

Pupil premium strategy outcome statement for St Andrew's CE Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | St Andrew's CE Primary |
| Number of pupils in school | 441 |
| Proportion (%) of pupil premium eligible pupils | 45% (199/441) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 Year |
| Date this statement was published | Sept 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Lisa Thompson |
| Pupil premium lead | Janine Wright/Lisa Thompson |
| Governor / Trustee lead | Deborah Castle |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £271, 460.00 |
| Recovery premium funding allocation this academic year | £23, 925.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £295, 385.00 |

Part A: Pupil premium strategy plan

Statement of intent

St Andrew's – A Good Samaritan School – making a difference so all can flourish

With Faith Hope and Love we can achieve greater things.

At St Andrew's it is our intention to develop all our pupils into life-long learners with a thirst for knowledge. We have high expectations of all pupils and high aspirations for them. This desire is regardless of background, gender ethnicity or faith. Many of our pupils, disadvantaged (45%) or not have many barriers to their learning and through focusing on and prioritising quality first teaching, alongside increasing their capacity to learn through supporting their SEMH needs, we set out to help and support them in overcoming these barriers and achieve in line with their peers and to reach their full potential. This enables all pupils to live out our school, vision of being A Good Samaritan School (Luke Ch 10 v 25-37) – making a difference so all can flourish.

Our PP Strategy is strongly informed by EEF Research and evidence based practice and has the three tiered approach of high quality teaching, targeted academic support and wider strategies (which for us focuses very specifically on helping pupils overcome SEMH barriers so that they are in a position to learn and supporting the wider family at its heart).

Our strategy plan has a one-year approach, mainly due to the high mobility our school faces which therefore requires us to address very changing cohort specific needs in order to deliver our intention. It also is very specific in outlining intended outcomes so that teaching can be targeted towards specific children and their individual need.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | For pupils to achieve the required standard in phonics in line with national and non PP. EAL impact on phonics outcomes as does poor general vocabulary knowledge. Parents ability to support is also limited (Linked to SIP Priority 1) |
| 2 | Attainment and progress of all boys in Reading, Writing and Maths in order to diminish the attainment gap. Influenced by limited life experiences/cultural capital/general knowledge, poor language skills and % of EAL pp pupils. (Linked to SIP Priority 3) |
| 3 | Achievement gap between PP and Non PP pupils in school. (Linked to SIP Priority 3) |
| 4 | Challenge for all, especially more able, so that more PP pupils are high achievers (Linked to SIP Priority 3) |
| 5 | Poor home learning environments/experiences, inc access to electronic devices & the internet and enrichment activities |
| 6 | Significant economic/social/emotional deprivation |
| 7 | Low attendance for some PP pupils |
| 8 | Pupils with children's services involvement |
| 9 | High Mobility |

Intended outcomes

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

| Intended outcome | Success criteria | | | | | | |
|---|--|--|--|---------------------|---|--------------------|--|
| <p>Challenge 1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p> | <p>Year 1 phonics outcomes to be 75%+ (2021 73% (65% disadvantaged compared with 75% National ALL Other))</p> <table border="1" data-bbox="1016 480 1942 738"> <thead> <tr> <th data-bbox="1016 480 1303 552">Year</th> <th data-bbox="1303 480 1592 552">Baseline % PP pupils at ARE in Reading</th> <th data-bbox="1592 480 1942 552">Aspirational Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="1016 552 1303 738">1</td> <td data-bbox="1303 552 1592 738">57% (17/30 pupils)</td> <td data-bbox="1592 552 1942 738"> <p>77% (23 pupils)</p> <p>89% (26/29 pupils) Non PP 88% (22/25 pupils) School All 87%</p> </td> </tr> </tbody> </table> | Year | Baseline % PP pupils at ARE in Reading | Aspirational Target | 1 | 57% (17/30 pupils) | <p>77% (23 pupils)</p> <p>89% (26/29 pupils) Non PP 88% (22/25 pupils) School All 87%</p> |
| Year | Baseline % PP pupils at ARE in Reading | Aspirational Target | | | | | |
| 1 | 57% (17/30 pupils) | <p>77% (23 pupils)</p> <p>89% (26/29 pupils) Non PP 88% (22/25 pupils) School All 87%</p> | | | | | |

| Milestones | | | | | | |
|------------|--|---|--------|--|---|--|
| Autumn | | | Spring | | | Summer |
| Year | Baseline % PP pupils at ARE in Reading | AutumnTarget (Actual) | Year | Baseline % PP pupils at ARE in Reading | Spring Target | <p>Attainment raised in phonics – surpassing internal school targets. Pupils achieved in line with non PP internally and exceeded National Attainment</p> <p>Target Achieved</p> |
| 1 | 57% (17 pupils) | 64% (19 pupils) (52% (15 pupils)) | 1 | 57% (17 pupils) | 71% (21 pupils) 55% (17 pupils) | |

