Pupíl Premíum Strategy Statement: Forest Academy 2019-2020

1. Summary Information							
School	Forest Academy						
Academic Year	2019-2020	Total PP budget	£74,880	Date of most recent PP	July 2019		
		Carried forward	£26,601	review			
		Total	£101,481				
Total number of children	418 (includes 48 nursery)	Number of children	51 (69 from January	Date for internal review	September 2019		
		eligible for PP	Census)	of this strategy			

2. Attainment 2019 (Based on year 6 results)						
	Forest Academy figures for children	Forest Academy figures for children not	National figures for children not eligible			
	eligible for PP (11 children, progress	eligible for PP(31children, progress based	for PP			
	based on 6)	on 23)				
% achieving expectations in reading	55%	65%	78%			
% achieving expectations in writing	55%	84%	84%			
% achieving expectations in maths	55%	81%	84%			
Progress measures in reading	-1.0	-2.7	0.3			
Progress measures in writing	-2.0	0.1	0.3			
Progress measure in maths	-2.0	-1.2	0.4			

3. Ba	3. Barriers to future attainment (for children eligible for PP, including high ability)					
In-sc	hool barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Some children may have poor language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the					
	curriculum.					
B.	Some children, may not be working at an age-related level and have conceptual gaps or misconceptions.					
C.	Some children, may require emotional well-being and behaviour support to enable them to maximise learning opportunities.					
Exte	rnal barriers (issues which also require action outside of school, such as low attendance rates)					
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					

4. Desired Outcor	4. Desired Outcomes						
Desired out	comes and how they will be measured	Success Criteria					
 CLL out S&L is p Acquisi Reading groups Higher languag Higher 	attainment in English writing as children have greater mastery of the English ge. attainment in all subjects as children have the language skills to learn rely and are able to communicate this knowledge using subject specific	 Children make rapid progress in all areas of the curriculum due to their ability to understand what is taught and express their ideas. 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 an communicate this knowledge effectively 					
misconcept All staf address Teachir and spe Childre further Attainn quality Childre range c All child to reca Mather and exp attainn Teachir	n will be motivated to read increasingly challenging texts to enjoy and to their knowledge in all curriculum areas. nent in writing increases as children hear good language spoken and read texts on which to model their own writing. In have the knowledge, skills and understanding to write effectively using a of sentence structures which are correctly punctuated. Idren have a secure grasp of age appropriate calculation strategies and are able all number facts to enable them to work efficiently. In matical reasoning is improved as children have the skills to understand, solve plain precisely using appropriate mathematical language thus raising	 Children make rapid progress in all areas of the curriculum as staff have the knowledge, skills and understanding to address effectively. 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. 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. 					

	Desired outcomes and how they will be measured	Success Criteria
C.	 Children have the emotional well-being and behaviour support to enable them to maximise learning opportunities. 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. 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. CISS support is effective. Sharing Parenting support is in place for families. Behaviour is well managed. Evidence from CPOMS, exclusions and part time timetables. 	 All children are able to maximise learning opportunities. 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.
D.	 Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences. Provision and promotion of quality texts to develop a love of reading including cross curricular nonfiction texts. Immersion days e.g. Miraiker's World of Puppets, Visits e.g. theatre, Visitors: Additional events: Careers Fayre, enterprise opportunities Children will complete the Forest Cultural Capital Challenge School will be reaccredited with Artsmark Silver Award and start to work towards Gold All KS 2Children 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. 	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. 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 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.' The school's provision is outstanding and meets the needs of all children to succeed now and in the future.

E.	Children to attend regularly and punctually so that no learning time is lost.	All children attend regularly enabling them to make good
	Overall attendance to be above 96% and vulnerable groups to be inline.	progress and develop good habits for their future
	Safeguarding and Welfare Officer to monitor closely and use first day calling.	education and employment.
	Early discussions with parents and children to identify underlying reasons for poor attendance.	 Attendance is above 96% for all children.
	EWO to be involved at earliest opportunity.	
	Attendance policy to be reviewed and followed to minimise parents taking holiday in term time.	
	Desired outcomes and how they will be measured	Success Criteria
F.	Parental engagement increases and aspirations to be higher.	Parents recognise they have a valuable role to play in
	Early Parents' Evening to communicate routines and expectations. Registers to be taken for	supporting their children in their education.
	attendance. Parents who do not attend will have information sent to them.	Events are well attended.
	• Class teachers to monitor completion of home learning e.g. reading, spelling, times tables and lexia.	 Parents' and carers know how to support their
	Class teachers to do PE register, participation and correct PE kit.	children.
	Additional Parent Progress meetings for children making slow progress and clear targets set to	The school will know how it can support
	address barriers to learning.	parents/carers who may find it difficult to support
	Continue to celebrate all children's achievements in school to encourage full participation.	their children for whatever reason.
	Provide opportunities for parents to participate in school events.	Parents/carers are valued for their contribution to
	Parents/carers to be involved in fundraising.	school life and the education of all children.

