

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Reculver CEP School				
Academic Year	2019/20	Total PP budget	£122,760	Date of most recent PP Review	July 2019
Total number of pupils	476	Number of pupils eligible for PP	93	Date for next internal review of this strategy	July 2020

Current attainment				
Attainment for: 2018-2019 Year 6	<i>Pupils eligible for PP (17/18)</i>	<i>Pupils eligible for PP (18/19)</i>	<i>All (17/18)</i>	<i>All (18/19)</i>
% achieving expected standard or above in reading, writing and maths	58%	65%	86%	80%
% achieving expected standard or above in reading	67%	74%	92%	87%
% achieving expected standard or above in writing	67%	74%	90%	87%
% achieving expected standard or above in maths	83%	87%	94%	91%
Early Years reception and disadvantaged attainment 2018/19				
% Good Level of Development	50%	29%	67%	71%
% Exceeding or Expected Reading Goals	75%	63%	68%	81%
% Exceeding or Expected Writing Goals	63%	38%	67%	72%
% Exceeding or Expected Mathematics Goals	75%	71%	72%	87%

2. Current attainment

Year 6 Baseline – September 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	45%	67%
% making expected progress in reading (as measured in the school)	45%	74%
% making expected progress in writing (as measured in the school)	64%	79%
% making expected progress in mathematics (as measured in the school)	82%	81%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Communication and language skills in Reception are lower for pupils eligible for PP than for other pupils. This impacts on their ability to communicate effectively and has a negative impact on progress in subsequent years.
B.	Early literacy skills/English in Reception and KS1 is lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
C.	Children with poor SEMH. This slows progress and attainment in all subject areas.

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

D.	Mobility - High number of children, especially with additional SEN needs moving in year to the school. Many children are below expected when they start mid year.
E.	SEND – a proportion (8%) of children with SEND are Pupil Premium eligible

4. Intended outcomes (*specific*)

Success criteria

A.	Improved communication and language skills leading to confident children who are able to articulate their needs, ideas, opinions and emotions.	Pupils eligible for PP will make rapid progress by the end of reception so that most make age related expectations in communication and language.
B.	Improved Early literacy skills for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of reception so that most make age related expectations in reading and writing.

C.	Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	<p>Children will have improved SEMH, allowing them to make progress in line with their peers. Input from STLS and training sessions will improve staff knowledge and application of strategies.</p> <p>The Boxall Profile will be completed for the PP children and will demonstrate an improved mind-set for self-learning.</p> <p>Zones of Regulation will be embedded as a supportive strategy to help children self-regulate their emotions and overcome issues across the school. Staff will record behaviour concerns on MyConcern and these will be tracked and analysed throughout the year. The behaviour entries on MyConcern will reduce to show the impact of using the Zones of Regulation.</p>
D.	To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.	<p>Questionnaire to be completed which will provide a specific historically accurate picture of the children and their education thus far.</p> <p>Transition Policy to be followed and assessments arrangements to be completed on entry to the school. Teachers will meet with new parents a few weeks after their start date to inform of initial settling period and discuss any additional support that may be required.</p>
E.	Improved progress for all children with SEND who are also eligible for pupil premium	All children with SEND who are also eligible for pupil premium to make rapid progress and a greater proportion of these children meet age related expectations.

5. Review of expenditure

Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>A.</p> <p>Additional 1:1 RWInc</p> <p>Additional 1:1 reading</p> <p>Use 2BAP to set additional tracking of next steps.</p> <p>PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities</p>	<p>Improved communication and language skills and Early literacy skills for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.</p>	<p>Additional teacher impact - Screening using language link successfully identified children with S&L early in the year</p> <p>2BAP continues to make effective platform for teachers to set and track next steps. Phase leader monitors usage within team and can identify gaps/areas of strength</p> <p>Outdoor learning environment has been altered to provide a greater focus on reading (reading house now located in the covered area) and language skills (mud kitchen/bikes/role play/new music area and new gardening/nature area)</p> <p>GLD baseline 40% Term 6 GLD 71%</p>	<p>Continue to screen children with S&L early in the term</p> <p>Need to provide further support for 1:1 RWInc tuition in 2019/20</p>	£11,154
<p>B</p> <p>Nursery staff from BDN and other local nurseries to be given the opportunity to observe structured teacher directed activities, particularly phonics and early writing led by the EYFS staff.</p>	<p>School to offer and provide support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.</p>	<p>Links have been widened with local nurseries. Through links with CACOT a leaflet was prepared and shared with nurseries and parents about preparing children to be ready for school.</p> <p>Visits for nurseries were not organised this year.</p>	<p>This approach will not continue as staffing in nurseries is such that it is difficult to release staff.</p>	£0

