> <li>The admin team to support parents download the Astrea Parenting app to further increase communication around attendance.</li> </ul>	Pastoral Team Kelly Garbett, Sarah Isle, Cheryl Ford, Dawn Higham	<p>SLT staffing costs £1,000</p> <p>Pastoral staff costs £15,000</p> <p>Resources Fairshare £550, Attendance Prizes £2,000</p> <p>Wider opportunities £200</p> <p>Total: £18,750</p>

	<ul style="list-style-type: none"> <li>Pupil voice to be completed and children to be identified who do not like coming to school, actions to be implemented by staff. (link to stakeholder group)</li> </ul> <p>Active ingredient 2 Persistent Absenteeism</p> <ul style="list-style-type: none"> <li>Attendance lead (supported by relevant staff) to contact the families who did not return on the first day after the summer break to find out the reasons why.</li> </ul> <p>Active ingredient 3 Family Support including for Super Deprived Families</p> <ul style="list-style-type: none"> <li>Identify the families who have contributing factors linked to poor school attendance.</li> <li>Look at the context of the family and identify key support/interventions for individual pupils/families. Consider referrals to outside agencies including school nurse, stronger families, social care, dentist, Local Solutions Group.</li> <li>Continue with the breakfast club to provide a free healthy start to the school day.</li> <li>Analyse impact of pupils who attend breakfast club using teacher voice and pupil's voice compared to the pupils who do not attend breakfast club.</li> <li>Analyse pupil voice and PA children to target for breakfast club.</li> <li>Business Manager and Pastoral Lead to identify funding streams to support families so that factors identified through the stakeholder group are addressed.</li> <li>Promote the clothes and food bank so that families have the resources for the pupils to attend, e.g. shoes, coats etc.</li> </ul> <p>Active ingredient 4 Fixed Term Exclusions</p> <ul style="list-style-type: none"> <li>Reduce the number of fixed term exclusions- refer to behaviour plan.</li> </ul>		
H	<p>Behaviour Implementation Plan</p> <p>Active ingredient 1 Thrive</p> <p>Whole class Thrive plan to be used to plan learning that is well matched to pupils' stages of development and is sufficiently challenging. Whole class Thrive to be timetabled one a week and KGa, RV and DH to ensure that the activity matches the Thrive plan created. 1:1 thrive plans to be reviewed and teachers to ensure that the support staff member is matching the activities to the thrive plan. KGa, RV and DH to monitor the plans and activities match.</p> <p>Active ingredient 2 Mental Health</p> <p>Triangulate CPOMS, Thrive and observations to identify children to be assessed and targeted by the Evolve, Trust Mentor and Trailblazer projects in school to support mental. Children identified with SEMH to have specific plans.</p> <p>Active ingredient 3 Community Support</p> <p>KGa (identified staff) to take cases to the Local Solution Group to support children and their families access to additional services. Key focus on contextual safeguarding.</p> <p>Active ingredient 4 Break and Lunchtime</p> <p>Daily lunchtime clubs for KS2 pupils- SW lead. Evolve project to target specific pupils over lunchtime twice a week. KGa to liaise with Evolve worker weekly. Updates to be added onto CPOMS.</p>	Kelly Garbett,, Dawn Higham, Jeni Ward, Ruth Veal	<p>SLT staffing costs £3,000 Training costs £5,000 Resources £1,000</p> <p>Total: £9,000</p>



	<p>School to purchase additional equipment for pupils to use over lunchtime to encourage social play and reduce boredom.</p> <p>Chances project, Paul Fitzpatrick to work with identified Year 5 and 6 children over a Tuesday lunchtime to look at a Leaders project. KGa to liaise with Paul Fitzpatrick.</p> <p>Children to contribute to the wider life of the academy through development of pupil roles.</p> <p>Year 6 staff to provide a daily drop in over lunch for year 6 pupils.</p> <p>To improve the recording system for low level behaviours</p>		
I	Parental Engagement Plan (be developed following PIL training in Spring term)	To be arranged	

# A Teaching and Learning Action/Implementation Plan 2019-2020

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>Staff are not aware of what prior learning pupils have.</li> <li>Prior learning is not always awakened appropriately.</li> <li>Modelling for children does not always provide an adequate demonstration for some children.</li> <li>Scaffolding is sometimes either missing or not appropriately matched to the needs of individual children.</li> <li>Learning is not revisited frequently enough.</li> <li>Learning is not always pitched at the appropriate level for individual children.</li> <li>Marking and feedback does not always move learning forward.</li> </ul> <p><b>Learner behaviours</b></p> <ul style="list-style-type: none"> <li>Children cannot always access the given learning.</li> <li>Children are not always sufficiently challenged.</li> <li>Children cannot always work independently.</li> <li>Children are sometimes unable to articulate their current and prior learning.</li> <li>Some low-level disruptive behaviour stems from disengagement with inappropriate pitch and challenge across the different ability groups.</li> </ul> <p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Attainment at the end of KS2 is not increasing rapidly enough across all subject areas.</li> <li>Attainment in KS2 does not reflect good (or better) progress.</li> <li>Attainment from the end of KS1 is not continued into Year 3 and beyond.</li> <li>GLD at the end of EYFS is well-below national.</li> </ul>	<p><b>Active ingredient 1</b> <u>Planning lessons</u></p> <ul style="list-style-type: none"> <li>Develop planning process to ensure staff are conscious of prior learning needed, what will be modelled and how, what scaffolding will/could be necessary.</li> <li>Staff planning lessons have clarity on what previous learning has taken place.</li> <li>Cold tasks reflect ARE for current year group and sequence of learning is based on pupil needs identified</li> <li>Modelling / scaffolding resources are evident in individual teacher folders on shared drive / classroom environment</li> </ul> <p><b>Active ingredient 2</b> <u>Classroom environments</u></p> <ul style="list-style-type: none"> <li>Appropriate resources for scaffolding and support in classrooms.</li> <li>When needed, scaffolding is specific to the needs of the pupils without creating over-reliance on adults.</li> <li>The use of additional adults has been planned in to support and develop learning.</li> <li>Models provided to children are easy to follow and demonstrate the thought process required to be successful.</li> </ul> <p><b>Active ingredient 3</b> <u>Individual lessons</u></p> <ul style="list-style-type: none"> <li>Lessons to follow the 7-stage metacognition model utilising active ingredients 1 &amp; 2</li> <li>Teachers to ensure reflection of learning with pupils.</li> <li>Teachers provide opportunities for block, interleaved, retrieval and continuous learning.</li> </ul> <p><b>Active ingredient 4</b> <u>Self-reflection of staff</u></p> <ul style="list-style-type: none"> <li>Iris software used by all teaching staff to self-reflect on practice, specifically linked to the 7 areas of metacognition and self-regulation.</li> <li>Staff videos to be shared to demonstrate best practice.</li> </ul>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Metacognition and self-regulation training for all classroom-based staff in early September</li> <li>Follow-up sessions through the year – whole school development and bespoke additional training as necessary</li> <li>Astrea training programmes and Ad Astra support accessed as needed</li> <li>All year groups to receive reading support in Autumn 2</li> <li>Development of M&amp;F policy – developed with working party through autumn term (ideas in place by October 25<sup>th</sup>) and presented to wider staff January 2020; reviewed in summer term</li> <li>Jason Bangbala training in place for February 2020 to support and develop staff with low-level behaviours</li> </ul> <p><b>Educational materials</b></p> <ul style="list-style-type: none"> <li>Support materials shared at training for reflection.</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Appraisal lessons observations; learning walks; classroom drop-ins; pupil work book-looks; pupil voice</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>VP working alongside Y3/4; AP working alongside Y5/6; AP working alongside Y1</li> </ul>	<p><b>Short term</b> <i>Fidelity:</i></p> <ul style="list-style-type: none"> <li>Staff can articulate and apply the 7 stages of metacognition and self-regulation.</li> <li>Staff use these stages when planning.</li> <li>Working party formed to begin to redesign the marking and feedback policy.</li> <li>Staff plan into teaching cycles when cold tasks are implemented to allow for effective assessment.</li> </ul> <p><i>Reach and Acceptability:</i></p> <ul style="list-style-type: none"> <li>All staff EYFS-Y6 planning and delivering using new system</li> <li>Sample group of 6 teachers marking using new policy</li> </ul> <p><b>Medium term</b> <i>Fidelity:</i></p> <ul style="list-style-type: none"> <li>Pupils beginning to articulate stages of metacognition and self-regulation.</li> <li>Working party introducing revised marking and feedback policy to wider staff</li> </ul> <p><i>Acceptability:</i></p> <ul style="list-style-type: none"> <li>All staff Y1-Y6 using new F&amp;M policy.</li> <li>All classrooms evidencing metacognition and self-regulation</li> <li>Support staff have clear focus on the progress of learning</li> </ul> <p><b>Long term</b> <i>Fidelity:</i></p> <ul style="list-style-type: none"> <li>Lessons follow the metacognition and self-regulation structure; planning reflects this.</li> <li>Feedback and marking moves learning forward.</li> </ul>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Visible and measurable impact on individual lessons and sequences of learning.</li> <li>7-step metacognition model evident in classrooms</li> <li>Pupils in target classrooms responding to marking in a different way</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Accelerated progress across KS2 for all pupils and pupil groups.</li> <li>Pupils in all classrooms responding to marking in a different way</li> <li>Low-level pupil behaviour shows significant improvement.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Increased attainment results at the end of KS2.</li> <li>Improved progress data in each phase of the academy.</li> </ul>

- Staff aware of the areas of excellence of others when they need development in that area.
- All staff to reflect on CPD and act upon self-identified next steps and/or actions in line with policy and practice.

