



## REVIEW OF 1 YEAR STRATEGY – YEAR 2 – 2021-22

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1 Foundation stage Early Literacy and language	Refresher training of all Foundation Stage staff to NVQ level 1 in communication and language for Talk Derby.	<b>High Impact</b> All staff in FS now have certificates of accreditation. Staff refresher training through talk Derby has ensured that communication and language remains high priority within the FS setting. Regular internal refresher training has enabled all staff, including those who are new to the team, to embed the strategies taught to improve outcomes in early communication and language. 93% of FS children – including the 1 disadvantaged pupil – achieved GLD in communication and language.	<b>Continue with provision</b>  The EEF toolkit states, “On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.”  Talk Derby training materials to be reviewed again by staff during planned CPD sessions in autumn 2 and spring 1.
	Foundation stage to take part in the Nuffield Early Language Intervention (EEF Government funded project)	<b>Low impact</b> Although the impact of NELI had proven positive in the year prior, we were unable to offer the intervention to its full potential this year due to staff being re-deployed to support the additional needs of specific pupils within the foundation stage. 93% of FS children – including the 1 disadvantaged pupil – achieved GLD in communication and language this year.	<b>Change provision</b> Foundation stage lead would still like to use NELI to support a group of pupils in FS2 (including disadvantaged pupils) who are demonstrating low levels of communication and language acquisition as a positive impact of “four months additional progress for the Nuffield Early Language Intervention” has been evidenced by the EEF. Speech, language and vocabulary intervention will also be given to specific pupils within FS1.
2 Vocabulary acquisition	CPD on reading for meaning and vocabulary teaching strategies drip fed into staff meetings across 2020/21	<b>High impact</b> Continued CPD in this area has ensured that vocabulary acquisition remains high priority across school. All phases now create pre-defined vocabulary lists and work on words	<b>Continue with provision</b> Vocabulary teaching recaps, especially focussing upon the WRITER sequence, to be drip fed into the autumn and spring terms. Monitoring of vocabulary teaching

		<p>sessions begin each English teaching sequence. Vocabulary is evident around classrooms and used purposefully across the curriculum (Evidence from English lead learning walks and book looks).</p> <p>Monitoring learning walks by Vicky Martin and school DOPS (Autumn 2021) both highlighted strong use of vocabulary teaching across school (See internal monitoring).</p> <p>Internal progress data (INSIGHT) shows that 89% of disadvantaged children (7/8) achieved their expected progress in writing in KS2 statutory assessments, 2021. In 2022 Reading SATS QLA, 87% of children correctly answered questions based on vocabulary acquisition as opposed to 82% nationally. Within GPS QLA, 84% answered vocabulary questions correctly as opposed to 76% nationally.</p>	<p>and acquisition to continue through regular book looks and learning walks. SoundsWrite training to be given to all staff to support spelling (focus on KS1 initially).</p> <p>Internal data highlights a need for support within lower KS2 (Y3 in particular) as 2022 KS1 early results show that, although reading progress has improved, there is still a progress gap of -1.7. 30% of disadvantaged learners in year 3 are falling behind in writing progress from EYFS.</p> <p>Support for greater depth PP children within reading in Y6 is needed due to internal data highlighting that 67% of disadvantaged learners are currently falling behind in their progress in reading from KS1 statutory assessments and this falls mainly within the HA group.</p>
	<p>Staff CPD</p> <p>Training on dialogic teaching and dual coding to be delivered in order to improve teacher and TA knowledge and teaching of reading for meaning.</p>	<p><b>Low impact</b></p> <p>Training delivered around dual coding early Autumn 2021. Talk for writing is now being used to effect within FS and KS1 to improve physical literacy and verbal storytelling. This has proven to improve sentence construction (English subject lead book scrutiny, Summer 2022). This is strongly underpinned by dual coding and dialogic teaching principals; however, we have not yet seen a clear impact from this approach on our KS1 pupil's attainment, or a deep enough level of training on dialogic teaching or dual coding to make a specific impact.</p>	<p><b>Change provision</b></p> <p>If provision is to continue, budget will need to be spent on training for staff in a specific approach so that consistency can be achieved across a phase/ phases.</p>
<p>3 Maths</p>	<p>Staff CPD on use of ready to progress materials, knowledge organisers and snappy maths sessions to facilitate recall of</p>	<p><b>Medium impact</b></p> <p>NCETM Ready to Progress Materials were used successfully as whole class recovery across the school (evidenced in Maths Lead learning walk). Teachers were able to use the prerequisite units from the previous year to reinforce prior</p>	<p><b>Develop provision</b></p> <p>Moving forward, NCETM materials will now support smaller intervention groups as they are not needed on a whole class level. Snappy maths sessions will continue to be used daily to reinforce core knowledge</p>