5. Planned E	xpenditure				
Academic ye	ar 2019 2020				
i.	Quality of teaching for all				
Desired	Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is	Staff	Review date and impact
Outcome		choice?	implemented well?	lead	
A)	£ (S&L) School to renew its	Research has shown that there can be a	Training to be delivered and	All	
Children's	CFS.	significant difference in vocabulary of	evaluated – staff to identify	staff	
language	All staff to receive up to date	different groups.	further CPD needs. Adapt		
skills	Communication 4 All training	The Early Catastrophe Paper (Hart and	training as necessary.		
improve	across three PD days.	Risley, 2003) reports:			
and this	Session 1 to include a revisit of	Vocabulary (at age 3) of a child from a	Senior leaders to complete		
positively	the Talk for Writing session,	disadvantaged family: 500 words	regular 'drop-ins' and		
impacts on	review current practise and	Vocabulary (at age 3) of a child from a	observations to ensure		
all areas of	how to move forward.	professional family: 1,100 words	training is being		
learning.	Session 2 to focus on		implemented, e.g. working		
	vocabulary. All staff to be	It is important to develop and increase all	walls are regularly updated,		
	given practical examples	pupils' vocabularies.	visual time tables are in place,		

which can be immediately		use of Wordariums to collect	
implemented to improve		unfamiliar/new vocabulary.	
practise. Many are suited to			
guided reading and skills		Staff to use Makaton signing	
sessions in English.		to support children in class.	
Session 3 to review blank level			
questioning and how to		Fortnightly book scrutinies to	
ensure type of questioning		ensure use of Talk for Writing	
enables children to develop		results in well structured,	
their own learning and		extended pieces of writing	
following their chosen lines of		modelled on core texts	
enquiry.		(including use of new	
		vocabulary).	
£ All staff in EYFS and KS1 to			
be trained in Makaton.			
New resources purchased to			
improve CLL provision.			
(Phonics) To have rigorous	Phonics approaches have been consistently	Monitoring of T&L.	
basic skills approaches in	found to be effective in supporting younger	-	
place for phonics and	readers to master the basics of reading,	Analysis of phonics data.	
grammar.	with an average impact of an additional	,	
	four months' progress. Research suggests	SLT to hear children read and	
Staff to embed new Storytime	that phonics is particularly beneficial for	check they are blending.	
phonics, using real books to	younger learners (4-7 year-olds) as they	,	
teach letters and sounds.	begin to read.		
In EYFS/KS1, increase daily	The use of a systematic synthetic phonics		
reading with a focus on	programme was shown to give children a		
blending.	flying start with their reading, writing and		
	spelling, it was effective for catch-up, it		
£ Children to have appropriate	reduced special educational needs across		
phonics phase/banded book	the schools and it enabled higher numbers		
as well as Forest Fantastic	of children to transfer to their secondary		
Reading book until phonic	schools well equipped to access the		
knowledge is secure.			

Daily skills practice to focus on spelling, punctuation and grammar.	curriculum," Grant (2013)		
(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.	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. 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.	Pupil perception survey to understand children's perception of reading and books in school. SLT to select children to hear them read. Core texts are planned for in MTP. Children who complete the FFT will have read a go range of high-quality texts. Lexia/AR/RS data to be triangulated with teacher assessment from reading passports. SLT to monitor the regular use of reading passports to inform assessment.	