Challenge 2: To raise the attainment of boys in the following year groups: 1, 2, 4, and 5 from baseline of Autumn 22

| Class | Reading | Reading | Writing | Writing | Maths | Maths |
|-------|---------------------------|---|---------------------------|--|---------------------------|--|
| | Baseline % PP boys at ARE | Aspirational Target | Baseline % PP boys at ARE | Aspirational Target | Baseline % PP boys at ARE | Aspirational Target |
| 1 | 63% (15 pupils) | 79% (19 pupils) 65% - 15/23) | 54% (13 pupils) | 75% (18 pupils) 61% - 14/23) | 54% (13 pupils) | 71% (17 pupils) 61% - 14/23) |
| 2 | 55% (6 pupils) | 82% (9 pupils) 50% (6 pupils) | 55% (6 pupils) | 73% (8 pupils) 50% (6 pupils) | | |
| 4 | 44% (7 pupils) | 56% (9 pupils) 44% (7 pupils) | 44% (7 pupils) | 56% (9 pupils) 38% (6 pupils) | 50% (8 pupils) | 69% (11 pupils) 63% (10 pupils) |
| 5 | 33% (5 pupil) | 67% (10 pupils) 27% (4 pupils) | 33% (5 pupil) | 60% (9 pupils) 20% (3 pupils) | 40% (6 pupil) | 53% (8 pupils) 47% (7 pupils) |

Milestones

Autumn

| Class | Reading | Reading | Writing | Writing | Maths | Maths |
|-------|---------------------------|---|---------------------------|---|---------------------------|---|
| | Baseline % PP boys at ARE | Aspirational Target (Actual) | Baseline % PP boys at ARE | Aspirational Target (Actual) | Baseline % PP boys at ARE | Aspirational Target (Actual) |
| 1 | 63% (15 pupils) | 68% (16 pupils) (58% - 14 pupils) | 54% (13 pupils) | 61% (15 pupils) (58% - 14 pupils) | 54% (13 pupils) | 58% (14 pupils) (58% - 14 pupils) |
| 2 | 55% (6 pupils) | 64% (7 pupils) (45% - 5 pupils) | 55% (6 pupils) | 61% (7 pupils) (45% - 5 pupils) | | |
| 4 | 44% (7 pupils) | 48% (8 pupils) (44% - 7 pupils) | 44% (7 pupils) | 48% (8 pupils) (44% - 7 pupils) | 48% (8 pupils) | 56% (9 pupils) (56% - 9 pupils) |
| 5 | 33% (5 pupil) | 44% (7 pupils) (38% - 6 pupils) | 33% (5 pupil) | 42% (6 pupils) (38% - 6 pupils) | 29% (4 pupil) | 44% (7 pupils) (31% - 5 pupil) |

Spring

| Class | Reading | Reading | Writing | Writing | Maths | Maths |
|-------|---------------------------|---|---------------------------|---|---------------------------|---|
| | Baseline % PP boys at ARE | Aspirational Target | Baseline % PP boys at ARE | Aspirational Target | Baseline % PP boys at ARE | Aspirational Target |
| 1 | 63% (15 pupils) | 74% (18 pupils) (58% - 14 pupils) | 54% (13 pupils) | 68% (16 pupils) (50% - 12 pupils) | 54% (13 pupils) | 66% (16 pupils) (58% - 14 pupils) |
| 2 | 55% (6 pupils) | 71% (8 pupils) (42% - 5 pupils) | 55% (6 pupils) | 67% (8 pupils) (42% - 5 pupils) | | |
| 4 | 44% (7 pupils) | 54% (9 pupils) (43% - 7 pupils) | 44% (7 pupils) | 56% (9 pupils) (43% - 7 pupils) | 50% (8 pupils) | 63% (10 pupils) (56% - 9 pupils) |
| 5 | 33% (5 pupil) | 56% (8 pupils) 20% (3 pupils) | 33% (5 pupil) | 51% (8 pupils) 20% (3 pupils) | 40% (6 pupil) | 49% (7 pupils) 33% (5 pupils) |

Summer

Y1 Raised attainment in RWM from baseline –
Y2 Attainment not raised
Y4 Raised attainment in maths
Y5 Raised attainment in maths

Out of 11 areas targeted
5 were achieved
45% increase

Target partially achieved

Challenge 3: To narrow the gap between PP and Non PP in Y3 – Reading & Maths, Y5 – Reading Writing & Maths.