**Active ingredient 5**

**Staff development**

- Set up working party to review marking and feedback policy.
- New policy trialled in autumn term and rolled out to wider staff at the beginning of Spring term 2020.
- Monitoring throughout.

**Activity**

- Metacognition training for all staff (TA additional hours)
- SW, JW and JA release for staff observations and feedback
- Iris technology
- Astrea training courses for NQT and RQT
- Ad Astra support (maths) in year 3
- VP working alongside Y3/4;
- AP working alongside Y5/6;
- AP working alongside Y1:
- The use of additional adults has been planned in to support and develop learning.

**Cost**

SLT staffing costs £38,000  
 Teacher release time costs £9,000  
 Resources £ 500  
 Total: £47,500

# B Curriculum Action/Implementation Plan 2019-2020

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• Current planning for the wider curriculum is too generic.</li> <li>• Up-to-date long- and medium-term plans for wider curriculum subjects do not exist for all subjects.</li> <li>• Children do not confidently know the key knowledge and skills expected at the end of their phase.</li> <li>• Planning does not always have a clear and sequential progression.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Subject matter is not always presented clearly and concisely.</li> <li>• Learners’ understanding is not checked systematically.</li> <li>• Teachers do not always use assessments appropriately; some learning is not adapted or misconceptions addressed in the curriculum.</li> <li>• Staff do not always ensure appropriate scaffolding to embed learning into long term memory leading to fluency and automaticity.</li> <li>• Not all teachers, yet, have the expert knowledge of all the subjects that they teach.</li> <li>• Subject leaders are unable to confidently articulate the knowledge and skills and the sequence of the learning in each year group. They cannot yet articulate the end points.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Insufficient evidence of pupils’ knowledge. Children are not always able to articulate their prior learning and how it fits in with future learning.</li> <li>• At the end of the sequence of learning teachers do not always know which pupils have retained the knowledge and understanding.</li> <li>• Lack of detailed knowledge and skills impact on overall outcomes (which are below national average).</li> <li>• Not enough pupils in KS2 are able to read at a level of competency and fluency that</li> </ul>	<p><b>Active ingredient 1</b> <u>Clarity of curriculum design</u></p> <ul style="list-style-type: none"> <li>• SLT write the curriculum intent.</li> <li>• There is a clear time line for implementation of curriculum changes and accountability of responsibility.</li> </ul> <p><b>Active ingredient 2</b> <u>Curriculum Change Teams Leads</u></p> <ul style="list-style-type: none"> <li>• Curriculum Change Team Leads identified (linked to UPS and TLRs)- appraisal target setting meeting. October 2019</li> <li>• Clarity of the expectation of leading</li> <li>• Identify training needs for each lead and key coach in school.</li> <li>• Structure shared and understood in school.</li> <li>• Leading Matters link identified and plan shared</li> </ul> <p><b>Active ingredient 3</b> <u>Curriculum Subject Leadership</u></p> <ul style="list-style-type: none"> <li>• Subject leaders have an overview of the subject they lead and know the expectations at each phase.</li> <li>• Subject leaders can support colleagues with planning, delivering and resourcing.</li> <li>• Subject leads are able to articulate why the curriculum content is being taught, why learning is sequenced in the way it is and know what it working well in their subject and what needs to improve further.</li> <li>• Subject leads know what the quality of the delivery of their subject area is throughout the school and the impact of this on outcomes and progress for all pupils.</li> </ul> <p><b>Active ingredient 4</b> <u>Teacher’s and support staff knowledge</u></p> <ul style="list-style-type: none"> <li>• Staff have good subject knowledge that is relevant to the content they are expected to teach.</li> <li>• Pupils are taught the relevant knowledge and skills from their age related curriculum.</li> </ul>	<p><b>Training and development</b></p> <p>Regular training sessions throughout the academic year- 7 sessions, in addition to the sessions in the Summer term of 2019</p> <ul style="list-style-type: none"> <li>• <b>Session 1:</b> Staff training to inform, instruct, develop understanding for all class based staff about the curriculum intent. Develop the document within teams. 8<sup>th</sup> October 2019</li> <li>• <b>Session 2:</b> Curriculum Change Team (CCT) organisation shared and introduced. Timeline for curriculum development shared and actions plans discussed within the teams. 15<sup>th</sup> October 2019</li> <li>• Time provided with Curriculum Change Team (CCT) lead and member of SLT for teachers to write their subject implementation/action plan- October /November 2019</li> <li>• <b>Session 3:</b> how is the implementation for the humanities subjects and science working?(deep dive) 3<sup>rd</sup> December 2019</li> <li>• Time provided with Curriculum Change Team (CCT) lead and member of SLT for subject leads to plan the sequence of knowledge and skills for: art, DT and music, computing and PE November 2019 /December 2019/January 2020</li> <li>• <b>Session 4:</b> The Arts CCT to share/disseminate Hexthorpe’s curriculum knowledge and skills documents for art, DT, music, computing and PE. 28<sup>th</sup> February 2020</li> <li>• <b>Session 5:</b> Review of implementation and impact of for humanities and science. 31<sup>st</sup> March 2020</li> <li>• <b>Session 6:</b> Review of implementation and impact of for arts, PE, Computing. 16<sup>th</sup> June 2020</li> <li>• Planning for 2020-2021. – Summer HT2</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• Astrea’s Curriculum Recommendations</li> <li>• Hexthorpe’s Curriculum overview</li> <li>• Hexthorpe’s knowledge and skill progression (LT plan) documents</li> </ul>	<p><b>Short term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>• Staff can articulate and apply the curriculum intent and rationale.</li> <li>• Staff know and follow the timeline for change.</li> <li>• Staff know the expectations of their role, responsibility and accountability in curriculum subject development.</li> </ul> <p><b>Reach and Acceptability:</b></p> <ul style="list-style-type: none"> <li>• All staff Y1-Y6 planning and delivering learning for history, geography RE and science using the new Hexthorpe Curriculum</li> </ul> <p><b>Medium term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>• Curriculum change team leads are beginning to take responsibility for leading an area of curriculum change.</li> </ul> <p><b>Acceptability:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Change Team Lead and Subject Leads are able to articulate intent, implementation and impact.</li> </ul> <p><b>Long term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>• Change teams are proactive in developing the Hexthorpe Curriculum.</li> <li>• Subject Leaders have the relevant leadership knowledge and expertise. They can share this with pupils, parents, colleagues and other professionals.</li> </ul> <p><b>Acceptability &amp; Feasibility:</b></p> <ul style="list-style-type: none"> <li>• The curriculum offer is being developed, lead and delivered by the Curriculum Change Team Leads and Subject Leaders.</li> <li>• Staff take responsibility and are held accountable for curriculum delivery by one another (in a supportive and developmental way).</li> <li>• Pupils throughout the school are taught a broad, well-balanced, ambitious curriculum.</li> </ul>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>• Pupils are being taught from the new Hexthorpe curriculum in the agreed subject domains.</li> <li>• Pupils are building up sequential knowledge and skills by teachers planning the curriculum through: blocking, interleaving, longitudinal (continuous) and retrieval organisation</li> <li>• Pupils can articulate what they learning.</li> <li>• Teachers build cultural capital by planning for and implementing the Hexthorpe Drivers.</li> <li>• Resources are identified that the school needs to deliver the high quality curriculum planned for (in agreed subject domains).</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>• Teachers are practising metacognitive approaches and strategies to enable pupils to embed key concepts in their long term memory.</li> <li>• Pupils have the relevant resources to support their learning, from their different starting points.</li> <li>• Pupils are able to recall key knowledge and skills taught (this academic year).</li> <li>• Pupils know, use and apply curriculum subject specific vocabulary and are able to recall this.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>• Pupils develop fluency and automaticity in their knowledge in all curriculum subjects.</li> <li>• The curriculum addresses gaps in pupil knowledge and understanding.</li> <li>• Pupils reading skills enable them to access the wider curriculum independently.</li> <li>• Pupil’s wider curriculum knowledge supports them in standardised tests, so that pupil outcomes for all groups of learners improve. Pupils achieve exceptionally well, over time.</li> <li>• Pupils are well equipped with knowledge and understanding, so that</li> </ul>