<p>C</p> <p>Class Dojo behaviour and rewards system to be used to reinforce positive behaviour.</p> <p>Sports coaches to facilitate appropriate games and activities during break times and lunch times.</p> <p>Chill out club.</p> <p>Money used to support the enrichment of children's learning e.g.: school trips.</p> <p>Providing uniform</p> <p>Play leaders/sports crew to support children during break and lunch times.</p>	<p>Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.</p>	<p>Monitoring shows that there are only very low level disruption in lessons. Any pupils requiring different approaches</p> <p>Staff and pupils are fully aware of the behaviour policy. However, new approaches will be adopted next year and will be reflected in the policy</p> <p>Coastal alliance moderations and meetings support the consistency of teaching and assessment across the trust.</p> <p>Current club registers show that 1/3 of our PP children attended a club</p>	<p>Continue with all these approaches. Sport coaches are particularly effective at engaging children during play and lunch.</p> <p>Behaviour policy to be updated to reflect</p>	<p>£12,222</p>
<p>D</p> <p>HT/DHT and admissions staff to formulate an entrance form for new starters in year.</p>	<p>To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.</p>	<p>The school admission pack includes documentation and forms for PP. Office staff support parents to complete these where needed. Children are identified as PP quickly and this is shared with teachers. Assessments are made and additional support is provided. Teachers meet with new parents after 2 wks of joining the school (minimum)</p>	<p>Continue with this approach</p>	
<p>E</p> <p>Funding to be allocated to subsidise trips in the school year.</p>	<p>Pupils eligible for PP will have the same participation rates as all pupils to activities</p>	<p>All trips are organised with full participation. Some families are supported with payment arrangements as needed Trip evaluations are completed which state the full learning experience and value of this</p>	<p>Continue to provide this for parents in need</p>	
<p>F</p> <p>Incentives to gain higher percentages of attendance. Attendance Ted Certificates and rewards. Attendance raffle and termly badges awarded</p>	<p>Improved attendance rates for pupils eligible for PP</p>	<p>Although attendance remains the same all year children with high attendance have been rewarded. For those who have lower attendance the school holds meetings with parents and carers.</p>	<p>A new attendance officer is now in place and will continue to be monitor and build relationships with parents.</p>	<p>£250</p>

<p>G</p> <p>Parent workshops /Open afternoons/ Our Conversation</p> <p>Sporting competitions</p>	<p>Improved parental engagement. Increasing the amount of support children receive at home and the participation in school events, especially sporting</p>	<p>Parents tell us children have grown in confidence and have less anxiety. Many of them report their children to be more comfortable completing reading activities in class independently. Children are showing higher levels of perseverance and are more will to have a go at new things. For some children they are getting closer to reaching expected.</p>	<p>Continue to provide this essential support for children and families</p>	
<p>H</p> <p>Our Conversation</p> <p>Coaching model used by staff On site school councillor/wellbeing manager</p>	<p>An increased level of aspiration as a result of engagement of parents in structured conversations.</p> <p>To develop resilience in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.</p>	<p>Parents are engaging well with OC and attendance of these has improved on last year. Only 1 family who has not engaged fully with these conversations.</p>	<p>Continue to provide this essential support for children and families</p>	

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with	Cost
<p>Additional1:1 RWInc Additional 1:1 reading</p> <p>Staff training to create greater focus on tracking next steps</p> <p>Engage with parents to give them ideas of how to support their child to meet the expectations of the GLD at the end of EYFS</p> <p>PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities.</p>	<p>To improve the standards of language, communication and literacy skills in reception.</p>	<p>The % of children achieving a GLD increased from 46% to 71%</p> <p>PP children were screened to identify S&L difficulties on entry to school</p>	<p>Speech/language link assessments to continue</p>	<p>£602</p>

