

Pupil Premium Strategy Statement: Forest Academy 2020-2021

1. Summary Information					
School	Forest Academy				
Academic Year	2020-2021	Expected PP funding total	£136,925.00	Date of most recent PP review	July 2020
		Carried forward	£26,499.00		
		Total	£163,424.00		
Total number of children	413 (includes 48 nursery)	Number of children eligible for PP	83	Date for internal review of this strategy	September 2020 March 2021

2. Attainment 2019 (Based on year 6 outcomes Spring 2020 as these were the final assessments due to COVID19)			
	<i>Forest Academy figures for children eligible for PP (16 children, progress N/A)</i>	<i>Forest Academy figures for children not eligible for PP (29 children, N/A)</i>	<i>National figures for children not eligible for PP</i>
% achieving expectations in reading	75%	76%	N/A
% achieving expectations in writing	75%	72%	N/A
% achieving expectations in maths	69%	83%	N/A
Progress measures in reading	N/A	N/A	N/A
Progress measures in writing	N/A	N/A	N/A
Progress measure in maths	N/A	N/A	N/A

3. Barriers to future attainment (for children eligible for PP, including high ability)	
For all children, the negative impact of COVID 19 partial school closure through summer term 2020, and Spring 2021, will have compounded most of the existing barriers to learning.	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some children have poor language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the curriculum.
B.	Some children, are not be working at an age-related level and have conceptual gaps or misconceptions.

C.	Some children require emotional well-being and behaviour support to enable them to maximise learning opportunities.
External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)	
D.	In some cases, children may have low cultural capital (e.g. books, resources and life experiences) therefore we provide different enrichment experiences, immersion events and resources.
E.	In some cases, inconsistent attendance and punctuality.
F.	In some cases, parental engagement and aspirations are low. There is a lack of regular routines including home learning, reading, and spellings and having the correct equipment. Education is undervalued.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	<p>Children’s language skills improve and this positively impacts on:</p> <ul style="list-style-type: none"> ● CLL outcomes in EYFS ● S&L is planned for explicitly; monitored in T&L. ● Acquisition of phonics and improved Year 1 and 2 screening check outcomes. ● Reading comprehension improves that raising attainment in reading in all year groups. ● Higher attainment in English writing as children have greater mastery of the English language. ● Higher attainment in all subjects as children have the language skills to learn effectively and are able to communicate this knowledge understanding and using tier 2 and tier 3 vocabulary. 	<p>Children make rapid progress in all areas of the curriculum due to their ability to understand what is taught and express their ideas.</p> <ul style="list-style-type: none"> ● CLL to be in line with national ● Phonics to be in line with national ● Reading attainment will rise due to increased in year progress in all year groups. ● Writing attainment will rise due to increased in year progress in all year groups. ● Attainment in all subjects will rise as children have better language mastery to learn and to communicate this knowledge effectively
B.	<p>More children are working at age related level as gaps have been filled and misconceptions addressed:</p> <ul style="list-style-type: none"> ● All staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas. ● Teaching of phonics will provide children with essential skills to become good readers and spellers. ● Children will be motivated to read increasingly challenging texts to enjoy and to further their knowledge in all curriculum areas. ● Attainment in writing increases as children hear good language spoken and read quality texts on which to model their own writing. ● Children have the knowledge, skills and understanding to write effectively using a range of sentence structures which are correctly punctuated. 	<p>Children make rapid progress in all areas of the curriculum as staff have the knowledge, skills and understanding to address effectively.</p> <ul style="list-style-type: none"> ● All staff recognise their role in developing their own knowledge, skills and understanding to enable them to raise standards by filling gaps and recognising and addressing misconceptions. They will attend INSET, CPD, learn from other experienced staff and research as appropriate and then apply this to their daily practice. ● Phonics to be in line with national ● Reading attainment will rise due to gaps and misconceptions being addressed. ● Writing attainment will rise due to gaps and misconceptions being addressed.