<p>enables them to independently access the wider curriculum</p>	<ul style="list-style-type: none"> <li>Misconceptions are quickly addressed to ensure pupils have accurate knowledge and can sequentially build upon this.</li> <li>Staff use, practise and apply the metacognitive strategies and actively teach these to pupils.</li> </ul> <p><b>Active ingredient 5</b> <b>Resources (linked to subject leadership)</b></p> <ul style="list-style-type: none"> <li>Texts and books are relevant to deliver the curriculum content and vocabulary to support pupil's knowledge development.</li> <li>The school has the right resources to deliver the subject specific curriculum planned, eg data logs for science, in each relevant year group.</li> </ul> <p><b>Active ingredient 6</b> <b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>The Hexthorpe drivers are planned for and developed with the national curriculum.</li> <li>Language and vocabulary is explicitly taught in all subject areas. Children are expected to learn and know the subject specific vocabulary and be able to make links over time,</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Book looks – planned as part of the monitoring cycle and also part of staff meetings.</li> <li>Using the deep dive approach – do a periodic pupil studies</li> </ul> <p><b>Coaching and staff development</b> Through Doncaster Research School/PIL Curriculum Change Team Leads and Core Subject Leaders to have coaching and support to develop their leadership skills through the Learning Matters Cohort 2 Programme.</p> <ul style="list-style-type: none"> <li>Launch day 1<sup>st</sup> October 2019 –NPW JH</li> <li>Science Lead – STEM CPD and development and Astrea High Impact Middle Leaders</li> <li>Maths lead – Astrea Aspiring Senior Leadership</li> <li>Other professionals – TH</li> <li>In school support – teams, observation, team teaching, book looks,</li> <li>Use of IRIS</li> <li>Relevant training organised at key time, and or for particular identified staff members.</li> </ul>		<p>they are well prepared for their next stage of learning/phase.</p>
<p><b>Activity</b></p>		<p><b>Cost</b></p>		
<ul style="list-style-type: none"> <li>Texts and books are relevant to deliver the curriculum content and vocabulary to support pupil's knowledge development.</li> <li>The school has the right resources to deliver the subject specific curriculum planned, eg data logs for science, in each relevant year group.</li> <li>Regular training sessions throughout the academic year- 7 sessions, in addition to the sessions in the Summer term of 2019</li> <li>Coaching and staff development Through Doncaster Research School/PIL</li> <li>Curriculum Change Team Leads and Core Subject Leaders to have coaching and support to develop their leadership skills through the Learning Matters Cohort 2 Programme.</li> <li>Launch day 1st October 2019 –NPW JH</li> <li>Science Lead – STEM CPD and development and Astrea High Impact Middle Leaders</li> <li>Maths lead – Astrea Aspiring Senior Leadership</li> <li>Other professionals – TH</li> <li>In school support – teams, observation, team teaching, book looks</li> <li>Relevant training organised at key time, and or for particular identified staff members.</li> </ul>		<p>SLT staffing costs £12,000 Teacher release time costs £9,000 Training costs £3,000 Resources £1,300</p> <p>Total: £25,300</p>		

C

## EYFS Action/Implementation Plan 2019-2020

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>Continuous provision does not always provide optimum opportunities to move early language and literacy forward.</li> <li>Staff knowledge and skills in optimising opportunities to support progress in early language and literacy development is varied and not always consistent.</li> </ul> <p><b>Learner behaviours</b></p> <ul style="list-style-type: none"> <li>A large proportion of learners' knowledge and experience of early language and literacy is limited (reflected in low baseline).</li> <li>Children's ability to self-regulate their own behaviours for learning is underdeveloped.</li> <li>Pupils at expected on entry are not always extended to achieve exceeding in early language and literacy at the end of FS2.</li> </ul> <p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>GLD at the end of FS2 is well below the national average (<i>Hexthorpe 2018/19 48% compared to National 71.8% -23.8%</i>).</li> <li>The areas of learning with the lowest percentage of pupils attaining ELG are speaking, reading and writing.</li> </ul>	<p><b>Active ingredient 1</b> <u>Enabling the Environment</u></p> <ul style="list-style-type: none"> <li>Develop the layout and provision in all book areas by reducing the number of books available and improving the quality of books based on recommendations from Doncaster research schools.</li> <li>Introduce a self-register system in all book areas as a strategy to develop quality conversations between adults and children after reading (<i>linked to quality interaction</i>).</li> <li>Develop the appeal and profile of writing areas to include a variety of writing materials, high frequency word cards, interactive displays, messages and examples of children's writing.</li> </ul> <p><b>Active ingredient 2</b> <u>Staff Knowledge and Quality Interaction</u></p> <ul style="list-style-type: none"> <li>Introduce sustained shared thinking and the use of modelled and targeted questioning as strategies for promoting self-regulation and developing early communication and language skills.</li> <li>Introduce the frameworks PEER and CROWD to enable adults to structure their conversations to support early reading skills.</li> </ul> <p><b>Active ingredient 3</b> <u>Structure</u></p> <ul style="list-style-type: none"> <li>Adapt literacy planning to include specific strategies to explicitly extend vocabulary and oral storytelling skills.</li> <li>Ensure rigorous LLN observations inform the sequence of learning based on pupil needs identified</li> <li>Ensure literacy planning supports the application of taught phonic skills for blending and segmenting.</li> </ul> <p><b>Active ingredient 4</b> <u>Tracking and Intervention</u></p> <ul style="list-style-type: none"> <li>Ensure that analysis from formative and summative assessments are used effectively to identify gaps,</li> </ul>	<p><b>Training and Development</b> <b>Targeted training for all EYFS Staff on:</b></p> <ul style="list-style-type: none"> <li>Baseline data and intended strategies for improvement Sept 2019</li> <li>RWI phonological awareness and teaching single sounds Sept 2019</li> <li>Using helicopter stories as a strategy for developing early storytelling skills Sept 2019</li> <li>RWI early blending and segmenting Oct 2019</li> <li>Sustained shared thinking Nov 2019</li> <li>The PEER/CROWD Framework Nov/Dec 2019</li> <li>Plan Do Review Cycle Jan 2020</li> <li>Modelling to articulate thinking Feb 2020</li> </ul> <p><b>Educational materials/Documents</b></p> <ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Early Years Outcomes</li> <li>Preparing for Literacy: Improving communication, language and literacy in the early years</li> <li>Support materials shared at training for reflection</li> <li>Baseline on entry assessments and progress data</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Regular observations of all staff and interactions with children within provision.</li> <li>Regular all staff moderation of pupil outcomes and how next steps can be achieved.</li> <li>Progress data</li> <li>Pupil progress meetings</li> </ul> <p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>In school team teaching, shared planning, observational support, staff meeting reflection and discussion.</li> </ul>	<p><b>Short term</b> <b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>Staff can articulate why communication and language/literacy is the driver for improvement.</li> <li>Changes to book areas and writing areas are made.</li> <li>Teaching staff ensure that literacy planning uses on entry baseline and continual formative assessment to meet the CAL/R/W needs of all pupils.</li> </ul> <p><b>Reach and Acceptability:</b></p> <ul style="list-style-type: none"> <li>All pupils through FS1 and FS2 are engaging in appropriate activities that support the development of their CAL/R/W skills.</li> </ul> <p><b>Medium term</b> <b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>Staff begin to implement new strategies (Sustained shared thinking/PEER/CROWD) to support early language and shared reading effectively.</li> </ul> <p><b>Acceptability:</b></p> <ul style="list-style-type: none"> <li>Pupils through FS1 and FS2 are supported in more depth to make accelerated progress when developing their early CAL/literacy skills.</li> <li>Pupil progress is evident for all pupils.</li> </ul> <p><b>Long term</b> <b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>Continuous provision and adult led activities are adaptive and responsive to meet all pupils needs in acquiring early language and literacy skills.</li> <li>Pupils are able to self-regulate and know how to support their own learning.</li> </ul> <p><b>Acceptability:</b></p> <ul style="list-style-type: none"> <li>All staff demonstrate a high level of knowledge and skill in developing</li> </ul>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Increased purposeful pupil engagement in continuous provision talking, reading and writing areas.</li> <li>Increased strategies to support pupil needs in adult led literacy activities.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Staff are using strategies that enable pupils to support their own thinking and develop their expressive language in both adult and child led activities.</li> <li>The learning environment provides opportunities to scaffold and practise application of taught skills.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>All pupils make accelerated progress in communication and language, reading and writing.</li> <li>Pupils know how they can support their own learning and develop fluency in application of knowledge because of this.</li> <li>Levels of attainment in communication and language, reading and writing increase.</li> </ul>

