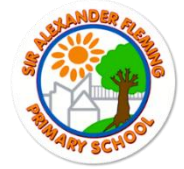




# Sir Alexander Fleming Nursery and Primary School



## Pupil Premium Strategy Plan and Review

### 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Sir Alexander Fleming Primary School
Number of pupils in school: 335
Proportion (%) of pupil premium eligible pupils: 58%
Academic year/years that our current pupil premium strategy plan covers <b>2023-2024</b>
Date this statement was published: 31 <sup>st</sup> December 2023
Date on which it will be reviewed: September 2023
Statement authorised by: FGB
Pupil premium lead: Katy Tomlinson
Governor Lead: Matt Downes-Ward

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£310,095</b>
Recovery premium funding allocation this academic year	<b>£27,985</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>

## **Part A: Pupil Premium Strategy Plan**

### **Statement of intent**

The Senior Leadership Team, including Governors have identified areas for development using the PPG toolkit to analyse data from a range of strategies agreed using The Education Endowment Foundation (EEF), OFSTED research projects & Forestry UK.

The EEF Teaching and Learning Toolkit considers a wide variety of common approaches and strategies for raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

At Sir Alexander Fleming Nursery and Primary School, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer. We place emphasis on a holistic curriculum that develops the whole child.

Through our school values – Respect, Safe, Brave, Pride and Success - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Our context rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

At Sir Alexander Fleming Nursery and Primary School, we have over double the national average of children entitled to Pupil Premium Funding. PPG funding is based on the concept that deprivation consists of more than just poverty; while poverty is related to not having enough money to survive, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to reduce the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after

continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

### Key Principles of the Strategy Plan

- Ensure the funding reaches the group of pupils who need it most.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in Reading, Writing and Mathematics, and why.
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Ensuring that reading is at the heart of the curriculum and that pupils from disadvantaged children are given every opportunity to master how to read and have regular opportunities to read to adults to develop their skills.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the different it is making to the outcomes for pupils.
- Provide well-targeted academic and social, emotional support for children who are not making the expected progress whilst addressing non-academic barriers such as attendance, behaviour, well-being or links with families where there were barriers to a pupil's learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils arrive in the Nursery / Reception significantly below age related expectations.</p> <p>Monitoring and assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to the end of KS1.</p>
2	<p>Pupils from YR – Y6 require support to accelerate progress in order to close the gap in attainment compared to national expectations following COVID19. Early identification of pupils with a Specific learning need is vital.</p>
3	<p>Pupils need support to overcome barriers to learning. An identified group of pupils in EYFS and KS1 with significant social and emotional issues / high-level SEND needs are supported in a nurture group. Support is needed for pupils who need extra support in terms of integration and engagement in school life.</p>
4	<p>The % of children that achieve ARE at the end of KS2 in Reading, Writing, Maths and combined attainment is lower than the rest of the school.</p>
5	<p>The % of PPG children attaining Greater Depth in Reading, Writing and Maths is significantly lower than their non-PPG peers at the end of KS2.</p>
6	<p>Mobility to and from other settings: pupils who join from other settings are often eligible for PPG and working below ARE, in addition, a significant number of these pupils are also involved with multi-agency services (safeguarding cause for concern, poor attendance, strengthening families etc.)</p>
7	<p>Significant number of children who are entitled to PPG also have issues with attendance and punctuality – embed strategies to ensure PPG children are consistently above 96%</p>
8	<p>Ensuring that all pupils have equal access to educational visits / residentials Support for families in difficulties through additional provision for the Before School Club</p>
9	<p>Impact of COVID on academic outcomes and emotional health and wellbeing: Following the outbreak of COVID 19, and the ongoing implications, staff recognise that there are elements of the curriculum that have not been taught by a class teacher, within the classroom. It is recognised that not all children will have had the same access to home learning, nor will the concepts have been delivered offering the same breadth or depth to all pupils, throughout the last academic year. Evidence suggests that children from disadvantaged backgrounds are more likely to have been adversely affected by school</p>

disruptions, due to a variety of socio economic and environmental factors e.g. lack of internet, overcrowded housing, parental engagement, financial constraints, ACEs etc. Now all children are back in school, gaps in learning are clearly identified but unfortunately disruptions to classroom provision are ongoing. Addressing these must be a key priority