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.			
Develop comprehension skills			
by focussing on			
language/vocabulary and			
inference, use VIPERS and			
SATs question stems.			
(Writing) Children regularly	Good literacy skills underpin academic	Teacher assessment using	
write extended pieces and	success in every subject.' 'In my view, the	school's stated criteria.	
receive effective feedback to	most important thing a school can do for		
edit and improve.	its pupils—and for society—is to teach them	Review feedback policy	
Children will complete an	to read and write well.' Sir Kevan Collins,	regularly to ensure it is	
extended piece of writing at	Chief Executive Education Endowment	impacting positively on all	
least fortnightly, or write over	Foundation.	children and they are making	
a sustained period of several		expected (or better) progress.	
days.	Meta-Analysis of research by John Hattie		
Pieces will use engaging	breaks down quality teaching into:	Children to self-assess and	
texts/media as stimulus and	 Pupils having clear goals/objectives. 	peer-assess.	
be linked to topics where	Teachers providing pupils with		
appropriate.	modelling/scaffolding/appropriate	Moderation with parallel class	
Teachers will give useful	steps to achieve them.	and across the year groups.	
feedback, and give the pupils			
guidance and time to		Moderation with other	
react/respond to this. In the		schools.	
moment marking is used		SEO to monitor school's own	
where possible giving children		assessments.	
the opportunity to talk about		Staff attend CPD as required.	

how to improve their written work. (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	 Encourage pupils to take responsibility for, and play an active role in, their own learning This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning 	Increase the % of children working at ARE and GD in each year group. Observations. Quality of children's reasoning in class, books and tests. Attainment to be tracked.	
talk for reasoning and use of correct vocabulary. Working walls to support this.	From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.		

Desired	Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is	Staff	Review date and impact
Outcome		choice?	implemented well?	lead	
B) More	£ Appropriate support and	July 2016 DfE Standard for teachers'	SLT to drop in to classes each		
children	CPD to ensure all staff have	professional development state that:	day and provide immediate		
are	the knowledge, skills and	Professional development must be	feedback to adults to refine		
working at	understanding to promptly	prioritised by school leadership.	practice.		
age related	identify and address gaps and	Sutton Trust found that, 'The effects of	INSET/CPD is planned to		
level as	misconceptions in all subject	high-quality teaching are especially	meet the needs of children.		
gaps have	areas.	significant for pupils from disadvantaged	Staff know that it is their		
been filled		backgrounds: over a school year, these	responsibility to address		
and	Teaching and learning in all	pupils gain 1.5 years' worth of learning	barriers to learning.		
misconcept	subjects is planned effectively	with very effective teachers.	Monitoring will focus on the		
ions	to ensure progression and	Pupils need a sound understanding of	actions taken by staff to fill		
addressed.	cohesion with strong cross	number bonds and times tables to free the	gaps, recognise		
	curricular links.	working memory to successfully apply	misconceptions and take		

 _			•	
	more complicated maths operations.	appropriate actions.		
In mathematics, staff to	Daniel Willingham (Psychologist at the	Pupil Progress meeting with		
continue to plan and deliver	University of Virginia) states: Automatic	SLT to focus on increasing		
30 minutes daily arithmetic	retrieval of basic maths facts is critical to	progress and raising		
practise based on needs	solving complex problems because	attainment.		
identified in the arithmetic	complex problems have simpler problems	Staff to meet more regularly		
tests.	embedded in them.' Regular practice	with parents of children		
	ensures consolidation.	making slow progress.		
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)				

Desired	Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is	Staff	Review date and impact
Outcome		choice?	implemented well?	lead	
C) Children have the emotional well-being and behaviour support to enable them to maximise learning opportuniti es.	£Employment of Mental Health First Aider and ELSAs to provide support to children. £CPD for all staff to have the necessary knowledge, skills and understanding to meet the needs of children. Safeguarding and Welfare officer is effective in accessing specialist support when needed. SENDCo and Safeguarding and Welfare officer work collaboratively to provide	'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 adulthood. Poor mental wellbeing increases the likelihood in later life of: poor educational attainment antisocial behaviour drug and alcohol misuse	Staff to have necessary training. School will put in early intervention and seek more specialist support as appropriate. All children will be able to make good academic progress as they are mentally supported to be successful. Close collaboration with families will secure early appropriate intervention/support.		

	appropriate specialist support.	teenage pregnancy	Early intervention is effective and those requiring more	
	£ CISS is bought in and	 involvement in criminal activity 	specialist support get help	
	support is effective. Sharing Parenting support is	• mental health problems ^Z .	promptly.	
	in place for families.	Those with better mental wellbeing are likely		
	Use evidence from CPOMS, exclusions and part time	to deal better with stressful events, recover		
	timetables to ensure	more quickly from illness, and be less likely to		
	behaviour is well managed.	engage in behaviours which may put their		
	£ Daily breakfast club to serve as a platform for	health at risk.' Public Health England		
i i	additional structured time, intervention and enrichment. Offered to those children where a need has been identified by staff.	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		
	Lunch time playleaders/nurture group TA to support children with SEND/EBD. (MDSA time and training)	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.		
	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)	Breakfast clubs improve attendance and punctuality.		

Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is	Staff	Review date and impact
	choice?	implemented well?	lead	
£Provision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts. £Provision of a rich range of additional enrichment and cultural activities. Children will complete the Forest Cultural Capital Challenge School will be reaccredited with Artsmark Silver Award and start to work towards Gold £All KS 2Children 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.	'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.' The National Curriculum 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. '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.' Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media and Sport	substitute of the substitute o		
11 C C C F C S / t 11 / S S F N H C S	Eprovision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts. Eprovision of a rich range of additional enrichment and cultural activities. Children will complete the corest Cultural Capital Challenge School will be reaccredited with Artsmark Silver Award and start to work towards Gold EAII KS 2Children will complete Arts Award and 30% will achieve Silver. School will be awarded the Primary Geography Quality Mark and prepare for Primary distory Quality Mark. Dutside learning will be embedded throughout the	Choice? Errovision and promotion of quality texts to develop a love of reading including cross curricular non-fiction texts. Errovision of a rich range of additional enrichment and cultural activities. Children will complete the croest Cultural Capital Challenge is chool will be reaccredited with Artsmark Silver Award and start o work towards Gold EAII KS 2Children will complete Arts Award and 30% will achieve filter. School will be awarded the primary Geography Quality Mark and prepare for Primary distory Quality Mark. Dutside learning will be rembedded throughout the inchool. Chool. Choice? 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.' The National Curriculum 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. 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.' Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media	Choice? EProvision and promotion of quality texts to develop a love of reading including cross and and helping to engender an appreciation of human creativity and achievement.' The National Curriculum said and helping to engender an appreciation of human creativity and achievement.' The National Curriculum suitide (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. '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.' Michael Ellis MP,Minister for Arts, Heritage and Tourism Department of Culture, Media	Choice? The is the essential knowledge that pupils need to be educated citizens, introducing through SDP. All CTs to plan enrichment and said and helping to engender an appreciation of human creativity and achievement. The National Curriculum Sutton Trust research on the major factors outside (and inside) the school gates that boost the educational progress of bright proor 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. Tit's vital that children have the opportunity inspires future careers and enriches their childhood.' Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media Tit is the essential knowledge that pupils need to be educated citizens, introducing through SDP. All CTs to plan enrichment and enhancement opportunities which must 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 involved in a broad range of opportunities. Forest Cultural Capital Challenge to be monitored and celebrated e.g. display and Facebook. Artsmark Silver Award and supported to participate. Monitor and encourage all children to be involved in a broad range of opportunities. Forest Cultural Capital Challenge 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. Primary Geography Quality to learn and enjoy arts and culture from an early age. It develops their creativity, inspires future careers and enriches their childhood.' Mic

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.'
Darren Henley Chief Executive Arts Council
England
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.

Desired	Chosen action/approach	What is the evidence and rationale for	How will you ensure it is	Staff	Review date and impact
Outcome		this choice?	implemented well?	lead	
E) Children	Overall attendance to be above	'where patterns of irregular	All absence is tackled		
to attend	96% and vulnerable groups to be	attendance are picked up in nursery and	appropriately.		
regularly and	inline.	reception, parents will be supported to	Attendance increases and no		
punctually so	Safeguarding and Welfare Officer	get their children into school. Children	groups is below 96%.		
that no	to monitor closely and use first	with the worst attendance in the early	Unauthorised absence is		
learning time	day calling.	years tend to come from the lowest	reduced as parents recognise		
is lost.	Early discussions with parents	socio-economic groups where	expectations.		
	and children to identify	attainment on entry to primary schools	Attainment will improve as		
	underlying reasons for poor	is often already notably lower than that	children have maximised all		
	attendance.	of their peers. By ensuring that the	learning opportunities.		
	EWO to be involved at earliest	parents of these children get into good			
	opportunity.	attendance habits, schools will be able			

Attendance policy to	be reviewed to do the work required to n	narrow this
and followed to min	mise parents gap.' Charlie Taylor, Improvi	ing
taking holiday in ter	n time. Attendance at School	