	<p>next steps and move children's learning on for all ability groups with particular focus on challenging higher ability pupils in reading and writing activities.</p> <ul style="list-style-type: none"> <li>• Use Wellcomm to identify pupils for targeted speech and language intervention (Chatterboxes).</li> </ul>		<p>early language and literacy skills within EYFS.</p> <ul style="list-style-type: none"> <li>• All pupils make accelerated progress from their on entry starting points in communication, language and literacy.</li> </ul>	
<b>Activity</b>		<b>Cost</b>		
<ul style="list-style-type: none"> <li>• Overstaffing in the EYFS unit with experienced teaching staff</li> <li>• Improving the quality of books based on recommendations from Doncaster research schools.</li> <li>• Introduce the frameworks PEER and CROWD to enable adults to structure their conversations to support early reading skills.</li> <li>• Targeted training for all EYFS Staff on: <ul style="list-style-type: none"> <li>• Baseline data and intended strategies for improvement Sept 2019</li> <li>• RWI phonological awareness and teaching single sounds Sept 2019</li> <li>• Using helicopter stories as a strategy for developing early storytelling skills Sept 2019</li> <li>• RWI early blending and segmenting Oct 2019</li> <li>• Sustained shared thinking Nov 2019</li> <li>• The PEER/CROWD Framework Nov/Dec 2019</li> <li>• Plan Do Review Cycle Jan 2020</li> <li>• Modelling to articulate thinking Feb 2020</li> </ul> </li> <li>• Monitoring</li> <li>• Regular observations of all staff and interactions with children within provision.</li> <li>• Regular all staff moderation of pupil outcomes and how next steps can be achieved.</li> <li>• Pupil progress meetings</li> </ul>		<p>SLT staffing costs £12,000  Teacher costs £68,600  Training costs £4,000  Resources £1,000</p> <p>Total: £85,600</p>		

## D Outcomes Action/Implementation Plan 2019-2020

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<ul style="list-style-type: none"> <li>Outcomes at KS2 are significantly below National for all pupils and all groups.</li> <li>Progress in reading at KS2 is significantly below National.</li> <li>Middle attaining children from KS1 do not always convert to ARE at the end of KS2.</li> <li>Not all children achieve phonics threshold by the end of KS1 impacting on the number of children who are not able to fluently read age-appropriate texts across the curriculum.</li> <li>GLD at the end of FS2 is below national.</li> <li>Vulnerable pupils do not always achieve as well as non-vulnerable pupils.</li> <li>SEND pupils do not always achieve as well as non-SEND pupils.</li> <li>The transient nature of the pupils means that:               <ul style="list-style-type: none"> <li>predictions will frequently change and makes target setting challenging.</li> <li>children have gaps in their learning.</li> <li>identified staff cannot yet utilise data to move children forward.</li> </ul> </li> <li>Staff do not always understand and utilise assessment to inform planning, teaching and interventions.</li> <li>Assessment of foundation subjects is not consistent across subjects or year groups as there are not always clearly defined end points or outcomes.</li> </ul>	<p><b>Active Ingredient 1</b> <b>Assessment and tracking</b></p> <ul style="list-style-type: none"> <li>Ensure robust tracking and analysis of assessments take place to ensure teaching, interventions and booster are bespoke.</li> <li>Introduction of online reading assessment tool to provide reading ages, comprehension ages and progress data at individual, group and cohort level.</li> <li>Ensure baselines are carried out for new pupils (including those new to school) and /or previous data is used to provide accurate targets and expectations.</li> <li>Ensure children entering KS2 without achieving the phonics threshold have specific intervention or support to develop their reading fluency.</li> </ul> <p><b>Active Ingredient 2</b> <b>Staff understanding and use of data</b></p> <ul style="list-style-type: none"> <li>Additional support in reading planned through SLT and external support – especially across KS2.</li> <li>Staff aware of children’s starting points and targets for end points.</li> <li>Provide staff with clear system for recording assessments for all subjects including foundation subjects.</li> <li>Subject leaders and change team leaders to ensure clear end points for their subjects.</li> <li>Ensure Teaching and Learning, EYFS and Inclusion Implementation Plans Active Ingredients are delivered.</li> </ul> <p><b>Active Ingredient 3</b> <b>Resourcing</b></p> <ul style="list-style-type: none"> <li>Ensure that analysis from assessments are used effectively to identify gaps, next steps and move children’s learning on.</li> <li>Monitor the use of resources and scaffolds to ensure bespoke learning planned and informed by the data.</li> </ul>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Staff training for new/revised assessment system:</li> <li>NGRT – for teachers and relevant support staff – 1st October 2019</li> <li>Revised system for recording assessments (linked to Athena) – October 2019 and revisited in November prior to first data entry</li> <li>EAL BELLS assessment framework – September 2019 and in year groups throughout November to allow for bespoke training linked to individual needs.</li> <li>Targeted training for staff based on use of data to inform planning – ongoing throughout the year with identified staff.</li> </ul> <p><b>Educational materials</b></p> <ul style="list-style-type: none"> <li>Reading assessment tool – NGRT A, B and C for years 2-6</li> <li>Peer Benchmarking</li> <li>Rising Stars assessments</li> <li>Read Write Inc</li> <li>15:1 materials for Year 6</li> <li>ELIP</li> <li>BELLS</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Assessments recorded and monitored termly.</li> <li>Year 6 assessments following 15:1 (Astrea) program.</li> <li>Pupil Progress meetings (3 a year).</li> <li>Pupil Progress meetings alongside subject leads.</li> <li>→ dates on Strategic Calendar.</li> </ul>	<p><b>Short term</b></p> <p><b>Fidelity and Acceptability:</b> Staff complete assessments with their classes and enter the data onto SIMS/trackers. Staff now how to use access arrangements for specific pupils.</p> <p><b>Reach:</b> All pupils from FS2-Y6</p> <p><b>Medium term</b></p> <p><b>Fidelity:</b> Staff use the assessments to inform their planning, teaching and interventions.</p> <p><b>Acceptability:</b> Staff can confidently talk about the individual needs of the children in their based on the data.</p> <p><b>Long term</b></p> <p><b>Fidelity and Acceptability:</b> Staff adapt planning and teaching by responding to all assessments to ensure all pupils make at least expected progress from their individual starting points.</p>	<p><b>Short term</b></p> <p>Staff are aware of starting points, potential gaps in prior learning and targets for children.</p> <p>Assessments are completed and data entered for all pupils in school.</p> <p>Assessments are being used to inform planning, teaching and interventions to meet individual pupil’s needs.</p> <p><b>Medium term</b></p> <p>Staff are starting to using assessments to inform their teaching and support all pupils to make progress.</p> <p>Improved reading skills as a result of Quality First Teaching following assessments, enable children to access the wider curriculum independently.</p> <p><b>Long term</b></p> <p>Outcomes in all phases closes the gap between school and National.</p> <p>The gap between Pupil Premium and non-Pupil Premium, SEND and non –SEND and EAL and non-EAL is rapidly closing.</p>

<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Reading assessment tool – NGRT A, B and C for years 2-6</li> <li>Peer Benchmarking</li> <li>Rising Stars assessments</li> </ul>	<p><b>Cost</b></p> <p>SLT staffing costs £2,000 Training costs £5,000 Resources £1,200</p>
---	--



- Read Write Inc
- 15:1 materials for Year 6

- Staff training for new/revised assessment system:
- NGRT – for teachers and relevant support staff – 1st October 2019
- Revised system for recording assessments (linked to Athena) – October 2019 and revisited in November prior to first data entry
- EAL BELLS assessment framework – September 2019 and in year groups throughout November to allow for bespoke training linked to individual needs.
- Targeted training for staff based on use of data to inform planning – ongoing throughout the year with identified staff.
- Pupil Progress meetings (3 a year).