<ul style="list-style-type: none"> ● All children have a secure grasp of age appropriate calculation strategies and are able to recall number facts to enable them to work efficiently. ● Mathematical reasoning is improved as children have the skills to understand, solve and explain precisely using appropriate mathematical language thus raising attainment. ● Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links. 	<ul style="list-style-type: none"> ● Maths attainment will rise due to gaps and misconceptions being addressed. ● Attainment in all subjects will rise as staff identify and address gaps and misconceptions.
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	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
C.	<p>Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.</p> <ul style="list-style-type: none"> ● Mental Health First Aider and ELSAs provide support to children. ● All staff have the necessary knowledge, skills and understanding to meet the needs of children. E.g. Challenging Behaviour, the Psychology of Behaviour ● Safeguarding and Welfare officer is effective in accessing specialist support when needed. ● SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support. ● Support from the Trailblazer Mental Health Support Teams is effective ● CISS support is effective. ● Sharing Parenting and EPIC Dads support is in place for families. ● Behaviour is well managed. Evidence from CPOMS, exclusions and part time timetables. ● Children’s wellbeing is enhanced by more outside learning opportunities including Forest Schools. 	<p>All children are able to maximise learning opportunities.</p> <ul style="list-style-type: none"> ● Attendance is above 96% for all children, including vulnerable groups. ● Children know all staff are there to support them and know who the key staff are to provide additional support. ● Parents work in partnership with the school to meet the needs of their children. ● Children are happy to come to school and are mentally ready to learn. ● There are fewer behaviour issues. ● There are fewer fixed term exclusions. ● Any child on a part time timetable is quickly and successfully back to fulltime. ● Children are able to identify how outside learning and Forest School sessions impact their physical and mental wellbeing.
D.	<p>Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.</p> <ul style="list-style-type: none"> ● The revised Long Term Curriculum plans ensure coverage, progression and cohesion. ● Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts ● Immersion days e.g. Miraiker’s World of Puppets ● Visits e.g. theatre ● Visitors ● Additional events: Careers Fayre, enterprise opportunities 	<p>All children will increase their cultural capital and increased their aspirations through exposure and participation to a rich curriculum which is broad, balanced and relevant.</p> <ul style="list-style-type: none"> ● Parents and children will broaden their understanding of the opportunities available. ● Children will be inspired to aim higher. ● Our Vision will be a reality: ‘Children will journey through our school, building a memory bank of learning experiences that positively

	<ul style="list-style-type: none"> ● Children will complete the Forest Flyer Cultural Capital Challenge ● School will be reaccredited with Artsmark Silver Award and start to work towards Gold ● All KS 2 Children will complete Arts Award and 30% will achieve Silver. ● School will be awarded the Primary Geography Quality Mark and prepare for Primary History Quality Mark. ● Outside learning will be embedded throughout the school. 	<p>impact on them for the rest of their lives. We will build a collection of amazing memories where learning is fun and education is valued.'</p> <ul style="list-style-type: none"> ● The school's provision is outstanding and meets the needs of all children to succeed now and in the future.
E.	<p>Children to attend regularly and punctually so that no learning time is lost.</p> <ul style="list-style-type: none"> ● Overall attendance to be above 96% and vulnerable groups to be inline. ● Safeguarding and Welfare Officer to monitor closely and use first day calling. ● Early discussions with parents and children to identify underlying reasons for poor attendance. ● EWO to be involved at earliest opportunity. ● Attendance policy to be reviewed and followed to minimise parents taking holiday in term time. 	<p>All children attend regularly enabling them to make good progress and develop good habits for their future education and employment.</p> <ul style="list-style-type: none"> ● Attendance is above 96% for all children.
F.	<p>Parental engagement increases and aspirations to be higher.</p> <ul style="list-style-type: none"> ● Early Parents' Evening and the chance to meet the teacher to communicate routines and expectations. Registers to be taken for attendance. Parents who do not attend will have information sent to them. ● Communicate the new curriculum plans to parents. ● Class teachers to monitor completion of home learning e.g. reading, spelling, times tables and Lexia. ● Class teachers to do PE register participation and correct PE kit. If COVID 19 prevents changing for PE, all children will be asked to wear 'comfortable' clothes for the day. ● Additional Parent Progress meetings for children making slow progress and clear targets set to address barriers to learning. ● Continue to celebrate all children's achievements in school and on Facebook to encourage full participation. ● Provide opportunities for parents to participate in school events. ● Parents/carers to be involved in fundraising. 	<p>Parents recognise they have a valuable role to play in supporting their children in their education.</p> <ul style="list-style-type: none"> ● Events are well attended. ● Parents will have a better understanding of what children will be taught and how the curriculum is designed. ● Parents' and carers know how to support their children. ● The school will know how it can support parents/carers who may find it difficult to support their children for whatever reason. ● Parents/carers are valued for their contribution to school life and the education of all children.