## 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.

Completed

Work in progress

Intended outcome	Success criteria
<p>The current attainment gap is closed for PPG pupils against National Average by the time the children leave at Y6.</p> <p>% of children achieving ARE /GD is inline with National Average and Non-PPG peers.</p>	<p>Curriculum progression and coverage of knowledge has been reviewed, developed and improved so that the school curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>The curriculum has sufficient depth and coverage of knowledge and skills development in all subjects.</p> <p>There is an updated model of curriculum progression for every subject.</p> <p>Curriculum mapping ensures progression of knowledge and skills across all subject and over time, result in:</p> <p>Pupils' work across the curriculum is of a high standard and evidences a clear sequence and progression.</p> <p>Pupil attainment and progress is in line with National Average in SATs and end of year summative tests.</p> <p>Pupils are prepared to confidently transition into the next stage of learning.</p> <p>Subject leaders are actively supporting the development of their subject across the school and can evidence the impact of this.</p> <p>Quality First Teaching in ALL lessons</p> <p>Quality marking and feedback having a direct impact on learning.</p>

Additional support for vulnerable groups through intervention programmes has been provided.

## REVIEW

### 1. Current Attainment for Disadvantaged Children Internal data from July 2024

	Reception 16chn	Year 1 17chn	Year 2 36chn	Year 3 27chn	Year 4 34chn	Year 5 39chn	Year 6 36chn
% achieving ARE and above in reading	44%	65%	58%	71%	50%	62%	70%
% achieving ARE and above in writing	38%	59%	53%	59%	39%	43%	75%
% achieving ARE and above in maths	50%	47%	56%	78%	53%	48%	53%
% achieving ARE and above in reading	0%	6%	11%	19%	15%	13%	17%
% achieving ARE and above in reading	0%	0%	3%	18%	0%	5%	14%
% achieving ARE and above in reading	0%	0%	3%	11%	18%	10%	6%

## EYFS

% of pupils achieving the required standard in the Phonics screening at Year 1	Disadvantaged pupils at SAF (17chn)	Non-Disadvantaged pupils at SAF (21)	Difference
	35.3% 6 chn	69.6% 16chn	-34.3

## KS2 SATS DATA

% of pupils reaching the expected standard in ...	Reading			Writing			Maths		
	Disadvantaged	National 2023	Difference	Disadvantaged	National 2023	Difference	Disadvantaged	National 2023	Difference
...	60.7%	60.2%	+0.7	76%	58.2%	+17.8	68.6%	58.9%	+9.7

## KS2 PROGRESS FROM PREVIOUS SUMMER

	Reading	Writing	Maths
Year 6	90% made progress 23.3% above expected progress	96.7% made progress 33.3% above expected progress	70% made progress 16.7% above expected progress

## KS2 PROGRESS FROM PREVIOUS KEY STAGE

	Reading	Writing	Maths
Year 6	76% made progress 8% above expected progress	96% made progress 16% above expected progress	64% made progress

Support is in place for all children to make good progress in school

Inclusion leader/ Assistant Head to be the designated lead for monitoring progress of vulnerable groups within SLT linked to Future Minds.

All teaching staff are aware of vulnerable pupils in their care (PPG, SEN, LAC, Pre-LAC)

Intervention programmes to support pupils in receipt of PPG are planned, coordinated and evaluated in order for pupils to attain age-appropriate levels in all year groups.

Identified children receive a meet & greet in a morning by teachers.

Nursery lead and YR teachers attend home visits for new Nursery and Reception starters.

Extra support for vulnerable pupils through 1:1 and group pastoral sessions

Nurture groups are in place to support work on social and emotional aspects of learning.

The Hive will support the academic learning for significantly low children – identified through pupil progress (current Y4)

The Inclusion manager works with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support.

Strong links are in place with outside agencies e.g behaviour support team and speech and language.

Purchased learning support sessions for an advisory teacher and an Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.



Embed a nurture-based provision for children primarily with attachment and trauma related issues, in KS2

Children display improved social and emotional skills.