	core knowledge.	learning before building on this in future lessons. Internal data analysis (INSIGHT tracking) shows that disadvantaged children in <b>all year groups internally</b> have either maintained or improved key stage progress in maths between 2021 – 2022.	and progress will be measured in weekly arithmetic tests. Arithmetic intervention sessions will be more carefully targeted at and prioritised for disadvantaged pupils. This is because, although DFE end of KS2 scores for all pupils show that the 2021-22 cohort achieved above national average in all areas of the arithmetic paper, however; only 50% of disadvantaged pupils equalled or excelled national average in arithmetic and progress in maths for disadvantaged pupils was - 2.03.
<b>D Mental health and wellbeing</b>	Zones of regulation training will be refreshed for staff to enable teaching of emotional literacy across the school.	<b>Medium</b> Zones of Regulation training for all staff including MDS took place over an inset day. Resources created for individual MDS. All MDS & all TAs received emotion coaching to support playground behaviour. ZOR strategies were shared with parents via Dojo and newsletter. Evidence from CPOMS has shown that less behaviour incidents have escalated on the playground and in classrooms due to children being able to use strategies taught in these sessions.  ZOR language has become a culture throughout the school. When questioned, 80% of our ks2 disadvantaged cohort were able to talk about zones of regulation confidently.	<b>Develop provision</b> The EEF states that <i>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future'</i> . Therefore, ZOR will be used as an intervention for those children needing additional support in regulating their emotions.

### TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Vocabulary acquisition in reading and writing	1:1 priority reading	<b>Medium Impact</b> PP trackers show that priority reading is in place for all disadvantaged children across each phase. Disadvantaged children in Ks2 are tracked through Accelerated Reader and challenged to meet their points target through aspirational choices of text (longer, more challenging	<b>Continue with provision</b> Daily reading with an adult provides a focus on vocabulary acquisition and support with confidence and independence. The EEF states that, <i>'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being</i>

		<p>vocabulary or plot etc) during these sessions.</p> <p>KS1 end of key stage assessment tracking shows that reading attainment compared to national all pupils is -1.7. This is greatly improved from the previous year so demonstrates that interventions put in place this year are having an effect. The EEF toolkit states that, <i>'on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts'</i>. Daily reading to an adult in KS1 is essential to ensure all children have the same advantage to develop.</p>	<p><i>taught how to use reading comprehension strategies'</i>.</p> <p>While monitoring from AR shows that disadvantaged children are engaging with reading daily and are quizzing regularly; however, end of year data shows that AR targets are not consistently being met by disadvantaged children across all phases. Next steps will be to use the reporting functions within AR to more closely track disadvantaged students that need extra intervention, while also tracking their progress through this.</p>
KS1 small group targeted reading intervention for those failing to pass phonics screening checks	<p><b>Medium impact</b></p> <p>EYFS and KS1 have switched to Sounds Write (a validated systematic synthetic phonics programme) mid-year for discrete phonics sessions to improve early reading and writing. Tier 2 interventions have started straight away to close the gaps. 67% of disadvantaged pupils passed the phonics screening check in Ks1.</p>	<p><b>Continue with provision</b></p> <p>SoundsWrite is already proving successful within whole class teaching. This provision will continue to be used within intervention sessions in order to ensure consistency of approach. Edukey will now be used to track progress more closely for individual children. Children who failed to pass the screening check will receive further targeted Soundswrite intervention in Year 3.</p>	
KS2 precision teaching training for TAs and interventions across KS2 to be informed by internal assessment.	<p><b>High Impact</b></p> <p>Training delivered and TA precision teaching champion provided support and CPD across the year. Specific staff in all phases now responsible for delivery of precision teaching intervention and tracking. Precision teaching assessment shows overwhelmingly positive results for those children taking part.</p>	<p><b>Continue with provision</b></p> <p>High engagement from children and monitoring and assessment shows an overwhelming positive case for continuing with this method of intervention. Use of the 'Learning Hierarchy' supports retention of core knowledge, particularly for our lower prior attainers and those falling behind in expected progress. Further training for UKS2 TAs to support this approach in staff absences needed. Edukey will now be used to</p>	