5. Planned Expenditure																							
Academic year		2020 /2021																					
i. Quality of teaching for all																							
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	July 2021 and impact																		
Improved academic attainment.	Develop remote learning capacity. <ul style="list-style-type: none"> • CPD • Google Classroom • iPads • Laptops • Google Chrome • Infrastructure improvements 	Due to COVID, the children had missed weeks of learning last academic year. This year, we prepared our remote learning provision ready for subsequent closures and bubble closures. Using the government document 'Review Your Remote Learning' we identified the need to increase our ability to provide remote learning by upskilling staff and children and by moving to Google Classroom over time.	Overall impact on attainment and the school's ability to provide effective remote learning.	AG/HM/SG/AA	Due to a forecasted underspend in providing external visits and visitors to school due to COVID restrictions, we allocated more funding to purchase ICT equipment to fully embed remote learning opportunities and to ensure any child who needs a device is able to access one. With increased demand on devices, and ensuring that staff and children can access online T&L confidently in school and at home, we have signed up to Google Classroom with government support to set up.																		
A) Children's language skills improve and this positively impacts on all areas of learning.	Release staff to carry out Language Link assessments for the new Reception intake in September 2020. Train more staff to deliver intervention highlighted by these assessments. More staff to be trained in Makaton to support children. Further CPD in closing the vocabulary gap for all staff. Audit to be carried out to ratify Communication Friendly Status – ensure these principals are being upheld including use of working walls, visual time tables, word mats, visual prompts.	Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words It is important to develop and increase all pupils' vocabularies.	Training to be delivered and evaluated – staff to identify further CPD needs. Adapt training as necessary. Senior leaders to complete regular 'drop-ins' and observations to ensure training is being implemented, e.g. working walls are regularly updated, visual time tables are in place, use of Wordariums to collect unfamiliar/new vocabulary. Staff to use Makaton signing to support children in class. Fortnightly book scrutinies to ensure use of Talk for Writing results in well structured, extended pieces of writing modelled on core texts (including use of new vocabulary).	All staff SG/ZH	Language Links <table border="1" data-bbox="1525 895 2141 1102"> <thead> <tr> <th></th> <th>Baseline Sept 2020</th> <th>July 2021</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> </tr> </tbody> </table> Speaking and listening <table border="1" data-bbox="1525 1193 2141 1369"> <thead> <tr> <th></th> <th>September 2020</th> <th>July 2021</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> </tr> </tbody> </table>		Baseline Sept 2020	July 2021	Reception			Year 1				September 2020	July 2021	Reception			Year 1		
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<p>Train new staff in the Talk for Writing approach, encouraging children to build a bank of stories they know well and can retell orally. Ensure consistency throughout the school with all staff using the same action to represent the sentence openers.</p> <p>Train staff to use apps to support learners and give a purpose for writing. Apps such as Shadow Puppets Edu, which allow children to orally rehearse their sentences – further investment in IPADs needed.</p> <p>Shakespeare week – opportunity for drama, exploring the origins of words.</p>					<table border="1"> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td></tr> </table>	Year 2			Year 3			Year 4			Year 5			Year 6							
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<p>(Phonics) To have rigorous basic skills approaches in place for phonics and grammar.</p> <p>Staff to further embed Storytime phonics, using real books to teach letters and sounds. Increase number of sessions, introducing an additional two short burst activities (see action plan). Year 3 children to also have daily phonics sessions.</p> <p>In EYFS/KS1, increase daily reading with a focus on blending.</p> <p>Invest in further books to ensure all children have access to appropriate phonics phase/banded books as well as Forest Fantastic Reading book until phonic knowledge is secure.</p> <p>Daily skills practice to focus on spelling, punctuation and grammar.</p> <p>All children to have Lexia – investment needed in IPads.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.</p> <p>The use of a systematic synthetic phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the curriculum," Grant (2013)</p>	<p>Monitoring of T&L.</p> <p>Analysis of phonics data.</p> <p>SLT to hear children read and check they are blending.</p> <p>Increase availability and number of books available (Big Cat Phonics)</p>	<p>SG/MN</p>		<table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>28% ARE Sept (GLD)</td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>38% ARE phonics Dec 2020</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td>80% passed PSC November 2020</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td>xx% passed PSC retake November 2020</td> <td></td> <td></td> </tr> </tbody> </table>		Autumn	Spring	Summer	Reception	28% ARE Sept (GLD)			Year 1	38% ARE phonics Dec 2020			Year 2	80% passed PSC November 2020			Year 3	xx% passed PSC retake November 2020		
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	<p>(Reading) Develop reading for pleasure. Ensure the school culture reflects the importance of reading and books. Storytime phonics – phonics taught using real books. Increase regularity of reading of high-quality texts, this is to include hearing adults read and children accessing appropriate texts. Home reading books in KS1 follow a structured programme based on children’s reading ability. Home reading books in KS2 are allocated based on AR diagnostic assessment and are colour banded. Children encouraged to choose books from the ‘Forest’s Fantastic Reads’ - a list of recommended books, chosen for their level of challenge, rich use of language and all have Accelerated Reader quizzes for children to complete. Promote the favourite and new texts for FFR with an increased emphasis on non-fiction texts. Suggest links to audio books where appropriate. Librarians to raise profile of their role, their love of books etc. Skills practise in English ensures that all children are heard read by an adult (CT/TA) at least twice a week. Increase stamina to read longer, challenging texts by providing regular opportunities. Maths storybooks and activity packs to be introduced in EYFS. Develop comprehension skills by focussing on language/vocabulary and inference, use VIPERS and SATs question stems.</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Pupil perception survey to understand children’s reading during summer term due to partial school closure due to COVID19. Adapt FFR in light of results.</p> <p>SLT to select children to hear them read.</p> <p>Core texts are planned for in MTP. Children who complete the FFT will have read a good range of high-quality texts.</p> <p>Lexia/AR/PIRA data to be triangulated with teacher assessment from reading passports.</p> <p>AR reports to be sent home to parents, with targets to work on at home.</p> <p>Use Fischer Family Trust Software to triangulate more evidence including more used of standardised scores.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p>	SG	<p>Reading attainment</p> <table border="1" data-bbox="1525 156 2130 632"> <thead> <tr> <th>Reading</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Lexia data</p> <table border="1" data-bbox="1525 802 2130 919"> <thead> <tr> <th>Year</th> <th>Baseline</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reading	Autumn	Spring	Summer	Reception				Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				Year	Baseline	End of Year			
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	<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve.</p>	<p><i>Good literacy skills underpin academic success in every subject. ‘In my view, the most important thing a school can do</i></p>	<p>Increase emphasis on self -regulation and self-assessment as teachers may not mark books routinely due to COVID19.</p>	SG	<p>Writing attainment</p> <table border="1" data-bbox="1525 1366 2130 1422"> <thead> <tr> <th>Reading</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reading	Autumn	Spring	Summer																																		
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	<p>Children will complete an extended piece of writing at least fortnightly, or write over a sustained period of several days.</p> <p>Pieces will use engaging texts/media as stimulus and be linked to topics where appropriate.</p> <p>Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. In the moment marking is used where possible giving children the opportunity to talk about how to improve their written work.</p> <p>New staff to be trained in IPEELL to encourage all children to self-regulate.</p>	<p><i>for its pupils—and for society—is to teach them to read and write well.</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Teacher assessment using school's stated criteria.</p> <p>Review feedback policy regularly to ensure it is impacting positively on all children and they are making expected (or better) progress.</p> <p>Children to self-assess and peer-assess where possible.</p> <p>Moderation with parallel class and across the year groups.</p> <p>Moderation with other schools. SEO to monitor school's own assessments. Staff attend CPD as required.</p> <p>Increase the % of children working at ARE and GD in each year group.</p>		<table border="1"> <tr><td>Reception</td><td></td><td></td><td></td></tr> <tr><td>Year 1</td><td></td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td><td></td></tr> </table>	Reception				Year 1				Year 2				Year 3				Year 4				Year 5				Year 6							
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	<p>(Maths) Increase the use of mathematical talk by pupils and secure use of mathematical vocabulary. Staff to use WRM to develop engaging sessions which promote use of mathematical talk for reasoning and use of correct vocabulary. Working walls to support this.</p>	<ul style="list-style-type: none"> • <i>Encourage pupils to take responsibility for, and play an active role in, their own learning</i> • <i>This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning</i> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>	<p>Observations.</p> <p>Quality of children's reasoning in class, books and tests.</p> <p>Attainment to be tracked.</p>	HM	<p>Maths attainment</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr><td>Reception</td><td></td><td></td><td></td></tr> <tr><td>Year 1</td><td></td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td><td></td></tr> </tbody> </table>	Reading	Autumn	Spring	Summer	Reception				Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
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B) More children are working at age related level as gaps have been filled and misconceptions addressed.	<p>£ To aid transition from EYFS to Year 1, three small classes with full time teachers and TAs will be run throughout the year. This will benefit the complex needs of this cohort.</p> <p>Appropriate support and CPD to ensure all staff have the knowledge, skills and understanding to promptly identify and address gaps and misconceptions in all subject areas.</p> <p>Teaching and learning in all subjects is planned effectively to ensure progression and cohesion with strong cross curricular links.</p> <p>In mathematics, staff to continue to plan and deliver 30 minutes daily arithmetic practise based on needs identified in the arithmetic tests.</p> <p>Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional x3 sessions a week of Success in Arithmetic – a structured program teaching the four operations. (TA time)</p>	<p>July 2016 DfE Standard for teachers’ professional development state that: Professional development must be prioritised by school leadership. Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers. Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’ Regular practice ensures consolidation.</p>	<p>SLT to drop in to classes each day and provide immediate feedback to adults to refine practice. INSET/CPD is planned to meet the needs of children. Staff know that it is their responsibility to address barriers to learning. Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions. Pupil Progress meeting with SLT to focus on increasing progress and raising attainment. Staff to meet regularly with parents of children making slow progress.</p>	SLT	<p>See attainment data above. Impact of CPD:</p> <p>Standard of T&L Autumn</p> <table border="1"> <thead> <tr> <th></th> <th>% satisfactory or better</th> <th>% good or better</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td></td> <td></td> </tr> <tr> <td>TAs</td> <td></td> <td></td> </tr> </tbody> </table> <p>Standard of T&L Spring</p> <table border="1"> <thead> <tr> <th></th> <th>% satisfactory or better</th> <th>% good or better</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td></td> <td></td> </tr> <tr> <td>TAs</td> <td></td> <td></td> </tr> </tbody> </table> <p>Standard of T&L Summer</p> <table border="1"> <thead> <tr> <th></th> <th>% satisfactory or better</th> <th>% good or better</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td></td> <td></td> </tr> <tr> <td>TAs</td> <td></td> <td></td> </tr> </tbody> </table>		% satisfactory or better	% good or better	Teachers			TAs				% satisfactory or better	% good or better	Teachers			TAs				% satisfactory or better	% good or better	Teachers			TAs		
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Teachers																																
TAs																																