Children demonstrate improved resilience in classrooms.

Reduction in challenging behaviours and pupil exclusion (CPOMS evidence) and exclusion data.

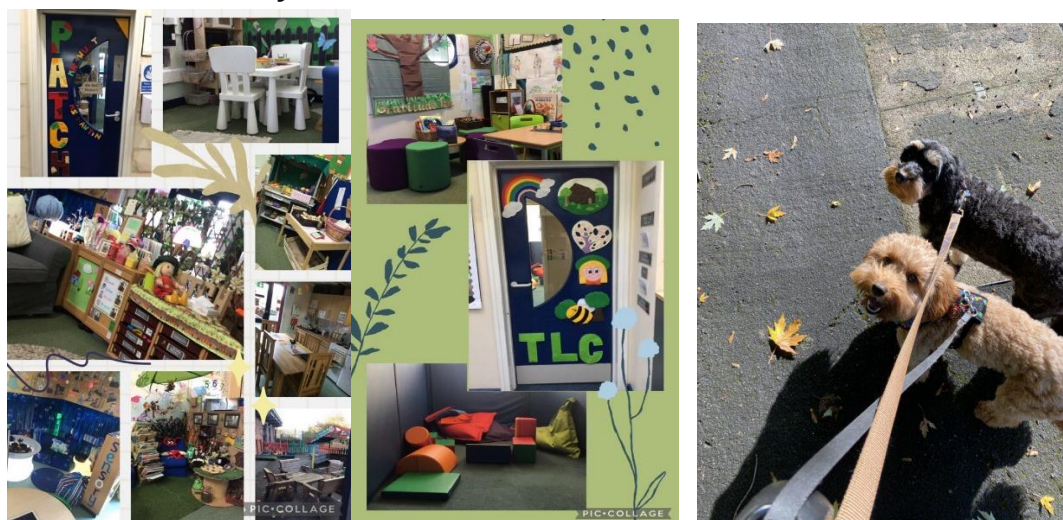
Children become more confident, trusting adults.

Improved attendance - attendance at 96% or above and reduced number of PAs.

## REVIEW

Embedded a nurture-based provision for children primarily with attachment and trauma related issues / SEND needs in KS2 – The Den. The children spend 0.5 of a day within the Den and join their peers for the other 0.5 of the day. The children who were in The Den demonstrated an improved resilience and reintegrated back into class after a 12-week review.

The increased pastoral support with a dedicated inclusion support assistant who leads 1:1 and small group interventions such as drawing and talking, anger in my tummy etc. We also have a dedicated ELSA who delivers interventions in the afternoons. The Hive, is our newest provision for SEND learners which focuses on their academic needs. **We were awarded Primary SEN Provision of the Year 2023 by NASEN.**



There has been a reduction in significant challenging behaviours this year and our pupil

	2021-2022	2022-2023	2023-2024
Sessions lost	53 days 106 sessions	33 days 66 sessions	23.5 days 39 sessions
Children	16 (15 boys, 1 girl)	5 (4 boys, 1 girl)	7 (5 boys, 2 girls)
Incidents	23	16	6
Perm Ex	0	0	0

suspension data shows a decrease. In the Autumn term, we had 7 days lost to suspensions with 2 children. We use suspension as a last resort and these were used for: Persistent Disruptive Behaviour, Physical Assault against adults and children.

We will continue to improve this in the next academic year.



<p>Attendance is in line with National with a reduction of Persistent Absentees</p>	<p>School has a designated Educational Welfare Officer – 1.0 FT – retired from post</p> <p>The HT and DDSL supports families to improve attendance.</p> <p>Home visits are carried out where there have been concerns and HT/DDSL contacts the parents.</p> <p>HT organised attendance Panel meetings Attendance meetings take place weekly with HT and Inclusion Team</p> <p>The Attendance team follows up attendance on a daily basis</p> <p>Attendance data will be inline with National Average – 95% with reduced PAs</p>
---	---

**REVIEW**

Our Attendance is to be celebrated. At the time of writing this report we are sitting at 95.7% and our Persistent Absence is at: 6.3% which is a continued reduction from 2023.