Total: £8,200

# E Reading Action/Implementation Plan 2019-2020

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<p><b>Staff knowledge</b></p> <ul style="list-style-type: none"> <li>Staff do not always use assessment information from previous phases and in class data to inform planning.</li> <li>Staff do not have clarity around end of year age related expectations.</li> <li>Staff do not have sufficient knowledge of different content domains.</li> <li>Staff do not have sufficient knowledge of 'fluency' (what it looks like and how to teach this)</li> <li>Staff do not have sufficient knowledge on how to scaffold in reading.</li> <li>Staff are not clearly modelling the different reading strategies.</li> <li>Reading across the curriculum is not happening enough and pitched appropriately.</li> </ul> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Texts chosen by staff in shared reading have too low a lexile value.</li> <li>Texts chosen by staff for guided reading are not chosen to specifically meet the needs of the pupils or with curriculum domain targets in mind.</li> <li>Staff are not matching up individual reading books to meet the needs of individual children.</li> <li>Children are not being exposed to enough non-fiction texts through reading lessons, curriculum and home reading books.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Teaching of vocabulary is not explicit and choice of words is pitched too low.</li> <li>Strategies for unpicking and understanding words are not explicit enough.</li> <li>Children lack understanding of basic English language (Tier 1 words)</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Outcomes at KS2 are significantly below National for all pupils and all groups.</li> <li>Progress in reading at KS2 is significantly below National.</li> </ul> <p><b>Reading at home</b></p>	<p><b>Active ingredient 1</b> <b>Clarity of progression of reading skills</b></p> <ul style="list-style-type: none"> <li>Subject lead to write a progression of skills document and share with SLT – including ARE expectations and content domains.</li> <li>There is a clear progression of skills for reading from EYFS - Y6. Staff are to use this to identify gaps in learning and pitch texts appropriately (for shared, guided and individual).</li> <li>Staff are to use assessment and progression of skills document to identify gaps and next steps in children's learning.</li> <li>Staff will develop an understanding of fluency and this will be assessed termly. (subject lead to introduce fluency test for Y1 – Y6)</li> </ul> <p><b>Active ingredient 2</b> <b>Appropriate and high level texts used across school</b></p> <ul style="list-style-type: none"> <li>Subject lead to share Lexile Value website and staff use this to identify good quality ARE texts.</li> <li>Subject lead to work with Teresa Heathcote to provide year groups with list of ARE texts that can be used for shared or guided reading.</li> <li>Staff to plan and incorporate non-fiction texts into their reading lessons (1/3 across the year so weighting matches SATs)</li> <li>Staff are to use training around 1:1 reading and the progression of skills document to choose reading books that meet the needs of the pupils.</li> <li>Staff are to plan non-fiction reading to fit into their curriculum lessons.</li> </ul> <p><b>Active ingredient 3</b> <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>All staff are to timetable and teach 'word of the day' and use Hexthorpe's 'word of the day' document.</li> <li>All staff are to explicitly teach Tier 2 vocabulary through word of the day and model use of the words.</li> <li>Teachers are to use a mix of taught and encountered vocabulary to extend children's understanding.</li> </ul>	<p><b>Training and development</b></p> <p>Regular training sessions throughout the academic year- sessions &amp; dates TBC, in addition to the sessions in the Summer term of 2019.</p> <p><u>Subject lead training</u> – see separate document</p> <p><u>School Training</u></p> <ul style="list-style-type: none"> <li><b>Autumn Term 2:</b> Teresa Heathcote to work with staff from Y1 to Y6 to go through reading pedagogy and planning. This will be followed up with observations to monitor. (Y6 – 08.11.19, Y2 – 15.11.19, Y5 – 20.11.19, Y3 – 04.12.19, Y1 – 05.12.19, Y4 – 12.12.19, Whole School – 18.12.19)</li> <li><b>Session 1:</b> Staff training to inform, instruct, develop understanding for all class based staff about the teaching and learning of vocabulary. 12<sup>th</sup> November 2019</li> <li><b>Session 2:</b> Staff training for class based staff to inform, instruct and develop understanding around 1:1 reading and process of sending reading books home. 14<sup>th</sup> November 2019</li> <li><b>Spring 1:</b> Revisit vocabulary. Staff to feedback around words of the week. Begin to look at vocabulary rich environments.</li> <li><b>Spring 1:</b> Staff training based on fluency to inform adults what fluency is and how and why we assess fluency.</li> <li><b>Spring 1 &amp; Summer 1</b> – Parent Partnership activities to engage parents with reading, both in and out of school.</li> <li><b>Spring 1, Spring 2, Summer 1 &amp; Summer 2</b> – once every half term – 'Stay &amp; Read' opportunities for parents.</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>National Curriculum</li> <li>Alex Quigley – Vocabulary</li> <li>Progression of skills document</li> <li>Fluency assessments</li> <li>Word of the day templates</li> </ul> <p><b>Monitoring</b></p>	<p><b>Short term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>Staff will teach vocabulary through 'Word of the day' on a daily basis.</li> <li>Staff will send home a range of fiction and non-fiction independent reading books that suit the needs of the children.</li> </ul> <p><b>Reach and Acceptability:</b></p> <ul style="list-style-type: none"> <li>Staff can articulate how and why we teach vocabulary from EYFS – Y6.</li> <li>Staff can justify their choice of vocabulary EYFS – Y6.</li> <li>Staff can articulate and explain how we choose reading books and why reading books are suitable for certain individuals from EYFS – Y6.</li> </ul> <p><b>Medium term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>Teachers will use high quality texts that are pitched appropriately to meet the needs of the children.</li> <li>Teachers will clearly model the different reading strategies when teaching reading.</li> <li>Teachers will select appropriate and challenging Tier 2 words to extend children's vocabulary.</li> <li>Teachers plan reading lessons using a clear structure devised with Teresa Heathcote that meets the needs of the children.</li> </ul> <p><b>Reach and Acceptability:</b></p> <ul style="list-style-type: none"> <li>Staff can explain and justify their choice of text based on the needs of the children. Planning will reflect this.</li> <li>Staff can articulate how to model the different strategies, this will also be evident in observations and planning.</li> <li>Staff can explain the process of how they choose vocabulary and why certain vocabulary has been chosen.</li> </ul> <p><b>Long term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>Teachers will be able to consistently use assessment information and in class</li> </ul>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>Children learn new tier 2 vocabulary every day (Word of the Day)</li> <li>Children will be accessing independent reading books suited specifically to their needs and next steps in their learning.</li> <li>Children will be exposed to high quality children.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Children's reading age will increase due to staff using assessment information to inform planning and next steps.</li> <li>Children's understanding of tier 2 vocabulary will have increased.</li> <li>Children's subject specific vocabulary knowledge will have increased.</li> <li>Children's fluency scores will have increased.</li> <li>Percentage of children reading at home will increase.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Percentage of children working at ARE in Reading across all year groups will have increased, particularly for the end of EYFS, KS1 and KS2.</li> <li>Children will have sound understanding of different content domains and will know how to approach different styled questions.</li> </ul>

<ul style="list-style-type: none"> <li>• Children are not accessing books for their needs to take home for independent reading.</li> <li>• There is low parental engagement in regards to pupils reading at home.</li> <li>• Staff are not consistently using the reward system to promote reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is to be taught across the curriculum and is explicit on curriculum plan documents.</li> <li>• Staff to deepen understanding of encountered vocabulary (in the moment – give definitions and meanings)</li> </ul> <p><b>Active ingredient 4</b> <b>Engagement for reading at home</b></p> <ul style="list-style-type: none"> <li>• Staff are to choose independent reading books to meet the needs of the children including matching the books to pupil’s phonic ability.</li> <li>• Once every half term, parents are encouraged to stay with children at the beginning of the day for 20 minutes for ‘Stay &amp; Read’.</li> <li>• Staff are to consistently use the reward prizes for children with their reading at home.</li> <li>• EYFS, KS1 and KS2 parent partnership to raise the profile of reading in and out of school.</li> <li>• All staff are to track the percentage of children reading at home – subject lead to use this to target year groups and implement reading for pleasure activities.</li> </ul> <p><b>Active Ingredient 5</b> <b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• Subject lead to buy a variety of good quality non-fiction reading books for children to take home.</li> <li>• Subject lead to devise a list of non-fiction books that is suitable for curriculum coverage across each year group.</li> <li>• Subject lead and Teresa Heathcote to devise a list of high quality ARE texts for each year group.</li> </ul> <p><b>Active Ingredient 6</b> <b>Assessment</b></p> <ul style="list-style-type: none"> <li>• KS2 will use NGRT Reading Assessment to assess reading. Staff will then use the reports to identify individual next steps in learning and plan according to this.</li> <li>• Y1 – Y6 staff will use Rising Stars Reading Assessment to assess reading. Staff will unpick individual answers and use this to identify individual next steps in learning and plan according to this.</li> <li>• Assessment lead is to provide teachers with a list of bottom 20% children and their data. Staff are to use this to target these children during whole class, guided and individual reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Teresa Heathcote – observations and learning walks following on from individual year group training</li> <li>• Word of the day – subject lead observations, learning walks and conversations with the children</li> <li>• Suitability of 1:1 reading books chosen – observations of 1:1 reading sessions, book choices, conversations with children and adults</li> </ul>	<p>data to inform their planning and help to close gaps in learning.</p> <ul style="list-style-type: none"> <li>• Parents will be equipped with the right understanding about how to read at home with their child through the parent partnership and Stay &amp; Read.</li> <li>• Pupils throughout the school are exposed to high quality vocabulary all throughout the curriculum.</li> </ul> <p><b>Reach and Acceptability:</b></p> <ul style="list-style-type: none"> <li>• Staff will plan lessons that reflect next steps in learning based on assessment information and will meet the needs of the children.</li> <li>• Parents will be able to explain how and why they read with their children at home.</li> <li>• Staff will consistently plan and deliver taught vocabulary and be confident in addressing encountered vocabulary throughout the curriculum.</li> </ul>	
--	---	--	--	--

- Staff are to use assessment data to identify more able children and use this data to plan and deliver the next steps in their learning.
- EYFS & KS1 are to use RWI bands, RWI assessments and mock phonics testing to assess the children's understanding and identify gaps. The children who show little to no progress will be targeted during whole class, guided and individual reading.