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed July 2021 and impact
C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.	<p>£Employment of Mental Health First Aider and ELSAs to provide support to children.</p> <p>£CPD for all staff to have the necessary knowledge, skills and understanding to meet the needs of children.</p> <p>Safeguarding and Welfare officer is effective in accessing specialist support when needed. E.g. Challenging behaviour, the psychology of behaviour.</p> <p>SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support.</p> <p>£CISS is bought in and support is effective.</p> <p>Sharing Parenting support is in place for families.</p> <p>Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.</p> <p>£Daily breakfast club to serve as a platform for additional structured time, intervention and enrichment. Offered to those children where a need has been identified by staff.</p> <p>Lunch time playleaders/nurture group TA to support children with SEND/EBD. (MDSA time and training).</p>	<p><i>'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood⁶. Poor mental wellbeing increases the likelihood in later life of:</i></p> <ul style="list-style-type: none"> • <i>poor educational attainment</i> • <i>antisocial behaviour</i> • <i>drug and alcohol misuse</i> • <i>teenage pregnancy</i> • <i>involvement in criminal activity</i> • <i>mental health problems⁷.</i> <p><i>Those with better mental wellbeing are likely to deal better with stressful events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.'</i> Public Health England</p> <p>91% of ELSA's commented that working as an ELSA has helped facilitate improved outcomes for pupils accessing sessions.</p> <p>(The ELSA programme in Cheshire West and Chester – Evaluation Report, DR. Lisa Edwards, September 2016. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance and punctuality.</p> <p>Forest Schools research undertaken by the New Economics Foundation and managed by Forest Research found:</p> <p>'Confidence: children had the freedom, time and space to learn and demonstrate independence</p>	<p>Staff to have necessary training.</p> <p>School will put in early intervention and seek more specialist support as appropriate.</p> <p>All children will be able to make good academic progress as they are mentally supported to be successful.</p> <p>Close collaboration with families will secure early appropriate intervention/support.</p> <p>Early intervention is effective and those requiring more specialist support get help promptly.</p>	SLT	<p>Mental Health First Aider and ELSAs have provided high levels of support:</p> <p>SEND:</p> <p>Safeguarding:</p> <p>Attendance:</p> <p>Exclusions:</p> <p>PT time table:</p>