| Year Group | Reading Baseline & (Target)% | Writing Baseline & (Target) % | Maths Baseline & (Target) % |
|------------|------------------------------|-------------------------------|-----------------------------|
| Year 3 | 11% (< 5%) 9% | | 15% (< 8%) 8% |
| Year 5 | 26% (< 9 %) 8% | 19% (< 6%) 19% | 26% (< 9%) +2% |

Milestones

Autumn

| Year Group | Reading Baseline & (Target) % | Writing Baseline &(Target) % | Maths Baseline &(Target) % |
|------------|-------------------------------|------------------------------|----------------------------|
| Year 3 | 11% (< 9%) 18% | | 15% (< 13%) 18% |
| Year 5 | 26% (< 17 %) 7% | 19% (< 13 %) 11% | 26% (< 17 %) 19% |

Spring

| Year Group | Reading Baseline & (Target) % | Writing Baseline &(Target) % | Maths Baseline &(Target) % |
|------------|-------------------------------|------------------------------|----------------------------|
| Year 3 | 11% (< 7%) 7% | | 15% (< 11%) 12% |
| Year5 | 26% (< 12 %) 8% | 19% (< 10%) 17% | 26% (< 9 %) 5% |

Summer

Y3

Reading Gap narrowed
Maths Gap narrowed – aspirational target met

Y5

Reading Gap narrowed - aspirational target met
Writing Gap remained the same
Maths Gap narrowed & PP ahead of non PP - aspirational target met

Gap narrowed in 4/5 areas
PP exceeding non PP in 1 area
Gap sustained in 1 area

Overall Target achieved

Challenge 4: To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in Reading, Writing & Maths

| Year | Baseline % PP pupils at GD (no of pupils) | | | Aspirational Target (no of pupils) | | |
|------|--|--------|--------|---------------------------------------|------------------|------------------|
| | R | W | M | R | W | M |
| 1 | | | | 11 (3) 7 (2) | 7 (2) 10 (3) | 7 (2) 14 (4) |
| 2 | 13 (3) | 9 (2) | 9 (2) | 21 (5) 13 (3) | 17 (4) 0 | 17 (4) 13 (3) |
| 3 | 11 (3) | 11 (3) | 14 (4) | 17 (5) 17 (5) | 17 (5) 13 (4) | 20 (6) 17 (5) |
| 4 | 9 (2) | 14 (3) | 9 (2) | 17 (4) 8 (2) | 21 (4) 12 (3) | 17 (4) 15 (4) |
| 5 | 7 (2) | 10 (3) | 13 (4) | 17 (6) 3 (1) | 15 (5) 0 | 18 (6) 6 (2) |
| 6 | 14 (6) | 14 (6) | 14 (6) | 19 (8) 14 (6) | 19 (8) 7 (3) | 17 (7) 12 (5) |

Milestones

Autumn

Spring

Summer

| Year | Baseline % PP boys at ARE | | | Autumn Target | | |
|------|---------------------------|--------|--------|------------------|------------------|------------------|
| | R | W | M | R | W | M |
| 1 | | | | 3 (1) 11 (3) | 3 (1) 7 (2) | 3 (1) 7 (2) |
| 2 | 17 (4) | 13 (3) | 13 (3) | 17 (4) 4 (1) | 9 (2) 0 | 13 (3) 9 (2) |
| 3 | 11 (3) | 11 (3) | 14 (4) | 11 (3) 11 (3) | 11 (3) 11 (3) | 14 (4) 14 (4) |
| 4 | 9 (2) | 14 (3) | 9 (2) | 9 (2) 9 (2) | 14 (3) 9 (2) | 9 (2) 14 (3) |
| 5 | 7 (2) | 10 (3) | 13 (4) | 9 (3) 3 (1) | 10 (3) 0 | 13 (4) 6 (2) |

| Year | Baseline % PP boys at ARE | | | Spring Target | | |
|------|---------------------------|--------|--------|------------------|------------------|------------------|
| | R | W | M | R | W | M |
| 1 | | | | 7 (2) 6 (2) | 3 (1) 6 (2) | 3 (1) 10 (3) |
| 2 | 13 (3) | 9 (2) | 9 (2) | 17 (4) 13 (3) | 13 (3) 0 | 13 (3) 13 (3) |
| 3 | 11 (3) | 11 (3) | 14 (4) | 13 (4) 14 (4) | 13 (4) 14 (4) | 17 (5) 17 (5) |
| 4 | 9 (2) | 14 (3) | 9 (2) | 13 (3) 4 (1) | 13 (3) 12 (3) | 13 (3) 15 (4) |
| 5 | 7 (2) | 10 (3) | 13 (4) | 15 (5) 3 (1) | 12 (4) 0 | 15 (5) 6 (2) |