Desired	Chosen action/approach	What is the evidence and rationale for	How will you ensure it is	Staff	Review date and impact
Outcome		this choice?	implemented well?	lead	
F) Parental engagement increases and aspirations to be higher.	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. Class teachers to monitor completion of home learning e.g. reading, spelling, times tables and lexia.	'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	Better communication with parent. Hard to engage parents are involved as the school has reached out to them. Children play a more active roll in their children's education. All stakeholders understand the vision and work	lead	
	Class teachers to do PE register, participation and correct PE kit. 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 to encourage full participation. Provide opportunities for parents to participate in school events. Parents/carers to be involved in fundraising.	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.	collaboratively to achieve the best outcomes for children. All parents/carers are fully involved in different aspects of school.		
		Plan	ned expenditure to imp	rove qu	uality teaching for all: £50,000

6. Planned Exp	6. Planned Expenditure							
Academic year	2019 2	2020						
ii Targeted sup	ii Targeted support							
Desired	Chosen	What is the evidence and rationale for	How will you ensure it is	Staff	Review date and impact			
Outcome	action/approach	this choice?	implemented well?	lead				
A) Children's	(S&L)	Research has shown that there can be a	Staff have the necessary skill to meet					
language	SALT support for	significant difference in vocabulary of	the needs of individual children.					
skills	identified children	different groups.	Senior leaders to complete regular					
improve and	(Teacher/TA time)	The Early Catastrophe Paper (Hart and	'drop-ins' and observations.					
this		Risley, 2003) reports:						
positively	Makaton trained staff	Vocabulary (at age 3) of a child from a	SENCo and assistant to carry out					
impacts on	to identified children	disadvantaged family: 500 words	regular drop ins to monitor provision					
all areas of		Vocabulary (at age 3) of a child from a	for vulnerable children					
learning.	New resources	professional family: 1,100 words						
	purchased to improve		SENCo and assistant fortnightly book					
	CLL provision.		scrutinies to ensure appropriate					
			differentiation is evident enabling					
			children to make progress.					
	(Phonics and SP&G)	Phonics approaches have been	Monitoring of T&L.					
	To have rigorous basic	consistently found to be effective in						
	skills approaches in	supporting younger readers to master	Analysis of phonics data.					
	place for phonics and	the basics of reading, with an average						
	grammar.	impact of an additional four months'	SLT to hear children read and check					
	In EVEC/VC4 in an access	progress. Research suggests that phonics	they are blending.					
	In EYFS/KS1, increase	is particularly beneficial for younger						
	daily reading with a	learners (4-7 year-olds) as they begin to						
	focus on blending.	read.						
	(Teacher/TA time)	The use of a systematic synthetic abovice						
		The use of a systematic synthetic phonics						

Daily skills practice to focus on spelling, punctuation and grammar. Include Lexia (Teacher/TA time) Target vulnerable children for Homelearning Club, Lexia, lunchtime ICT use etc. (Teacher/TA time)	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)		
(Reading) Planned additional	Education Endowment Foundation found that disadvantaged pupils can make 5+	Pupil perception survey to understand children's perception of reading and	
time to read with an	months progress using Accelerated	books in school.	
adult in school for	Reader. Accelerated Reader diagnoses		
children whose	ranges of books appropriate for pupils,	SLT to select children to hear them	
parents are unable to	who then complete quizzes on books	read.	
do so.	they have read.		
Provide core texts.		Core texts are planned for in MTP.	
(Teacher/TA time)	Psychologist Keith Stanovich found that	Children who complete the FFT will	
Provide additional time to develop	pupils who learn to read well early tend to do better as they move through	have read a go range of high-quality texts.	
comprehension skills	school. This is because pupils who read	teats.	
by focussing on	well read more and vice versa. The gap	Lexia/AR/RS data to be triangulated	
language/vocabulary	between those that read well (and those	with teacher assessment from reading	
and inference, use	that read less) grows exponentially as	passports.	
VIPERS and SATs	children get older, creating problems not		
question stems, early	just in reading but in accessing and	SLT to monitor the regular use of	
morning or afternoon	engaging with the curriculum.	reading passports to inform	
intervention. (Teacher/TA time)		assessment.	
(Teacher/TA time)			