	<p>Further TAs to run nurture afternoons.</p> <p>Trained ELSAs in school who work with children identified by school staff and parents. Focus on developing mental well-being. This follows a structured programme which can be measured against targets set collaboratively with parents at the beginning of these sessions. (TA time)</p> <p>Four more staff to be Forest School trained to ensure all year groups have opportunities for regular sessions.</p>	<p>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</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>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</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment'</p>			
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed July 2021 and impact
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts.</p> <p>£Provision of a rich range of additional enrichment and cultural activities.</p> <p>Children will complete the Forest Flyer, Cultural Capital Challenge.</p> <p>School will be reaccredited with Artsmark Silver Award and start to work towards Gold</p> <p>£All KS 2Children will complete Arts Award and 30% will achieve Silver.</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p>	<p>SLT to target reading through SDP.</p> <p>All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.</p> <p>Registers of participation to be kept.</p> <p>Disadvantaged children to be encouraged and supported to participate.</p> <p>Monitor and encourage all children to be involved in a broad range of opportunities.</p>	SLT	<p>External visits have been restricted due to COVID but we have been creative in planning immersion days using our own staff and some virtual visits. These are offered to all children and rarely incurred any costs to the families.</p> <p>We were awarded the Geography Quality Mark. We expect to successfully complete the Artsmark and the Primary Science and Primary History Mark this academic year.</p>