Our EWO took early retirement in December 2023, so we changed our attendance procedures so that the Admin team, HT and DDSL took over the role. Our DDSL has the responsibility for Early Help / Family Support and ensures that our parents are fully supported and understand the attendance procedures. We carry out home-visits on the 3<sup>rd</sup> day of absence, 1<sup>st</sup> day for vulnerable families if no reason is given; we will give TLC calls to check-in with families and children and to see how we can help. We invite parents in to meet with us regarding Persistent Absence, a noticeable decline in attendance or persistent lates and offer support. Free places at Breakfast Club are allocated and this has a positive effect on attendance and punctuality.



What do we do to improve attendance at SAF?



**“Attendance is everyone’s responsibility”**

**School Ethos**

Shared vision and ethos by all members of staff  
 Staff training – TAs, teachers / Admin on Codes to use delivered by EWO / HT  
 Teachers and TAs know which children are a concern for their class.

**Attendance Policy**

Attendance policy  
 Parent Friendly updates on social media and website  
 Monthly Newsletter - advice and guidance for parents (types of absence, home visits)  
 Dedicated website page for Attendance and Parent Support – Early Help Offer

**Attendance Reviews**

Strong focus on attendance  
 Rigorous systems in place  
 HT reviews attendance every Friday afternoon – see % document.  
 Class attendance displayed weekly on chart / YTD attendance.  
 Persistent Absence – review for YTD and Weekly – compared to DfE Attendance Dashboard national data – target children identified.  
 At Inclusion and Safeguarding meeting, on a Tuesday, we review attendance and target children (meeting, phone call, incentive)

**SUPPORT**

Breakfast Club – free places offered.  
 Walking Bus – 3 stops  
 Minibus – collections (pre-arranged)  
 Advice, guidance, information, listening ear.

**Educational Support**

Values / ethos  
 Nurturing, inclusive family feel  
 Everyone is welcome!

**Inclusion Zones**

- Patch
- The Den
- Hive
- TLC
- Rainbow Room
- Outdoor learning
- Behaviour mentors

**Day-to-Day Process**

Phone before 9.10am  
 N/R – office will call by 10.30am  
 Record absence in book – passed to KT/TA  
 Review absences – Home visits for 3<sup>rd</sup> day or vulnerable  
 Phone call or What’s App messages.  
 Recorded on CPOMS and reviewed.

**Celebrate**

Weekly thermometer  
 Schoolopoly  
 Attendance bears  
 Certificates – 100,99,98,97  
 Half-termly – you are fab!  
 Early Bird Week  
 Punctuality incentives

**What if attendance is low?**

TLC calls / soft letters  
 Late letters – reviewed every 3 weeks.  
 96% - 90% children are reviewed every 3 weeks and letters sent to parents.  
 Persistently absent are reviewed every week – SAL 1 / SAL 2 / AST 1 / AST Final Warning / AST IUC  
 Attendance Drop-in mornings  
 Late meetings – arranged time.  
 Attendance Panel  
 EHE Meetings  
 CMIE – 10 days

**DATA**

At the end of the academic year for 2023, attendance was above National Average at **96.23%**; our target is 96%. Persistent absence has significantly reduced from 13% (autumn 2021) to **7.69%** and our absence rate is **3.4%**.

At this moment in time, our attendance is sitting at **95.90%** with a PA of **9.2%**. This is still significantly below the National Data as advised from the Attendance Dashboard.

Our FSM attendance is higher than our Non-FSM.

**“Direct link between attendance and attainment”**

Increase the number of disadvantaged children participating in after school activity clubs, trips and residential – cultural capital offer

Money will be used to subsidise costs of visits and experiences for PPG pupils such as:

- Arthog Y5 - Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors
- France visit – Y6
- Pioneer Residential – Y4
- Theatre groups – M&M productions, storytelling, puppet theatres, thematic workshops
- Experienced Computing Teacher
- Experienced Artist
- Curriculum visitors – historical workshops
- Swimming
- % reduction on coach trips

## REVIEW

	Attended	PPG
Arthog	33	20
Pioneer	34	19
France	25	15

In school experiences e.g. M&M Productions, Sealegs, Loudmouth, St Giles, RockKidz, Stone Age Day, Exotic Zoo visits are attended by **ALL** children and this is subsidised fully by school.