Y1 - Aspirational Target achieved in W & M
Y2 - Attainment sustained in R and raised in M
Y3 - Attainment raised in R (aspirational target met) W & M
Y4 - Attainment sustained in R and W and raised in M (aspirational target met)
Y5 - Attainment Fell
Y6 – Attainment sustained in R. Attainment fell in W and M

Out of 18 areas targeted 8 showed raised attainment for PP pupils at GD
4 showed maintained attainment

| | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|---|--------|--------|--------|--------|--------|--------|--|
| 6 | 14 (6) | 14 (6) | 14 (6) | 14 (6) | 14 (6) | 14 (6) | 6 | 14 (6) | 14 (6) | 14 (6) | 17 (7) | 17 (7) | 14 (6) | Combined 67% of targeted areas showed an increase/sustained attainment Target Partially Met |
| | | | | 10 (4) | 5 (2) | 5 (2) | | | | | 16 (7) | 5 (2) | 9 (4) | |

Challenge 5-9: Sustain/Improve provision to enhance attendance & wellbeing in school

Pupils with SEMH difficulties are able to succeed making the best progress possible.

Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment

For the 35 children seen by LM

| Expected Progress | More than Expected Progress |
|-------------------|-----------------------------|
| Reading – 54% | 29% |
| Writing – 46% | 29% |
| Maths – 49% | 40% |

Attainment

| |
|---------------|
| Reading – 45% |
| Writing 46% |
| Maths 54% |

PP attendance shows a stable – improving picture. Lateness monitored and followed up.

For the 35 children seen by the LM 57% showed improved attendance

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £165,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>Quality First Teaching</p> <p>CPD/Monitoring Focus on live feedback and marking and its impact</p> <p>CPD Monitoring Focus on peer/self assessment and its impact</p> <p>TLR/Leadership posts for EYs & Phonics (RWI) and core curriculum – offering cpd, coaching & mentoring, modelling.</p> <p>School approach to reading, writing & phonics continues to embed and be reviewed for consistency – CPD provided and compliance monitored.</p> <p>1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p> <p>Recovery Curriculum – subject leaders continue to identify new key priorities within Reading, Writing & Maths and the wider curriculum in order to continue to address gaps in learning</p> | <p><u>Internal</u></p> <p>There is a gap between PP and non PP attainment in some classes - enable accelerated progress in all year groups in order for PP pupils to achieve ARE.</p> <p>The continuing impact of the pandemic is still being seen in the attainment of some pupils with a below ARE base line but with the ability to achieve ARE.</p> <p>Number of PP pupils achieving GD is lower than non PP pupils.</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <p>Feedback – Cost: Low, Progress: +6 months</p> <p>Oral Language Interventions - Cost: Low, Progress: +6 months</p> <p>Meta-Cognition & Self Regulation - Cost: Low, Progress: +7 months</p> <p>Reading Comprehension Strategies - Cost: Low, Progress: +6 months</p> <p>Sutton Trust (2014) – Quality First Teaching</p> <p>Focus on high quality teaching informed by diagnostic assessments. Efficient Curriculum – based on research by John Hattie https://www.tes.com/news/dont-presume-learning-lost-covid-says-john-hattie</p> | <p>1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p> <p>2: To raise the attainment in of boys in the following year groups: 1, 2, 4, and 5 from baseline of Autumn 21</p> <p>3: To narrow the gap between PP and Non PP in Y3 – Reading & Maths, Y5 – Reading Writing & Maths.</p> <p>4: To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in Reading, Writing & Maths</p> <p>5-9. Sustain/Improve provision to enhance attendance & wellbeing in school . Pupils with SEMH difficulties are able to succeed making the best progress possible.</p> |