	<p>School will be awarded the Primary Geography Quality Mark and prepare for Primary History Quality Mark, Primary Science Mark and the Music Mark.</p> <p>Outside learning will be embedded throughout the school.</p>	<p>'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.'</p> <p>Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p>'Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.'</p> <p>Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Silver Award accreditation.</p> <p>Primary Geography and History Award accreditation.</p> <p>Music Mark accreditation.</p> <p>Primary Science Mark.</p>		
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed July 2021 and impact
<p>E) Children to attend regularly and punctually so that no learning time is lost.</p>	<p>Overall attendance to be above 96% and vulnerable groups to be inline.</p> <p>Safeguarding and Welfare Officer to monitor closely and use first day calling.</p> <p>Early discussions with parents and children to identify underlying reasons for poor attendance.</p> <p>EWO to be involved at earliest opportunity.</p> <p>Attendance policy to be reviewed and followed to minimise parents taking holiday in term time.</p>	<p>'...where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school. Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap.'</p> <p>Charlie Taylor, Improving Attendance at School</p>	<p>All absence is tackled appropriately.</p> <p>Attendance increases and no groups is below 96%.</p> <p>Unauthorised absence is reduced as parents recognise expectations.</p> <p>Attainment will improve as children have maximised all learning opportunities.</p>	<p>SLT</p>	<p>Attendance in autumn term:</p> <p>Spring term: Partial closure due to COVID.</p> <p>Engagement information.</p> <p>Attendance summer term:</p>

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed July 2021 and impact
F) Parental engagement increases and aspirations to be higher.	<p>Early Parents' Evening to communicate routines and expectations. Registers to be taken for attendance. Parents who do not attend will have information sent to them.</p> <p>Class teachers to monitor completion of home learning e.g. reading, spelling, times tables and Lexia.</p> <p>Class teachers to do PE register, participation and correct PE kit.</p> <p>Additional Parent Progress meetings for children making slow progress and clear targets set to address barriers to learning.</p> <p>Continue to celebrate all children's achievements in school to encourage full participation.</p> <p>Provide opportunities for parents to participate in school events.</p> <p>Parents/carers to be involved in fundraising.</p> <p>Become a licensed FRED (Fathers Reading Every Day) School (will also impact S&L and reading – see above)</p>	<p><i>'The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community and build strong links with parents. Where schools build positive relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school improvement can be found.'</i> J Goodall and J. Vorhaus.</p> <p><i>Research tells us that fathers – and mothers – want engagement with their children's learning and education. Children want this too. "70% of co-resident fathers and 81% of non-resident dads want to be more involved in their children's education" "Dear Dad, I only see you once a week ... Some small things I ask of you: please come to my school plays and come to parents' evening to see how I'm getting on." (12 year-old: DfES/Fathers Direct, 2003)</i></p>	<p>Better communication with parent. Hard to engage parents are involved as the school has reached out to them.</p> <p>Parents play a more active role in their children's education.</p> <p>All stakeholders understand the vision and work collaboratively to achieve the best outcomes for children.</p> <p>All parents/carers are fully involved in different aspects of school.</p>	SLT & all staff	<p>FRED was run virtually in autumn term, although COVID restrictions limited the inschool connection with fathers.</p> <p>Virtual parents meetings in September across the school. Videos provided for all to include those that did not attend live sessions.</p> <p>Weekly phone calls throughout spring lockdown were welcomed by many. Parents joined their children on daily Zoom sessions.</p> <p>Language Links sessions and individual ELSA sessions provided further opportunities for parental engagement.</p>
Planned expenditure to improve quality teaching for all: £78,424					