			track progress more closely for individual children.
	In school club provision reviewed and added to, focussing on oracy, reading and vocabulary building e.g. book club, debating club etc	<b>Low Impact</b> Priority delayed. Moved to year 3.	<b>Begin provision</b> Plans currently in place to begin reading and book clubs Autumn 2 2022.
	Short burst 1:1 reactive intervention and pre teaching sessions to take place as needed. Specific TA time will be dedicated to this on timetables.	<b>High Impact</b> Teacher assessment and book scrutinies show that 1:1 intervention- review sessions within reading and writing - has had positive impact on the progress of our PP children. In Ks1, 80 % of children in Y2 made expected progress in both areas of reading and writing, having received reactive intervention support and 100% of children in Y1 are making expected progress. In Y6 end of key stage assessments, early results indicate that 100% of students made expected progress with 63% of students (5/8) making <i>accelerated</i> progress from their end of year 5 assessment results. All of these children received reactive intervention in both areas of the curriculum.	<b>Continue with provision</b> Internal assessment has demonstrated the value of 1:1 short burst intervention on the progress of our disadvantaged children. 1:1 sessions have proven to work most successfully when delivered by the teacher or adult who consistently works within that class. The EEF states that, <i>'Small group tuition has an average of four months' additional progress over the course of a year'</i> and that, <i>'studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition'</i>
Maths	Short-burst 1:1 reactive intervention and pre-teaching for children focussing on mastery approach and use of concrete resources (particularly within KS1).	<b>High impact</b> Teacher assessment and book scrutinies show that 1:1 intervention- particularly for pre-teaching within mathematics - has had positive impact on the progress of our PP children. In Ks1, 100% of children are making expected progress in maths, having received reactive intervention support. In Y6 end of key stage assessments, 89% of pupils made expected progress in maths with 38% (3/8) of these making <i>accelerated</i> progress. All of these children received reactive intervention in this area of the curriculum.	<b>Continue with provision</b> Internal assessment has demonstrated the value of 1:1 short burst intervention on the progress of our disadvantaged children. 1:1 sessions have proven to work most successfully when delivered by the teacher or adult who consistently works within that class. Please see above for evidence rationale.
	Small group intervention	<b>Medium/High impact</b>	<b>Develop provision</b>

	based on internal assessment of topics.	<p>KS1 - Mastering Number programme was implemented in EYFS and KS1 to develop secure foundations and fluency in number. Staff received CPD from the Maths Hub and Rekenreks were purchased for the pupils to use during the sessions. Monitoring from maths lead showed that, in classes where staffing has been consistent, progress in mastering number was beginning to become evident.</p> <p>KS2 - PP Trackers show small group intervention as having positive impact across phases in key stage two. Consistent timetabling and monitoring by phase leads and by PP lead (in termly pupil premium progress meetings) ensured that priority and accountability was high.</p>	<p>Impact of Mastering Number was not as significant as we would have liked due to long term absence in the key stage and therefore frequent staff change overs. Programme to be relaunched this year and to be used consistently across the phase in both whole class and small group intervention.</p> <p>In KS2, Edukey to be used this year to more closely track and monitor the small group interventions that PP children are taking part in.</p>
	Use of Century online intervention programme in 1:1, small group sessions in school and as homework intervention	<p><b>Low impact</b></p> <p>Monitoring has shown high engagement from children across school; however, staff knowledge of the full potential of the system needs addressing. Staff confidence in using as an intervention tool or diagnostic tool is low.</p>	<p><b>Develop provision</b></p> <p>Staff refresher training is needed in order to ensure that all staff (including teaching assistants) are aware of how to use Century in small group sessions.</p>
Mental health and wellbeing	Weekly targeted intervention sessions in each phase to be established to support emotional regulation and self-esteem. These will be tailored specifically to different cohorts.	<p><b>High impact</b></p> <p>SENCO and Learning mentor taken out of class in order (in part) to facilitate phase specific groups for emotional regulation and self-esteem. Timetabled sessions for small group and 1:1 in zones of regulation, lego therapy, six bricks, self-esteem support, emotional regulation, social skills and CBT were in place and consistently completed.</p>	<p><b>Continue with provision</b></p> <p>The EEF have reported that SEL interventions have an 'identifiable and valuable impact' on attitudes to learning and social relationships in school. An average overall impact of four months' additional progress on attainment can also be achieved when consistently applied. Improvements are greater when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Next steps – weekly priority pupil meetings will ensure that all children who need additional support are receiving this at the earliest opportunity. Pupil voice will be completed for those children scoring low in certain areas of PASS testing and</p>