Visits to local areas – Ironbridge, Buildwas Abbey, Blists Hill – no transport costs as we can use school minibus

AmazingICT experienced computing teacher supported in all year groups from Y1 to Y6 and gave ALL children workshops linked to their computing scheme.

Mr Farlow – Artist – works with all children in classes to complete an art activity based on their long-term overview. He is an extremely talented artist and the experiences given to children are amazing.

Swimming Pool on site – ALL children from Y3 to Y6 had the opportunity to experience swimming lessons without the costs and transport AND with a fully qualified swim coach.

School fundraising pays for the coaches on all school visits which reduces the cost of any visit by at least half.

After-school clubs are well-attended and we ensure that PPG children are targeted for places – football, multisports, cricket, gardening, chess.

Pupil Committees – we have a lot of opportunities within the school day where children can be part of a group that are responsible for an area within school e.g. school council, RE Panel, Reading Ambassadors, Science technicians and many more. A % of PPG children are selected for some of these roles.

## 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: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for phonics leader and staff who deliver phonics from trainer to ensure high standards in the teaching of phonics. £2,000	<b>Phonics</b> is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall <b>+5 months</b> with very extensive evidence in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 2
Relevant CPD for school subject leaders £12,000	OFSTED Inspection Handbook	1 2 4 5
HLTA training for 3 TAs  £2,400	<b>Reducing Class Size</b> is an approach to managing the ration between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of <b>+2 months</b> . There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.	1 2 4 5

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

Budgeted cost: **£150,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An additional teaching assistant in both Reception classes and a HLTA to increase the staff /child ratios in order to develop speaking and listening skills. £56,000</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>Daily TALK Boost Daily NELI across EYFS and KS1</p> <p>On average, children who are involved in communication and language approaches make approximately <b>+6 months additional progress over the course of a year.</b></p> <p>Small group tuition <b>+4 months additional progress over the course of a year.</b></p>	<p>1 2 3 9</p>
<p>Additional teaching assistant in Nursery £14,000</p>	<p>“Earlier starting Age” refers to increasing the time a child spends in early years education by beginning at a younger age. Pupils will be offered a place in the nursery the term they turn 3 years old. Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning 3 make approximately <b>+6 months</b> additional months’ progress.</p>	<p>1 2 3 9</p>
<p>NELI assessment administered to all Reception pupils £9,500</p>	<p>NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children’s language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills (The trial found that children receiving the NELI programme made the equivalent of <b>+3 additional months</b> progress in oral language skills compared to children who did not receive NELI) (EEF Communication &amp; Language approaches Very high impact for very low cost based on extensive evidence <b>+6months</b>)</p>	<p>1 2 3</p>

<p>Reading/Phonics interventions 24 hours per week dedicated TA time £26,000</p>	<p><b>Phonics</b> is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols &amp; sounds. Phonics has a positive impact overall <b>+5 months</b> with very extensive evidence in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><b>Reducing Class Size</b> is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of <b>+2 months</b>. There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p><b>Small group tuition</b> is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is <b>+4 months'</b> progress, on average over the course of a year.</p> <p><b>Reading comprehension strategies</b> <b>+6 months additional progress over the course of the year</b></p>	<p>1 2 4 5</p>
<p>Full time Outdoor Learning teacher £45,000</p>	<p>Outdoor Learning is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p>(Forest Schools Research)</p>	<p>1 3 7 8 9</p>

	<p>Behaviour interventions <b>+4 months additional progress over the course of the year</b></p> <p>Social and emotional learning <b>+4 months additional progress over the course of the year</b></p> <p>Collaborative learning approaches <b>+5 months additional progress over the course of the year</b></p>	
--	---	--