Activity	Cost
<p>Clarity of progression of reading skills</p> <ul style="list-style-type: none"> <li>• Subject lead to write a progression of skills document and share with SLT – including ARE expectations and content domains.</li> <li>• Subject lead training – Alex Quigley Vocab training</li> </ul> <p>School Training</p> <ul style="list-style-type: none"> <li>• Autumn Term 2: Teresa Heathcote to work with staff from Y1 to Y6 to go through reading pedagogy and planning. This will be followed up with observations to monitor. (Y6 – 08.11.19, Y2 – 15.11.19, Y5 – 20.11.19, Y3 – 04.12.19, Y1 – 05.12.19, Y4 – 12.12.19, Whole School – 18.12.19)</li> </ul> <p>Engagement for reading at home</p> <ul style="list-style-type: none"> <li>• Staff are to consistently use the reward prizes for children with their reading at home.</li> <li>• EYFS, KS1 and KS2 parent partnership to raise the profile of reading in and out of school.</li> </ul> <p>Resourcing</p> <ul style="list-style-type: none"> <li>• Subject lead to buy a variety of good quality non-fiction reading books for children to take home.</li> <li>• Subject lead to devise a list of non-fiction books that is suitable for curriculum coverage across each year group.</li> <li>• Subject lead and Teresa Heathcote to devise a list of high quality ARE texts for each year group.</li> </ul>	<p>Teacher costs £4,000  Training costs £600  Resources £1,640</p> <p>Total: £6,240</p>

# F Inclusion Action/Implementation Plan 2019-2020

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>In class provision does not always address the needs for SEN, EAL and disadvantaged children</li> <li>Interventions do not always track progress or celebrate achievements of SEN, EAL and disadvantaged children</li> <li>SEND and PP need more access to a wider curriculum to develop cultural capital</li> </ul> <p><b>Learner behaviours</b></p> <ul style="list-style-type: none"> <li>Cognition and Learning children sometimes become as a result of inappropriate pitch and challenge across the different ability groups.</li> </ul> <p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Whole school teacher assessments in Summer 2 2019, years 1-6 showed SEN children achieving ARE as:  Reading 12% Writing 8% Maths 14%</li> <li>PP children achieving ARE as:  Reading 36% Writing 30% Maths 37%</li> <li>KS2 SATS 2018 for SEND was 13% reading 25% writing and 13% maths.</li> <li>KS2 SATS 2018 for PP was 29% reading 56% writing and 32% maths.</li> <li>KS2 SATS 2018 for EAL was 29% reading 36% writing and 43% maths.</li> </ul>	<p><b>Active ingredient 1</b> (In class provision)</p> <p>Develop consistency in scaffolding for groups of learners within the classroom for cognition and learning. (SEN toolkit for all KS2 classes)</p> <p>Developing a clear strategy for SEMH children across school.</p> <p><b>Active ingredient 2</b> (Changing mind sets)</p> <p>Arrange whole school visitors modelling positive role models for SEND and EAL</p> <p>Track opportunities within the PSHE curriculum to teach and celebrate differences.</p> <p><b>Active ingredient 3</b> (TA knowledge - reading)</p> <p>Develop consistency across school for 1:1 readers</p> <p>Meet regularly with TA's to share good practise and develop use of scaffolds within class.</p> <p><b>Active ingredient 4</b> (Tracking and Intervention)</p> <p>Use intervention tracking documents for all interventions and review regularly for impact. Monitor SEMH impact through Thrive and CPOMS and respond quickly and flexibly.</p> <p><b>Active ingredient 5</b> <b>(Wider opportunities)</b></p> <p>Breakfast club will strategically target SEND and PP children</p> <p>Lunchtime clubs will be developed to offer wider curriculum opportunities</p> <p>After school clubs will be expanded to reach more SEND and PP children.</p> <p>Astrea promise will include all SEND and PP children.</p> <p>All year 4 children will access swimming and year 5 children will access a brass instrument. Spanish will be taught to children years 3 – 6,</p>	<p><b>Training</b></p> <p>Astrea and Doncaster LA networking events attended termly by SENDCO.</p> <p>KS2 TA specific meetings to share good practise and drip feed scaffolding for cognition and learning children.</p> <p>Staff training in Autumn term on behaviour plans, 5 point scales and when and then.</p> <p>Reading fluency training for TA's in Autumn 2.</p> <p>Spring 1 SEN staff meeting – all staff.</p> <p><b>Educational materials</b></p> <p>SEN resources for each class.</p> <p><b>Monitoring</b></p> <p>Monitoring schedule to support with specific interventions. Focus on reading fluency and arithmetic for PP children and phonics, IDL and precision teaching for SEND children.</p> <p>SEND and PP compliance review with Naomi Reed 16<sup>th</sup> October 2019.</p> <p>4<sup>th</sup> December SEN review</p> <p>Wider opportunities for SEND and PP children will be monitored on a termly basis.</p> <p><b>Coaching</b></p> <p>More experienced TA's and teachers to support TA's with identified need</p> <p>SENDCO working alongside staff in years 1,3,4 and 5.</p>	<p><b>Short term</b></p> <p><b>Fidelity:</b></p> <p>All interventions will have a baseline and attendance measured.</p> <p><b>Reach:</b></p> <p>Autumn term: SEND children across school, mapped on provision map.</p> <p><b>Medium term</b></p> <p><b>Fidelity:</b></p> <p>Interventions will be showing positive impact for SEND and PP children.</p> <p><b>Reach:</b></p> <p>Summer term: SEND and pupil premium children across school, mapped on provision map.</p> <p><b>Long term</b></p> <p>Intervention tracking will be embedded for all SEND and PP children across school and TA's will be confident in analysing and responding to needs.</p> <p><b>Fidelity:</b></p> <p>All staff can talk confidently about the progress SEND and PP children have made using the intervention tracking system.</p>	<p><b>Short term</b></p> <p>Accelerated progress for groups of learners in reading and maths evidenced through intervention tracking.</p> <p>Increased pupil engagement of SEMH children in class.</p> <p>40% of SEND and PP children will access a wider curriculum activity.</p> <p><b>Medium term</b></p> <p>Increased levels of progress for PP and SEND children evidenced through in school assessment data.</p> <p>60% of SEND and PP children will access a wider curriculum activity</p> <p><b>Long term</b></p> <p>To reduce the gap between PP and SEND children and non PP and SEND children achieving ARE at KS2.</p> <p>The gap between the number of behaviour incidents for SEMH children and none SEMH children is smaller in the summer 2 than Autumn term.</p> <p>800% of SEND and PP children will access a wider curriculum activity</p>

Activity	Cost
<p>Astrea and Doncaster LA networking events attended termly by SENDCO.  SENDCO to monitor interventions and assess impact half termly.  KS2 TA specific meetings to share good practise and drip feed scaffolding for cognition and learning children.  Staff training in Autumn term on behaviour plans, 5 point scales and when and then.  Reading fluency training for TA's in Autumn 2.  Spring 1 SEN staff meeting – all staff.  Intervention timetable (Provision Map)  SEN resources for each class.  Breakfast club will strategically target SEND and PP children  Lunchtime clubs will be developed to offer wider curriculum opportunities  After school clubs will be expanded to reach more SEND and PP children.  Astrea promise will include all SEND and PP children.  All year 4 children will access swimming and year 5 children will access a brass instrument.  Spanish will be taught to children years 3 – 6.  School Uniform Purchased</p>	<p>Interventions  SLT staffing costs £4,000  TA cost £3,900  Training costs £500</p> <p>Total: £8,400</p> <p>Wider Opportunities  SLT staffing costs £1,000  Pastoral staff costs £5,000  Wider opportunities  Spanish £13,500, Music £22,725, Cojo £645, Visits £4,500  School uniform £5,000</p> <p>Total: £52,370</p>