(Writing) Children	Good literacy skills underpin academic	Teacher assessment using school's	
regularly write	success in every subject.' 'In my view, the	stated criteria.	
extended pieces and	most important thing a school can do for		
receive effective	its pupils—and for society—is to teach	Gaps are addressed.	
feedback to edit and	them to read and write well.' Sir Kevan		
improve.	Collins, Chief Executive Education	Increase the % of children working at	
Teachers will give	Endowment Foundation.	ARE and GD in each year group.	
useful feedback, and			
give the pupils	Meta-Analysis of research by John Hattie		
guidance and time to	breaks down quality teaching into:		
react/respond to this.	 Pupils having clear goals/objectives. 		
If required, targeted	Teachers providing pupils with		
post teaching to fill	modelling/scaffolding/appropriate		
gaps. (Teacher/TA	steps to achieve them.		
time)	·		

ii Targeted sup	ii Targeted support							
Desired	Chosen	What is the evidence and rationale for this	How will you ensure it is	Staff	Review date and impact			
Outcome	action/approach	choice?	implemented well?	lead				
B) More	Pre/post teaching	Pupils need a sound understanding of number	Staff know that it is their					
children are	delivered as	bonds and times tables to free the working	responsibility to address barriers					
working at	required. Children in	memory to successfully apply more	to learning.					
age related	KS2 who have been	complicated maths operations.	Monitoring will focus on the					
level as gaps	identified as having	Daniel Willingham (Psychologist at the	actions taken by staff to fill gaps,					
have been	gaps in these basic	University of Virginia) states: Automatic	recognise misconceptions and take					
filled and	skills, to have	retrieval of basic maths facts is critical to	appropriate actions.					
misconceptio	additional x3	solving complex problems because complex	Pupil Progress meeting with SLT to					
ns	sessions a week of	problems have simpler problems embedded in	focus on increasing progress and					
addressed.	Success in Arithmetic	them.' Regular practice ensures consolidation.	raising attainment.					
	– a structured	Gaps identified in formative assessment allow	Staff to meet more regularly with					
	program teaching	for precisely targeted teaching to remedy	parents of children making slow					
	the four operations.	these.	progress.					
	(Teacher/TA time)	Meta-Analysis of research by John Hattie						
		breaks down quality teaching into:						
		 Pupils having clear goals/objectives. 						

•	Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.		
	to achieve them.		

ii Targeted s	upport				
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
C) Children have the emotional well-being and behaviour support to enable	ELSAs to provide support to children identified children. (TA hours) £Specialist support purchased when needed. E.g. educational psychologist.	'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 adulthood ⁶ . Poor mental wellbeing increases the likelihood in later life of: • poor educational attainment	School will put in early intervention and seek more specialist support as appropriate. All children will be able to make good academic progress as they are mentally supported to	1000	
them to maximise learning opportuniti es.	SENDCo and Safeguarding and Welfare officer work collaboratively to provide appropriate specialist support and screening. E.g. dyslexia (Teacher time)	 antisocial behaviour drug and alcohol misuse teenage pregnancy involvement in criminal activity mental health problems^Z. 	be successful. Close collaboration with families will secure early appropriate intervention/support. Early intervention is effective and those requiring more specialist support get		
	## CISS is bought in and support is effective. 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.' Public Health England	help promptly.			
	Use evidence from CPOMS, exclusions and part time timetables to ensure behaviour is well managed.	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.			

ii Targeted support						
Desired	Chosen	What is the evidence and rationale for this	How will you ensure it is implemented	Staff	Review date and impact	
Outcome	action/approach	choice?	well?	lead		
D) Children will increase	£ Provide core texts KS2.	'It is the essential knowledge that pupils need to be educated citizens, introducing	SLT to target reading through SDP. All CTs to plan enrichment and			
their cultural	£ Subsidise	them to the best that has been thought and	enhancement opportunities which			
capital through	enrichment/enhan	said and helping to engender an appreciation of human creativity and	must have a clear objective and rationale.			
exposure to	cement activities and trips.	achievement.' The National Curriculum	Registers of participation to be kept.			
quality texts, resources,	£ Pay for	Sutton Trust research on the major factors	Disadvantaged children to be encouraged and supported to			
enrichment	accreditation of KS	outside (and inside) the school gates that	participate.			
activities and life	2 to complete Arts Award.	boost the educational progress of bright poor children and found students were	Monitor and encourage all children to be involved in a broad range of			
experiences.	£ Target for	nine times more likely to get good A-levels	opportunities.			
	Outside learning	when they did daily homework. They were much more likely to get good grades if they	Forest Cultural Capital Challenge to be monitored and celebrated e.g. display			
	and Forest Schools club.	read books at home for pleasure – not just	and Facebook.			
		those books they had to study for school. And their results improved if they had	Artsmark Silver Award accreditation.			
		visited museums, galleries and went on	Primary Geography and History Award accreditation.			
		outings with their families or schools.				
		'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.'				
		Michael Ellis MP, Minister for Arts, Heritage and Tourism Department of Culture, Media				
		and Sport				
		'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				

