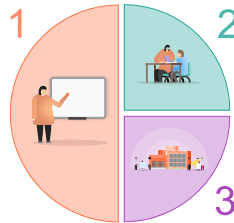




This tiered model is designed to enable school leaders to consider where best to invest time, energy and resources for the benefit of their particular pupils.



“The pandemic brought with it a period of huge disruption, but also, real innovation—with all school staff working tirelessly, despite their responsibilities expanding well past the norm, to meet the needs of their pupils”

Professor Becky Francis, CEO, EEF



“Schools should treat implementation as a major commitment and prioritise appropriately. Schools should probably make fewer, but more strategic, choices and pursue these diligently. Reviewing and stopping some existing practices may be required before delivering new ones.” **Putting Evidence to Work: A School's Guide to Implementation—EEF**



1. HIGH QUALITY TEACHING - £35,546

To ensure access to high quality teaching, we plan to...

- *English leader will be non class based to develop the teaching of writing across the school through coaching, mentoring, team teaching and planning support.*
- *Maths leader one day leadership release each week to provide coaching and mentoring support in the delivery of mastery maths*
Maths leader to begin training for Primary Mastery Specialist 2022/23. (15 days)
- *Oracy leader to be non-class based to monitor, coach and mentor teachers on the continued implementation of oracy activities and lessons.*
Third year of a three year CPD programme with a focus on embedding classroom practise and developing a oracy rich environment.
Two classroom practitioners to complete Year 1's CPD for Oracy Lead and Oracy Champion.
- *Teachers to complete CPD bi-weekly in group coaching sessions with a whole school focus on cognitive science.*
Three expert coaches trained in instructional coaching to lead coaching

2. TARGETED ACADEMIC SUPPORT - £29,841

To deliver impactful targeted support, we plan to...

- *Children in Reception, Yr1 and Yr2 are taught reading in small groups for 30 minutes a day, 5 days a week. Two HLTAs and one TA, work with the class teacher and TA to ensure all children practice reading in small groups. Our target is for all children to leave KS1, confident, competent, fluent readers.*
Following the new Little Wandle Phonic programme, children who are not secure with the learning from the day's session will receive additional intervention that same day or before the next session. This intervention could be in the form a small group or be 1:1. Two HLTAs will provide this intervention for 30 minutes a day.
Small group and 1:1 intervention in current Yr3 delivered by HLTA. New Little Wandle programme for children who did not achieve phonics threshold at the end of Yr2.
- *1:2:3 tutoring for DA children at risk of falling behind. Completed either before or after school by school staff.*
- *DHT will use structured conversations to improve attendance of DA children.*
Pre-COVID tracking and initiatives will be re-introduced.

3. WIDER STRATEGIES - £13,036

To remove non-academic barriers to attainment, we plan to...

- *Music enrichment beyond the curriculum – children offered the choice of learning to play an instrument or play in a band (vocal, guitar, keyboard, drums)*
Outdoor education residential, London residential and France residential provided at a reduced cost.
School day trips provided at a reduced cost (voluntary contribution only)
- *Increased participation in wider curriculum offer.*
Trust wide subscription to Children's University. Curriculum, PE and senior leaders to design an extra curricular offer that meets the needs of our DA children and encourages full participation. Target is for every DA child to be involved in at least one extra-curricular activity each week.
- *One to one counselling provided for children with emotional needs (high anxiety levels, attachment, early trauma, current trauma). This is also extended to parents.*