**G**

**Attendance Implementation Plan 2019-2020**

Problem	Intervention description (What are the active ingredients?)	Implementation activities	Implementation outcomes	Pupil outcomes
<ul style="list-style-type: none"> <li>A minority of parents continue to keep their children at home when they could attend school.</li> <li>Whole school attendance is below the national target of 96.0%.</li> <li>The attendance dropped from 96% to 94.8% (for children currently on role) a difference of 1.2% during the last 2 weeks of term – <i>due to families returning to home country.</i></li> <li>The number of holidays taken in term time is having a significant impact on whole school attendance, in particularly the final two weeks of the Summer term.</li> <li>Academy PA is high for pupils ever on role. Families move area or return to home country once they are in the enforcement stage of the attendance policy.</li> <li>The number of exclusion in 2018-19 had a negative impact on whole school attendance. To reduce exclusion from 8.6% to be line with national averages @1.2%)</li> <li>The attendance gap between EAL pupils compared to non EAL, in particular Gypsy/Roma/Slovak/Czech/Romanian pupils is notably greater.</li> <li>A significant number of children do not return to school on the first day of the academic year following the summer holiday. This leads to unwanted school days lost and high PA for these children.</li> <li>Some children do not always have the right/any clothes or shoes to be able to attend school. The families are unable to afford school meals or packed lunches.</li> <li>Nursery attendance is significantly below whole school (including nursery) by 3.5% and whole school (excluding nursery) by 3.6%.</li> </ul>	<p><b>Active ingredient 1</b> <u>Increasing awareness with parents and pupils around good school attendance.</u></p> <ul style="list-style-type: none"> <li>Home visits to be completed by two members of the school team within a timely manner. Staff to leave the academy no later than 9.20am and encourage positive school attendance.</li> <li>Class attendance to be shared with pupil’s in class. Astrea tree to be updated weekly and displayed in each classroom for pupils and parents to see. Teachers to promote attendance in class.</li> <li>All staff to promote the attendance prize draw each half term, encouraging children to attend school every day.</li> <li>To develop a working party of key stakeholders: staff, pupils and parents to look to how to raise awareness of good school attendance → identify, then implement a range of strategies to support parents to get their children to school and address the attendance of key identified groups.</li> <li>The admin team to support parents download the Astrea Parenting app to further increase communication around attendance.</li> <li>Pupil voice to be completed and children to be identified who do not like coming to school, actions to be implemented by staff. (link to stakeholder group)</li> </ul> <p><b>Active ingredient 2</b> <u>Persistent Absenteeism</u></p> <ul style="list-style-type: none"> <li>Attendance lead (supported by relevant staff) to contact the families who did not return on the first day after the summer break to find out the reasons why.</li> </ul> <p><b>Active ingredient 3</b> <u>Family Support including for Super Deprived Families</u></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Home visit policy to be shared and emailed to all staff. September 2019</li> <li>All pastoral and admin to do shared home visits so that the messages given to families are clear and consistent. September 2019</li> <li>KGa to attend the Astrea Attendance Network meetings to network and share good practice within the Trust. Autumn 2019 and throughout the year</li> <li>All staff to be able to promote the Astrea Parenting app. Autumn 2019</li> <li>Admin staff to promote the use of the Astrea Parenting App on the parents’ evening 6<sup>th</sup> and 7<sup>th</sup> November 2019 and support parents to put the app on their phones throughout the year.</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>To use the tracker weekly to identifying pupils with falling attendance and to implement the next step following policy. Every Friday</li> <li>Establishing when a child has a decrease in attendance, all staff to take responsibility and action appropriately in line with policy. KGa to monitor and hold staff to account.</li> <li>All registers to be completed by 8.50am by the adult leading the learning. Registers not completed accurately to be challenged by KGa as DSL. Daily</li> <li>Attendance tracker to be sent out to all staff each week for pupils to be identified, actions put in place, patterns, and vulnerable pupils. All staff to take responsibility for promoting pupil attendance. Every Friday</li> <li>CMEs are reported on the 10<sup>th</sup> day and tracked to the 20<sup>th</sup> day.</li> <li>KGa to contact Welfare Services on the 20<sup>th</sup> day to gain permission to take the pupil off role.</li> <li>To record the number of days lost due to pupils not returning following a</li> </ul>	<p><b>Short term</b></p> <p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>All staff can articulate the attendance policy and know the expectations of their role in improving whole school and individual pupil attendance.</li> <li>All staff can articulate the children identified in the attendance tracker, who they have responsibility for, who are at risk of becoming a PA.</li> <li>All teaching staff to have a conversation around attendance at parents evening with parents/carers and pupils around the importance of attending school daily.</li> <li>SLT have a clear understanding of which pupils are PA/ at risk of becoming a PA.</li> </ul> <p><b>Acceptability:</b></p> <ul style="list-style-type: none"> <li>Staff have regular conversations about the identified children from the trackers attendance with child and parent.</li> <li>Key identified families to be supported by the Local Solutions Group to ensure the families have the resources to be able to meet the children’s needs so that they are able to attend school.</li> <li>KGa and identified staff to have completed case studies on the identified families that did not arrive back to school on the first day back. KGa and IT to look at solutions moving forward. (Implementation)</li> <li>FPN’s to be submitted for pupils who took holidays in term time during the last half term of last academic year and during the first half term of this academic year.</li> </ul> <p><b>Range:</b></p> <ul style="list-style-type: none"> <li>All pupils from FS1 to Y6.</li> <li>All parents and carers of pupil in F1 to Y6</li> </ul> <p><b>Medium term</b></p>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>To ensure all CMEs are reported and tracked for the pupils who have not returned after the summer break.</li> <li>For parents and children to know that children need to attend every day unless ill.</li> <li>For the number of children in the attendance draw to increase by up to 10 children each term.</li> <li>Any child under the age of 5 who is a PA in the first half term to meet with staff.</li> </ul> <p><b>Medium term and Long term</b></p> <ul style="list-style-type: none"> <li>To reduce exclusion from 8.6% to be line with national averages @1.2% - see behaviour and attitudes plan.</li> <li>Whole school attendance to be in line with national or better.</li> <li>To reduce the number of holidays taken in term time.</li> <li>To close the gap between EAL and non EAL PA and attendance.</li> <li>To reduce whole school PA from 23% to 8.2% (national).</li> </ul>

	<ul style="list-style-type: none"> <li>Identify the families who have contributing factors linked to poor school attendance.</li> <li>Look at the context of the family and identify key support/interventions for individual pupils/families. Consider referrals to outside agencies including school nurse, stronger families, social care, dentist, Local Solutions Group.</li> <li>Continue with the breakfast club to provide a free healthy start to the school day.</li> <li>Analyse impact of pupils who attend breakfast club using teacher voice and pupil's voice compared to the pupils who do not attend breakfast club.</li> <li>Analyse pupil voice and PA children to target for breakfast club.</li> <li>Business Manager and Pastoral Lead to identify funding streams to support families so that factors identified through the stakeholder group are addressed.</li> <li>Promote the clothes and food bank so that families have the resources for the pupils to attend, e.g. shoes, coats etc.</li> </ul> <p><b>Active ingredient</b> <b>Fixed Term Exclusions</b></p> <ul style="list-style-type: none"> <li>Reduce the number of fixed term exclusions- refer to behaviour plan.</li> </ul>	<p>school break. September 2019 following the Summer break</p> <ul style="list-style-type: none"> <li>To use social media to promote school attendance.</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>To develop a working party of key stakeholders: staff, pupils and parents to look to how to raise awareness of good school attendance → identify then implement a range of strategies to support parents to get their children to school and address the attendance of key identified groups.</li> </ul>	<p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>All staff take responsibility and can articulate confidently the pupils, in their care, who are at risk of becoming a PA and can address concerns with parents and pupils.</li> </ul> <p><b>Long term Fidelity:</b></p> <ul style="list-style-type: none"> <li>All staff can confidently articulate and apply a range of strategies to support children who are at risk of non-attendance.</li> </ul> <p><b>Feasibility and Acceptability:</b></p> <ul style="list-style-type: none"> <li>All pupils are identified through the tracking systems and other school intelligence, who are at risk of becoming a PA and a range of interventions are in place either with the pupil or family to support the pupil's attendance.</li> </ul>	
--	---	---	---	--

<b>Activity</b>	<b>Cost</b>
<p>Home visits to be completed by two members of the school team within a timely manner. Staff to leave the academy no later than 9.20am and encourage positive school attendance</p> <p>All staff to promote the attendance prize draw each half term, encouraging children to attend school every day. The admin team to support parents download the Astrea Parenting app to further increase communication around attendance.</p> <p>Pupil voice to be completed and children to be identified who do not like coming to school, actions to be implemented by staff. (link to stakeholder group)</p> <p>Attendance lead (supported by relevant staff) to contact the families who did not return on the first day after the summer break to find out the reasons why.</p> <ul style="list-style-type: none"> <li>Attendance tracker to be sent out to all staff each week for pupils to be identified, actions put in place, patterns, and vulnerable pupils. All staff to take responsibility for promoting pupil attendance. Every Friday</li> <li>KGa to attend the Astrea Attendance Network meetings to network and share good practice within the Trust. Autumn 2019</li> <li>a free healthy start to the school day.</li> <li>Business Manager and Pastoral Lead to identify funding streams to support families so that factors identified through the stakeholder group are addressed.</li> </ul> <p>Promote the clothes and food bank so that families have the resources for the pupils to attend, e.g. shoes, coats etc.</p>	<p>SLT staffing costs £1,000 Pastoral staff costs £15,000 Resources Fairshare £550, Attendance Prizes £2,000 Wider opportunities £200</p> <p>Total: £18,750</p>