ii) Targeted su	pport	every child and young person to have the opportunity to experience the richness of the arts.' Darren Henley Chief Executive Arts Council England 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.			
Desired	Chosen	What is the evidence and rationale for this	How will you ensure it is implemented	Staff	Review date and impact
Outcome	action/approach	choice?	well?	lead	
E) Children	Early discussions	'where patterns of irregular attendance	All absence is tackled appropriately.		
to attend	with parents and	are picked up in nursery and reception,	Attendance increases and no groups is		
regularly and	children to identify	parents will be supported to get their	below 96%.		
punctually so	underlying reasons	children into school. Children with the	Unauthorised absence is reduced as		
that no learning time	for poor attendance.	worst attendance in the early years tend to come from the lowest socio-economic	parents recognise expectations. Attainment will improve as children		
is lost.	attenuance.	groups where attainment on entry to	have maximised all learning		
15 105 €.		primary schools is often already notably	opportunities.		
		lower than that of their peers. By ensuring	••		
		that the parents of these children get into			
		good attendance babits, schools will be			
		good attendance habits, schools will be			
		able to do the work required to narrow this			
		-			

engagement increases and parents who do not attend and will have information sent to aspirations to be higher. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. EAdditional Parent Progress meetings with structured conversations for children making slow progress. The structured have led to position and come-school resolution of more likely the succeed in	ence and How will you ensure it is implemented	Staff	Review date and impact
engagement increases parents who do not attend will have information sent to aspirations to be higher. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. Limprove and structured conversations for children making slow progress. The structured have led to position to positive relation parents and with parents of the education of more likely the succeed in the succeed in the School improve effectiveness reconsistently shrut engagement is factors in secular achievement. Sumprovement of community and with parents. We membrace racing ethnic and languation and sumprovement of Goodall and J. The structured have led to positive schools a home-school reconstruction.	schoice? well?	lead	
increases and will have information sent to aspirations to be higher. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. £Provide kit for PP children. £Additional Parent Progress meetings with structured conversations for children making slow progress. factors in secular achievement. Si improve and set improvement of community and with parents. We positive relation parents and we embrace racial ethnic and language evidence of sustimprovement of Goodall and J. The structured have led to positive schools a home-school relation parents and we have led to positive schools a home-school relation parents and we have led to positive schools a home-school relation some succeed in the succeed in t	ed parents are in Better communication with parent.		
and aspirations to be higher. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register participation and correct PE kit. Class teachers to do PE register participation and correct PE kit.	their children the Hard to engage parents are involved as		
aspirations to be higher. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. Class teachers to do PE improvement expositive relation parents and we embrace racial ethnic and lange evidence of sust improvement of Goodall and J. 'The structured have led to positive schools a home-school relation parents and we have led to positive relation parents are and we have led to positive relation parents and we have led to	children are to the school has reached out to them.		
to be higher. Class teachers to monitor completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. EAdditional Parent Progress meetings with structured conversations for children making slow progress. Class teachers to do PE register, participation and correct PE kit. FADDITION TO THE STRUCTURE OF SUBJECT OF SUB	ducation system. Children play a more active role in their		
completion of home and target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and correct PE kit. Class teachers to do PE register, participation and community and with parents. It positive relation parents and we embrace racial ethnic and langular evidence of sust improvement of Goodall and J. The structured have led to positive relation parents and we embrace racial ethnic and langular evidence of sust improvement of Goodall and J. The structured have led to positive relation parents and we embrace racial ethnic and langular evidence of sust improvement of Goodall and J.	nent and school children's education.		
target parents and children to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. EADDE PROVIDE REPORT OF THE PROPERTY OF THE PROVIDE REPORT OF THE PROVI	earch All stakeholders understand the vision		
to provide additional opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. factors in secular achievement. Some improvement of i	vs that parental and work collaboratively to achieve the		
opportunities to complete. Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. Class teachers to do PE improvement of community and with parents. It positive relation parents and with parents an	ne of the key best outcomes for children.		
Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. improve and structoment improvement is community and with parents. It positive relation parents and we embrace racial ethnic and langue evidence of sust improvement of Goodall and J. 'The structured have led to positive relation parents and we embrace racial ethnic and langue evidence of sust improvement of Goodall and J. 'The structured have led to positive relation parents and we embrace racial ethnic and langue evidence of sust improvement of Goodall and J.	g higher student All parents/carers are fully involved in		
Class teachers to do PE register, participation and correct PE kit. EProvide kit for PP children. EAdditional Parent Progress meetings with structured conversations for children making slow progress. improvement e community and with parents. In positive relation parents and we embrace racial ethnic and lang evidence of sus improvement of Coodall and J. 'The structured have led to pos both schools a home-school relation	different aspects of school.		
register, participation and correct PE kit. functional Provide kit for PP children. functional Parent Progress meetings with structured conversations for children making slow progress. functional Parent Progress meetings with structured conversations for children making slow progress. functional parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J. functional Parent Progress evidence of sust improvement of Goodall and J.	tain		
frovide kit for PP children. fadditional Parent Progress meetings with structured conversations for children making slow progress. fadditional Parent Progress meetings with structured conversations for children making slow progress. with parents. It positive relation parents and we embrace racial ethnic and langular evidence of sust improvement of Goodall and J. The structured have led to positive relation parents and we embrace racial ethnic and langular evidence of sust improvement of Goodall and J.	gage the		
£ Provide kit for PP children. £ Additional Parent Progress meetings with structured conversations for children making slow progress. £ Additional Parent Progress with structured conversations for children making slow progress. The structured have led to possible both schools a home-school reference of sustaining positive relation parents and we embrace racial ethnic and lange evidence of sustaining properties.	puild strong links		
£ Additional Parent Progress meetings with structured conversations for children making slow progress. £ Additional Parent Progress ethnic and lange evidence of sust improvement of Goodall and J. 'The structured have led to possiboth schools a home-school residue.	nere schools build		
£ Additional Parent Progress meetings with structured conversations for children making slow progress. E Additional Parent Progress ethnic and lange evidence of sustimprovement of Goodall and J. The structured have led to positive both schools a home-school residue.	hips with		
£ Additional Parent Progress meetings with structured conversations for children making slow progress. (The structured have led to possiboth schools a home-school reference of sustaining and J.)	k actively to		
meetings with structured conversations for children making slow progress. 'The structured have led to possiboth schools a home-school residence of sustain improvement of Goodall and J.	eligious, and		
meetings with structured conversations for children making slow progress. 'The structured foodall and J. 'The structured have led to possiboth schools a home-school residue.	age differences,		
conversations for children making slow progress. 'The structured have led to possiboth schools a home-school residue.	nined school		
making slow progress. 'The structured have led to possiboth schools a home-school residue.	n be found.' J		
'The structured have led to post both schools a home-school r	orhaus.		
have led to post both schools a home-school re			
both schools a home-school r	conversations		
home-school r	ive changes for		
	•		
	ationship' –		
Achievement f	All, National		
evaluation.			

7. Planned Expenditure							
Academic Year		2019- 2020					
iii. Other approaches (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		
D) Children will increase their cultural capital through exposure to quality texts, resources, enrichment activities and life experiences.	£Immersion days e.g. Miraiker's world of Puppets, £Visits e.g. theatre, £Visitors: £Additional events: Careers Fayre, enterprise opportunities Children will complete the Forest Cultural Capital Challenge School will be reaccredited with Artsmark Silver Award and start to work towards Gold £All KS 2Children 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.	'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.' The National Curriculum 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 Alevels 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. 'It's vital that children have the opportunity to learn and enjoy arts and culture from an early age. It develops their creativity, inspires	slt to target reading through SDP. All CTs to plan enrichment and enhancement opportunities which must 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				

Culture, Media an 'Cultural educatio and young people develop their creatindividually and control that's why our gotor and young person opportunity to experience of the art Darren Henley Chn Council England Ofsted Requirement balanced curricult to learn. The rangen courses helps pup knowledge, under in all aspects of the including the hum linguistic, mathematechnical, social, pulsaring.	and Facebook. Artsmark Silver Award accreditation. Primary Geography and History Award accreditation. Primary Geography and History Award accreditation. Primary Geography and History Award accreditation.			
	Total planned expenditure cost: £100,000			