| | | |
|--|--|--|
| <p>High Quality staff CPD offer</p> <p>CPD focus on bespoke areas of maths curriculum for leaders and staff.</p> <p>Staff Meetings focus on implementation of curriculum for consistency</p> <p>WVES CPD package</p> <p>Coaching and Mentoring internal provision</p> <p>Pastoral Lead CPD on Drawing & Talking and Journey of Change Parenting Programme</p> | <p><u>Internal</u></p> <p>CPD focus on School Improvement priorities/PP intended outcomes and curriculum offer</p> <p><u>External</u></p> <p>EEF Guidance – effective professional development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Education Policy Institute – high quality cpd leads to raised attainment</p> <p>https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</p> | |
| <p>Early Years</p> <p>1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p> <p>Development of our Early Years Hub to provide appropriate provision for pupils with significant SEND</p> | <p><u>Internal</u></p> <p>Significant number of SEND pupils with complex needs impacting the wider cohort</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <p>1:1 – Cost: Moderate, Progress: +5 months</p> | <p>1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p> |
| <p>Phonics</p> <p>Review of our phonics provision/systems</p> <p>Whole staff RWI CPD</p> <p>Monitoring of provision</p> <p>Modelling of good practice</p> | <p><u>Internal</u></p> <p>PP pupils (and non PP) not in line with national</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <p>Phonics – Cost: Low, Progress: +5 months</p> | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,385.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p>Specific Interventions</p> <p>Targeted deployment of TAs/HLTAs to lead interventions based on</p> <ul style="list-style-type: none"> • A baseline of developing – need to make accelerated progress to be on track. • PP pupils with ability/potential to maintain or move to GD. • Phonic need in KS2 <p>Teacher led Shining Lights writing intervention (30mins weekly)</p> <p>Bug Club targeted intervention led by TA</p> <p>Recovery Curriculum – pupils identified a s part of pupil progress meetings to receive additional support.</p> | <p>Internal</p> <p>Diagnostic assessments and analysis shows a gap between PP and non PP at ARE in a selection of classes and also with the number of pupils achieving GD</p> <p>Internal monitoring & assessments show a need for a number of PP pupils in KS still requiring phonics especially new arrivals with low PIE codes</p> <p>Speech & Language remains a barrier to learning for some PP pupils</p> <p>External</p> <p>EEF Toolkit:</p> <p>Small group teaching/tuition – Cost: Low, Progress+4 months</p> <p>Oral Language intervention – Cost: Low, Progress: +6 months</p> <p>Phonics – Cost: Low, Progress: +5 months</p> <p>TA interventions – Cost: Moderate, Progress: +4 months</p> <p>Mastery Learning – Cost: Moderate, Progress: + 5 months</p> | <p>1: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p> <p>2: To raise the attainment in of boys in the following year groups: 1, 2, 4,and 5 from baseline of Autumn 21</p> <p>3: To narrow the gap between PP and Non PP in Y3 – Reading & Maths, Y5 – Reading Writing & Maths.</p> <p>4: To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in Reading, Writing & Maths</p> |
| <p>Speech & Language</p> <p>TA delivering Sp & L support to targeted PP pupils</p> | <p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p> | |
| <p>Reading Recovery</p> <p>Reading Recovery Teacher supporting targeted PP pupils</p> | <p>Evidence shows the best use of TAs, providing greater impact for pupils is in providing structures interventions compared with general class support.</p> | |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| <p>Support around the Family /Attendance/SEMH</p> <p>Employment of Pastoral Manager & Learning Mentor to improve and/or offer</p> <ul style="list-style-type: none"> • Parental Engagement • Attendance – including rewards • Family Support which in turn supports children with their learning • Programmes/interventions to support SEMH needs • Well being • Offer behaviour or self- regulation support in turn improving learning outcomes <p>Sports Coaches used to offer behaviour/resilience/motivation interventions to boys</p> <p>Base 25 counselling (as and when required)</p> <p>Whole School CPD re managing behaviour – techniques and principles</p> | <p>Internal</p> <p>Many outside barriers need to be brought into school, in order to address them at least in part, to improve outcomes.</p> <p>Significant number of PP pupils with additional needs around SEMH and complex behaviour.</p> <p>Attendance an issue for some PP pupils – some having persistent absence issues.</p> <p>Various barriers our parents have that results in them having difficulties in supporting their children through their school experience</p> <p>Poor cultural capital and life experiences.</p> <p>External</p> <p>EEF Toolkit:</p> <p>Parental Engagement – Cost: Low, Progress +4 months</p> <p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p> <p>Social & Emotional Learning – Cost: Low, Progress +4 months</p> <p>Behaviour interventions – Cost Low, Progress +4 months</p> <p>Evidence shows that SEL interventions have visible and valuable impact on attitudes to learning and social relationships within school .</p> | <p>5-9. Sustain/Improve provision to enhance attendance & wellbeing in school. Pupils with SEMH difficulties are able to succeed making the best progress possible.</p> |
| <p>Cultural Deprivation</p> <p>Contributions towards school trips, visitors and memorable experiences in order to enhance cultural capital and increase knowledge</p> <p>Trial of “Now Press Play”</p> | <p>EEF advice on successful behaviour management & specific behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools and</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | |

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Total budgeted cost: £295, 385.00