			PASS tests will be repeated in the Spring term in order to draw comparison and ascertain if interventions put in place in the autumn are having an effect.
	Further development of 'Nurture Hub' to support behavioural and mental health across cohorts.	<b>High impact</b> See above evidence	<b>Continue provision</b> See above rationale and development points.
<b>WIDER STRATEGIES</b>			
<b>Priority Area</b>	<b>Chosen Action</b>	<b>Impact? (High, Mid, Low) How do you know?</b>	<b>Why will you continue with this provision/why won't you?</b>
Early language & parental engagement	Peep learning together programme delivered to parents of children 2 and under to support communication, language and early literacy, along with self-esteem and emotional regulation support.	<b>Medium impact</b> Peep Learning Together programme was relaunched in summer 2021 and delivered by an accredited practitioner within the FS team, targeting our disadvantaged families within FS1. Sessions provided support families with a range of individual needs such as behaviour and routines, eating concerns, sleep issues and anxiety towards starting school. Families were also signposted towards additional support within the local children's centre.  Success has been measured through parental engagement, with requests for sessions to continue into the autumn term. A proportion of families continue to receive support from our school safeguarding team and have requested support through Early help, demonstrating the success of the programme in engaging parents with the school.	<b>Continue with provision</b> Sessions have shown high parental engagement and provide an essential early link with the families of our disadvantaged children. Provision to take place from September 2022 for the full academic year.
	Pre-nursery group sessions delivered (see above peep)	<b>High impact</b> See above	<b>Continue with provision</b> See above rationale.

	group sessions).		
Vocabulary in reading and writing	Purchase of Accelerated Reader to support engagement and progress in reading and vocabulary	<p><b>Medium-High Impact</b></p> <p>Accelerated Reader is fully embedded into school practice in KS2. High priority is given in classes to supporting children in book choices and priority reading, coupled with teacher monitoring, assures that our disadvantaged cohort are engaging with independent reading and quizzing. Training sessions delivered in the autumn term assured that staff have confidence in understanding and using the system to support learners within their classes. Children's engagement in reading is heightened through use of the system in school</p> <p>Governor pupil premium monitoring (spring 2021) found that <i>'Students spoke about the use of Accelerated Reader fondly and with great enthusiasm. They were very confident and capable of talking about its systems and how they understand it to work.'</i></p>	<p><b>Develop provision</b></p> <p>The EEF states that, <i>'Accelerated reader has a proven track record in improving the engagement of reading when used to its full potential.'</i></p> <p>While monitoring from AR shows that disadvantaged children are engaging with reading daily and are quizzing regularly, end of year data shows that AR targets are not consistently being met by disadvantaged children across all phases. Next steps will be to use the reporting functions within AR to closely track disadvantaged students that need extra intervention, while also tracking their progress through this.</p>
	Development of library and stock of books from within the zones replenished and updated to include up to date prize winners, current authors and current books.	<p><b>Medium Impact</b></p> <p>Certain areas of stock have been developed, such as the lower years low reader (ZPD) stock.</p>	<p><b>Develop provision</b></p> <p>Develop provision to add further engaging titles for mid ZPD range, lower ZPD medium years stock and higher points titles for higher end ZPDs. Develop a library team consisting of mixture of y6 and PP children from across school to research and buy new titles regularly to promote further interest and engagement for the disadvantaged cohort. Reading assemblies to take place led by the library team to support engagement in reading.</p>
Mental health and wellbeing	Secret garden area developed to support forest school principles and access to this prioritised for PP cohort.	<p><b>Low</b></p> <p>Secret garden area has been cleared and made accessible for use. Story chairs have been purchased and classes have begun to use this area for this.</p>	<p><b>Develop provision</b></p> <p>Forest school team needs to be re-established and action plans with timeline of actions completing. PP coordinator to consider how our PP cohort can become involved in shaping this area.</p>



## ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Emailed to Pupil Premium link Governor and one page review and report prepared for Governor meeting Sep 2022 Document shared at SLT meeting October 2022 Staff meeting – Oct 2022 to share review and autumn term priorities Review made available on school website for parents Oct 2022
How do you know staff understand the strategy and apply correctly?	Regular staff meeting input across the year planned into calendar Termly pupil premium progress meetings with all staff in phase Learning walks planned into monitoring timetable with a focus on areas for improvement from the strategy Pupil and staff voice to be carried out termly