<b>H Behaviour and Attitudes Implementation Plan 2019-2020</b>				
<b>Problem</b>	<b>Intervention description (What are the active ingredients?)</b>	<b>Implementation activities</b>	<b>Implementation outcomes</b>	<b>Pupil outcomes</b>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Not all staff consistently follow and implement the academy behaviour policy, there are inconsistencies between language and approach.</li> <li>Not all 1:1/group Thrive activities undertaken match the plan created to meet the children's SEMH needs.</li> <li>Not all staff deliver weekly whole class Thrive sessions.</li> </ul> <p><b>Learner Behaviours</b></p> <ul style="list-style-type: none"> <li>Pupil voice in April 2019 indicates that pupils generally feel safe and they know how to report bullying. However, despite improvements in behaviour, some bullying continues.</li> <li>Pupils' attitudes to learning can vary from class to class. One aspect is around staff expectation and the second aspect is around appropriate pitch.</li> <li>Pupil behaviour at break and lunchtimes can be unsafe. Adults do not always have high enough expectations of behaviour when pupils are outside.</li> <li>Fixed term exclusion rate for the last academic year was 8.28%, which is 6.88% above national.</li> <li>Pupils excluded were predominantly boys with SEMH and in KS2.</li> </ul>	<p><b>Active ingredient 1 Thrive</b></p> <ul style="list-style-type: none"> <li>Whole class Thrive plan to be used to plan learning that is well matched to pupils' stages of development and is sufficiently challenging.</li> <li>Whole class Thrive to be timetabled one a week and KGa, RV and DH to ensure that the activity matches the Thrive plan created.</li> <li>1:1 thrive plans to be reviewed and teachers to ensure that the support staff member is matching the activities to the thrive plan. KGa, RV and DH to monitor the plans and activities match.</li> </ul> <p><b>Active ingredient 2 Mental Health</b></p> <ul style="list-style-type: none"> <li>Triangulate CPOMS, Thrive and observations to identify children to be assessed and targeted by the Evolve, Trust Mentor and Trailblazer projects in school to support mental.</li> <li>Children identified with SEMH to have specific plans.</li> </ul> <p><b>Active ingredient 3 Community Support</b></p> <ul style="list-style-type: none"> <li>KGa (identified staff) to take cases to the Local Solution Group to support children and their families access to additional services. Key focus on contextual safeguarding.</li> </ul> <p><b>Active ingredient 4 Break and Lunchtime</b></p> <ul style="list-style-type: none"> <li>Daily lunchtime clubs for KS2 pupils- SW lead.</li> <li>Evolve project to target specific pupils over lunchtime twice a week. KGa to liaise with Evolve worker weekly. Updates to be added onto CPOMS.</li> <li>School to purchase additional equipment for pupils to use over lunchtime to encourage social play and reduce boredom.</li> <li>Chances project, Paul Fitzpatrick to work with identified Year 5 and 6 children</li> </ul>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>Whole staff training in the autumn term to be specifically delivered to all staff around behaviour plans, 5 point scales and when and then. (adding to the staff toolkit to improve and have consistent behaviour management) 14<sup>th</sup> October 2019</li> <li>Identify and provide bespoke training for staff around classroom management.</li> <li>KGa to attend the Astrea Behaviour Network 11<sup>th</sup> October 2019, 14<sup>th</sup> February 2020.</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>KGa Rv to write and implement a strategic monitoring plan for behaviour.</li> <li>RV/KGa to complete learning walks to ensure that the whole class thrive sessions match the thrive plan created. November 2019</li> <li>RV/KGa to actively monitor 1:1/small group thrive sessions to ensure that the activity and plan are meeting the child's current needs. November 2019</li> <li>CPOMS monitoring on specific categories, specifically outdoor behaviours and bullying. Daily</li> <li>Continue to use bespoke tracking systems to monitor the use of the behaviour policy. SLT to challenge the inconsistent use of the system with staff member and support with additional training if necessary.</li> <li>During learning walks staff to look at pupil engagement and attitudes towards their learning.</li> <li>Low level behaviours to be recorded on SIMs from 1<sup>st</sup> December to give all staff a clearer picture of behaviours within the classroom and targeted next steps to be identified.</li> </ul> <p><b>Coaching</b></p>	<p><b>Short term Fidelity:</b></p> <ul style="list-style-type: none"> <li>All staff can articulate the positive behaviour policy and know the expectations of their role in creating an environment for positive learning within the classroom.</li> <li>All staff can articulate a range of strategies to support children with SEMH needs and implement these to support the pupil's well-being.</li> <li>All staff can articulate the children identified in the pupil voice questionnaire, in their care, with negative responses and have a clear action plan to support them feel positive.</li> </ul> <p><b>Reach and Acceptability</b></p> <ul style="list-style-type: none"> <li>All pupils FS1 – Y6 to have been included in a whole class Thrive assessment and key children identified for additional intervention.</li> <li>All pupils FS1 – Y6 to have completed a pupil voice questionnaire.</li> <li>Key identified KS2 boys with SEMH to have additional intervention through Evolve, Trailblazer and Trust Mentor projects.</li> <li>All pupils on the SEN register for SEMH accessing Thrive intervention which meets their SEMH needs.</li> </ul> <p><b>Medium term Fidelity:</b></p> <ul style="list-style-type: none"> <li>All staff can talk confidently and apply the positive behaviour policy and used it to create a positive environment for learning within the classroom.</li> </ul> <p><b>Acceptability:</b></p> <ul style="list-style-type: none"> <li>All staff can talk confidently about the key identified children in their class and the needs of the individuals who access 1:1 Thrive sessions, Evolve, Trailblazer and Trust Mentor support.</li> </ul> <p><b>Long term</b></p>	<p><b>Short term</b></p> <ul style="list-style-type: none"> <li>All children to receive their Bronze Dojo award by December 2019.</li> <li>All children to have been included in a Thrive assessment by Oct 2019 and access a weekly Thrive session.</li> <li>All children to have completed a pupil voice questionnaire no later than October 2019. The teacher to create an action plan which identifies and targets pupils with negative answers. Staff then to support the identified pupils to enable them to have a more positive outlook on school life.</li> <li>For all Evolve assessments to be completed and identified pupils to be accessing weekly mental health support.</li> <li>All pupils identified with an SEMH need to have an up to date Thrive plan completed by October 2019 and allocated 1:1 time once a week with a teaching assistant.</li> </ul> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>For all children to receive their Silver Dojo award by March 2020 and 75% to have received Gold by May 2020.</li> <li>Pupil voice to show an increase in pupils who have a positive outlook on school life.</li> <li>Evolve assessments to be reviewed and SLT to look at the impact and action of the Evolve intervention.</li> <li>CPOMS analysis to indicate a decrease in bullying incidents in each term.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>To reduce exclusion from 8.6% to be line with national averages @1.2%</li> <li>To reduce the number of bullying incidents in school over the academic year.</li> <li>For all whole class Thrive assessments to be reviewed all pupils to have made a positive thrive percentage increase within the age appropriate Thrive strand at each data collection point. Children</li> </ul>

	<p>over a Tuesday lunchtime to look at a Leaders project. KGa to liaise with Paul Fitzpatrick.</p> <ul style="list-style-type: none"> <li>• Children to contribute to the wider life of the academy through development of pupil roles.</li> <li>• Year 6 staff to provide a daily drop in over lunch for year 6 pupils.</li> <li>• To improve the recording system for low level behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Jason Bangbala to complete a behaviour walk – focus on particular staff/pupils 4th February 2020</li> <li>• Use IRIS in identified classrooms to support self-reflection and coaching. Autumn Term 2019</li> </ul>	<p><b>Fidelity:</b></p> <ul style="list-style-type: none"> <li>• All staff can confidently apply a range of strategies to support children with SEMH needs and implement these to support the pupil's well-being.</li> </ul> <p><b>Feasibility and Acceptability:</b></p> <ul style="list-style-type: none"> <li>• All pupils SEMH needs are identified through assessments/tracking systems and interventions to support the pupil's development.</li> <li>• Staff take responsibility and are held accountable for the implementation of the behaviour policy by one another to support consistency. (in a supportive and helpful way)</li> </ul>	<p>on the SEMH register to have made positive progress towards there age appropriate Thrive strand.</p> <ul style="list-style-type: none"> <li>• Evolve assessments to be completed by the identified pupils. Pupils to have improved mental health.</li> <li>• CPOMS analysis to indicate a decrease in bullying incidents.</li> <li>• To reduce exclusion from 8.6% to be line with national averages @1.2%</li> </ul>
<b>Activity</b>		<b>Cost</b>		
<ul style="list-style-type: none"> <li>• Thrive Practitioner licences and training</li> <li>• Whole staff training in the autumn term to be specifically delivered to all staff around behaviour plans, 5 point scales and when and then. (adding to the staff toolkit to improve and have consistent behaviour management) 14th October 2019</li> <li>• KGa to attend the Astrea Behaviour Network 11th October 2019, 14th February 2020.</li> <li>• Jason Bangbala to complete a behaviour walk – focus on particular staff/pupils 4th February 2020</li> </ul> <p>Break and Lunchtime</p> <ul style="list-style-type: none"> <li>• Daily lunchtime clubs for KS2 pupils- SW lead.</li> <li>• Evolve project to target specific pupils over lunchtime twice a week. KGa to liaise with Evolve worker weekly. Updates to be added onto CPOMS.</li> <li>• School to purchase additional equipment for pupils to use over lunchtime to encourage social play and reduce boredom.</li> <li>• Chances project, Paul Fitzpatrick to work with identified Year 5 and 6 children over a Tuesday lunchtime to look at a Leaders project. KGa to liaise with Paul Fitzpatrick.</li> </ul>		<p>SLT staffing costs £3,000  Training costs £5,000  Resources £1,000</p> <p>Total: £9,000</p>		

Review of Expenditure				
Previous Academic Year				
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

--	--	--	--	--

**Additional Information**

--