6. Planned Expenditure	
Academic year	2020 2021

ii Targeted support																						
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed date and impact July 2021																	
A) Children's language skills improve and this positively impacts on all areas of learning.	<p>(S&L) SALT support for identified children (Teacher/TA time)</p> <p>Makaton trained staff to identified children</p> <p>New resources purchased to improve CLL provision.</p> <p>Time to Talk programme implemented</p> <p>Staff to be trained and deliver brick therapy.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups.</p> <p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p>	<p>Staff have the necessary skill to meet the needs of individual children.</p> <p>Senior leaders to complete regular 'drop-ins' and observations.</p> <p>SENDCo and assistant to carry out regular drop ins to monitor provision for vulnerable children</p> <p>SENDCo and assistant, fortnightly book scrutinies to ensure appropriate differentiation is evident enabling children to make progress.</p>	<p>CE/ZH</p> <p>SG</p>	<p>SALT data:</p> <p>Language Links data:</p> <p>SEND data:</p> <p>EYFS CLL ARE data:</p>																	
	<p>(Phonics and SP&G) To have rigorous basic skills approaches in place for phonics and grammar.</p> <p>In EYFS/KS1, increase daily reading with a focus on blending. (Teacher/TA time)</p> <p>Daily skills practice to focus on spelling, punctuation and grammar. Include Lexia (Teacher/TA time)</p> <p>Target vulnerable children for Home-learning Club,</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year-olds) as they begin to read.</p> <p>The use of a systematic synthetic phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary</p>	<p>Monitoring of T&L.</p> <p>Analysis of phonics data.</p> <p>SLT to hear children read and check they are blending.</p>	<p>SG/MN</p>	<p>Analysis of phonics data July:</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reception ARE</td> <td></td> <td></td> </tr> <tr> <td>Year 1 PSC</td> <td></td> <td></td> </tr> <tr> <td>Year 2 PSC retake</td> <td></td> <td></td> </tr> </tbody> </table> <p>Analysis of spelling data July</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Non PP	PP	Reception ARE			Year 1 PSC			Year 2 PSC retake				Non PP	PP		
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	Lexia, lunchtime ICT use etc. (Teacher/TA time)	schools well equipped to access the curriculum," Grant (2013)			<table border="1"> <tr><td>Year 1</td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td></tr> </table>	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6					
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	<p>(Reading) Planned additional time to read with an adult in school for children whose parents are unable to do so. Provide core texts. (Teacher/TA time) Provide additional time to develop comprehension skills by focussing on language/vocabulary and inference, use VIPERS and SATs question stems, early morning or afternoon intervention. (Teacher/TA time) Herts for Learning – Reading for Fluency project – key year groups: 3 and 6. (Teacher/TA time)</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Pupil perception survey to understand children’s perception of reading and books in school.</p> <p>SLT to select children to hear them read.</p> <p>Core texts are planned for in MTP. Children who complete the FFT will have read a good range of high-quality texts.</p> <p>Lexia/AR/RS data to be triangulated with teacher assessment from reading passports.</p> <p>SLT to monitor the regular use of reading passports to inform assessment.</p> <p>Staff to have a good understanding of the importance of good prosody to aid reading for meaning.</p>	SG	<p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td></tr> </tbody> </table>		Non PP	PP	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
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	<p>(Writing) Children regularly write extended pieces and receive effective feedback to edit and improve.</p> <p>Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this. If required, targeted post teaching to fill gaps. (Teacher/TA time)</p>	<p><i>Good literacy skills underpin academic success in every subject.’ ‘In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.’</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Teacher assessment using school’s stated criteria.</p> <p>Gaps are addressed.</p> <p>Increase the % of children working at ARE and GD in each year group.</p>	SG	<p>Writing data July</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> </tr> </tbody> </table>		Non PP	PP	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact																					
<p>B) More children are working at age related level as gaps have been filled and misconceptions addressed.</p> <p>Maths</p>	<p>Pre/post teaching delivered as required. Children in KS2 who have been identified as having gaps in these basic skills, to have additional x3 sessions a week of Success in Arithmetic – a structured program teaching the four operations.</p> <p>(Teacher/TA time)</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’ Regular practice ensures consolidation.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. 	<p>Staff know that it is their responsibility to address barriers to learning. Monitoring will focus on the actions taken by staff to fill gaps, recognise misconceptions and take appropriate actions.</p> <p>Pupil Progress meeting with SLT to focus on increasing progress and raising attainment.</p> <p>Staff to meet more regularly with parents of children making slow progress.</p>	HM	<p>Maths data July</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> </tr> </tbody> </table>		Non PP	PP	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
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ii Targeted support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact July 2021
C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities.	<p>ELSAs to provide support to children identified children. (TA hours)</p> <p>£Specialist support purchased when needed. E.g. educational psychologist.</p> <p>SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support and screening. E.g. dyslexia (Teacher time)</p> <p>£CISS is bought in and support is effective.</p> <p>Sharing Parenting and Epic Dads support is in place for families.</p> <p>Implement FRED.</p> <p>Use evidence from CPOMS, exclusions and part time timetables to</p>	<p><i>'Improving children and young peoples' mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood⁶. Poor mental wellbeing increases the likelihood in later life of:</i></p> <ul style="list-style-type: none"> poor educational attainment antisocial behaviour drug and alcohol misuse teenage pregnancy involvement in criminal activity mental health problems². <p><i>Those with better mental wellbeing are likely to deal better with stressful events, recover more quickly from illness, and be less likely to engage in behaviours which may put their health at risk.'</i></p> <p>Public Health England</p> <p>91% of ELSA's commented that working as an ELSA has helped facilitate improved outcomes for pupils accessing sessions. (The ELSA programme in Cheshire West and Chester – Evaluation Report, DR. Lisa Edwards, September 2016.</p>	<p>School will put in early intervention and seek more specialist support as appropriate.</p> <p>All children will be able to make good academic progress as they are mentally supported to be successful.</p> <p>Close collaboration with families will secure early appropriate intervention/support.</p> <p>Early intervention is effective and those requiring more specialist support get help promptly.</p>	TW/ZH	SEND/ELSA/MHFA data:

	ensure behaviour is well managed.				
ii Targeted support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact July 2021
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Provide core texts KS2.</p> <p>£Subsidise enrichment/enhancement activities and trips.</p> <p>£Pay for accreditation of KS 2 to complete Arts Award.</p> <p>£Target for Outside learning and Forest Schools club.</p>	<p><i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> The National Curriculum</p> <p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p>'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.'</p> <p>Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p>'Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that's why our goal is for every child and young person to have the opportunity to experience the richness of the arts.'</p> <p>Darren Henley Chief Executive Arts Council England</p>	<p>SLT to target reading through SDP.</p> <p>All CTs to plan enrichment and enhancement opportunities which must have a clear objective and rationale.</p> <p>Registers of participation to be kept.</p> <p>Disadvantaged children to be encouraged and supported to participate.</p> <p>Monitor and encourage all children to be involved in a broad range of opportunities.</p> <p>Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook.</p> <p>Artsmark Silver Award accreditation.</p> <p>Primary Geography and History Award accreditation.</p>	SLT	Limited opportunities for outside visits or visitors due to COVID restrictions. The school has been creative in providing enhancement activities in school and by organising virtual experiences. This has kept costs to a minimum and enabled all children to take part.

		Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.			
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ii) Targeted support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact July 2021
E) Children to attend regularly and punctually so that no learning time is lost.	Early discussions with parents and children to identify underlying reasons for poor attendance.	'...where patterns of irregular attendance are picked up in nursery and reception, parents will be supported to get their children into school. Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap.' Charlie Taylor, Improving Attendance at School.	All absence is tackled appropriately. Attendance increases and no groups are below 96%. Unauthorised absence is reduced as parents recognise expectations. Attainment will improve as children have maximised all learning opportunities.	TW	Attendance data and feedback relating to those children with poor attendance.

ii) Targeted support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact July 2021
F) Parental engagement increases and aspirations to be higher.	Parents' Evening registers to be taken for attendance and parents who do not attend will have information sent to them. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete.	<i>'The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. Schools that improve and sustain improvement engage the community</i>	Better communication with parents. Hard to engage parents are involved as the school has reached out to them. Parents play a more active role in their children's education. All stakeholders understand the vision and work collaboratively to achieve the best outcomes for children. All parents/carers are fully involved in different aspects of school.	SLT	All parents have had increased contact with staff and the Virtual Parents Evening was effective. Those parents who did not manage a Zoom meeting still had a phone call and the opportunity to discuss the midyear report.

	<p>Class teachers to do PE register, participation and correct PE kit.</p> <p>£Provide kit for PP children.</p> <p>£Additional Parent Progress meetings with structured conversations for children making slow progress.</p>	<p><i>and build strong links with parents. Where schools build positive relationships with parents and work actively to embrace racial, religious, and ethnic and language differences, evidence of sustained school improvement can be found.’ J Goodall and J. Vorhaus.</i></p> <p>‘The structured conversations have led to positive changes for both schools and parents in the home-school relationship’ – Achievement for All, National evaluation.</p>			
Planned Expenditure Targeted Support £70,000					

7. Planned Expenditure					
Academic Year				2020 2021	
iii. Other approaches (Enrichment and experiences) Details to be added each half term as opportunities arise					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and impact July 2021
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	<p>£Immersion days e.g. Miraiiker’s world of Puppets,</p> <p>£Visits e.g. theatre, local museums (potential to do this virtually),</p> <p>£Visitors: Tomorrow’s Achievers, Portals to the Past, Divergent Drama</p>	<p><i>‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’</i> The National Curriculum</p>	<p>SLT to target reading through SDP.</p> <p>All CTs to plan enrichment and enhancement opportunities which must</p>	SLT	<p>Limited opportunities for outside visits or visitors due to COVID restrictions. The school has been creative in providing enhancement activities in school and by organising virtual experiences. This has kept costs to a minimum and enabled all children to take part.</p>

	<p>£Additional events: Careers Fayre, enterprise opportunities, Christmas Fayre. (see LTPS) Children will complete the Forest Cultural Capital Challenge School will be recredited with Artsmark Silver Award and start to work towards Gold £Outside learning will be embedded throughout the school.</p>	<p>Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright poor children and found students were nine times more likely to get good A-levels when they did daily homework. They were much more likely to get good grades if they read books at home for pleasure – not just those books they had to study for school. And their results improved if they had visited museums, galleries and went on outings with their families or schools.</p> <p><i>‘It’s vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.’</i> Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport</p> <p><i>‘Cultural education gives children and young people the opportunity to develop their creativity, both individually and collectively, and that’s why our goal is for every child and young person to have the opportunity to experience the richness of the arts.’</i> Darren Henley Chief Executive Arts Council England</p> <p>Ofsted Requirement: <i>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific,</i></p>	<p>have a clear objective and rationale. Registers of participation to be kept. Disadvantaged children to be encouraged and supported to participate. Monitor and encourage all children to be involved in a broad range of opportunities. Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook. Artsmark Silver Award accreditation.</p>	<p>Due to a forecasted under spend here, we allocated more funding to purchase ICT equipment to fully embed remote learning opportunities and to ensure any child who needs a device is able to access one. With increased demand on devices, and ensuring that staff and children can access online T&L confidently in school and at home, we have signed up to Google Classroom with government support to set up.</p>
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		<i>technical, social, physical and artistic learning.</i>			
					Planned expenditure for other approaches (enrichment and experiences): £15,000
					Total planned expenditure cost: £163,424.000