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

Budgeted cost: £173,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 and KS2 Nurture Provisions Patch and Den 2 x Scale 4 TAs 2 x Scale 2 TAs £72,000</p>	<p>“The overall decrease in SEBD features in nurture group children may be due to improved social skills. The small group facilitates the development of interactive skills such as turn taking. The sustained emphasis on considerate behaviour facilitates positive social interactions between children that are mutually rewarding ... Pro-social behaviour is known to predict peer acceptance (Dodge, 1983; Ladd et al., 1988). Children in nurture groups learn behaviour that renders them more rewarding and likable to both peers and adults. Underlying the development of social and friendship skills are a specific and evolving set of social and cognitive capacities, including empathy (Hay et al., 2004). Nurture groups place particular emphasis on promoting children’s ability to recognise and communicate about feeling states in themselves and their peers. Improvements in peer group relationships have a protective function if they generalise into children’s lives. Evidence suggests that these improvements are sustained in nurture group children; reintegration into the mainstream class has shown to be successful following time in nurture groups (Iszatt &amp; Wasilewska, 1997). Nurture group children’s interactions are also likely to be influenced by the teacher’s attitudes to their peers, many of whom would in a mainstream classroom be experienced as ‘disruptive.’ Evidence suggests that peers make use of their observations of teacher-child interactions to inform their own interactions with a particular 3 17 child (Hughes et al., 2001; Meehan et al., 2003), therefore, changed teacher attitudes can impact on peer acceptance (Zionts et al., 2004).” (p. 30)</p> <p>Behaviour interventions <b>+4 months</b> Reducing class size <b>+2 months</b></p>	<p>1 2 3 9</p>



	Small group tuition <b>+4 months</b> Social and emotional learning <b>+4 months</b>	
<b>Pastoral Teaching Assistant – 18 hours per week Scale 3 £13,000</b>	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high <b>+7 months</b> , although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Behaviour interventions <b>+4 months</b> Small group tuition <b>+4 months</b> Social and emotional learning <b>+4 months</b>	1 2 3 4 5 7 9
<b>2 x additional Teaching Assistants to support Behaviour and SEMH needs in class £26,000</b>	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high <b>+7 months</b> , although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Behaviour interventions <b>+4 month</b> Small group tuition <b>+4 months</b> Social and emotional learning <b>+4 months</b>	1 2 3 4 5 7 9
<b>Educational Welfare Officer £24,000</b>	School has a full time EWO. The EWO carries out home visits and communicates with parents, organises attendance panel meetings, weekly review meetings with Head. The Attendance manager follows up attendance daily – target is 96%	6 7
<b>Employment of a Family Support worker x 2 days per week from September 2023. Cost: £7,800 EEF (+3 months)</b>	Parental Engagement We define parental engagement as the involvement of parents in supporting their children’s academic learning. The role of our Family Support worker is to specifically deliver: • more intensive programmes for families in crisis. This may involve work on routines within the family home.  FSW will: •support parents with self-help strategies within the home relating to bedtime routines, sleep patterns, home organisation • ensure that children are attending school on time every day. • EHA for YN and YR •Parent toddler group – Little Fledglings	1 2 3 6 7 9
<b>Educational Visits £15,000</b>	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum The school will subsidise all Educational Visits and pay for visitors coming into school.	7 8 9

<p>Funded breakfast club sessions for identified families.</p> <p>Est costs:</p> <p>Breakfast club for 1 child throughout the academic year cost: £390</p> <p>12: £4,680</p>	<p>Children can be allocated a place on a short term or longer-term basis to provide periods of support to families.</p> <p>Breakfast club attendance data from the EEF indicates that attendance at breakfast clubs raises a KS1 child's attainment of an average of 2 months. We are targeting breakfast club provision at those PPG families with attendance below 96% and who are persistently late. This will therefore have an indirect impact on attendance and therefore may have more educational benefit that the <b>+2 months</b> indicated by the EEF.</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>
<ul style="list-style-type: none"> <li>• Provision of: uniform £4,000</li> <li>PE kits: £1,000</li> <li>Coats, shoes, hats, scarves, gloves: £500</li> <li>• Attendance incentives: £1,000</li> <li>• Contingency of £4,500</li> <li>£11,000</li> </ul>	<p>Provide children with the essentials they need for education.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p>

Sources of Research

[HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCESUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE  
MODULES

<https://ican.org.uk/talk-boost>

Forest School's research

Nurture Network

**Total budgeted cost: £340,380**

**Overspend of: £2,300**