<p>Additional1:1 RWInc</p> <p>Additional 1:1 reading</p> <p>Staff training to create greater focus on tracking next steps</p> <p>Engage with parents to give them ideas of how to support their child to meet the expectations of the GLD at the end of EYFS</p> <p>PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities</p> <p>Maintain the focus on COeL, train and support new staff to embed further into teaching practice.</p>	<p>To improve the standards of language, communication and literacy skills in reception.</p> <p>September 2018 Baseline DATA attainment on entry</p>	<p>More children will leave reception at expected in the ELG in CLL, LIT and with a GLD.</p> <p>Baseline CLL 75% (all 76%)</p> <p>Baseline LIT 50 % (all 52%)</p> <p>Baseline on track for GLD 50% (all 46%)</p>	<p>Early language screening has supported the adults to identify children with S&L needs early in the year. CLL is now 63% for PP children and 83% for all pupils.</p> <p>The school will be undergoing updated RWInc training to support phonics and further improve early reading and writing.</p> <p>Reading 63 % PP (all 81%) Writing 38 % PP (all 71%) GLD 71%</p>	<p>£2000</p> <p>Additional TA support in RWI</p> <p>2BAP £400</p> <p>£ 4484</p> <p>£ 4270</p> <p>Additional teachers to complete Language Link/SpeechLink screening and carry out S&L interventions</p>
<p>PIXL Reading intervention for years 2, 5 and 6</p> <p>Busters Book club</p> <p>Accelerated reader</p> <p>Star assessment</p> <p>Morning and after school interventions taking place across the school</p> <p>"Pure age class" in year 5</p>	<p>Improved attainment in reading</p> <p>The % of children that reach ARE in Reading, Writing, GPS and Maths combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>Attainment in reading will improve particularly in Year 2, 5 and 6.</p> <p>Year 2 73%</p> <p>Year 5 74%</p> <p>Year 6 87%</p>	<p>This is a highly effective approach and will continue.</p> <p>PIXL is now also being used by teachers in their daily lessons so that more children are being exposed to the PIXL approach.</p>	<p>PIXL annual cost</p> <p>£2500</p> <p>Early Morning Intervention costs</p> <p>£12,500 p/a</p> <p>Buster's Book Club - £250</p> <p>Year 5 teacher £45,679</p>

<p>PIXL Maths intervention for years 2, 5 and 6</p> <p>Morning and after school interventions taking place across the school</p> <p>Achievement for All package – structured conversation with parents and children.</p>	<p>Improved attainment in maths</p> <p>The % of children that reach ARE in Reading, Writing, GPS and Maths combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>Attainment in reading will improve particularly in Year 2, 5 and 6.</p> <p>Year 2 79%</p> <p>Year 5 81%</p> <p>Year 6 91%</p>	<p>This is a highly effective approach and will continue.</p> <p>PIXL is now also being used by teachers in their daily lessons so that more children are being exposed to the PIXL approach.</p>	<p>Pixl intervention £2500 and additional adult support for implementation £13,426</p> <p>Mathletics subscription and after school Mathletics club targeting PP eligible children £3000</p> <p>Secondary trained maths tutor to target most able year 6</p>
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<p>On site counselling services for children</p> <p>Provision of 1:1 pastoral support by the FLO for parents and families so that individual pupils develop socially, emotionally and academically.</p> <p>Achievement for All package – structured conversation with parents and children.</p>	<p>Improved SEMH</p>	<p>A greater number of children will be able to access help for SEMH and this will in turn improve their learning opportunities.</p> <p>Positive learning behaviour strategies are being developed through the use of Zones of Regulation. This will be built upon over the next few years.</p> <p>The Wellbeing manager has continued to support a wider group of children this year. He has established excellent relationships with families of those children with the most significant needs and this will continue into the future.</p> <p>Our Conversation has continued to engage parents to share SEMH issues in relation to their children and teachers are working together with parents to set achievable targets that will support this further.</p>		<p>Wellbeing manager £19210</p>
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iii. Other approaches

6. Planned expenditure

Academic year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
RWInc updated training – Early Years and KS1	Improved Phonics and reading	The % of children who passed the Phonics Screening in 2019 was 72%. This % must improve in 2020.	RWInc leader is working with the English Hub to provide updated training and resources Teachers and TAs to attend the training. Training will be disseminated to the remaining adults at school.	RWInc Leaders EYFS leader DHT	Regular monitoring and termly phonics data collection and analysis. RWInc leader will share new groups each term and provide a summary of improvement to the HT/DHT.

<p>Additional 1:1 RWInc</p> <p>Additional 1:1 reading</p> <p>Use 2BAP to set additional tracking of next steps.</p> <p>PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities</p>	<p>Improved early language and communication and early literacy skills</p>	<p>The children historically start school with such low literacy skills and we want to support them to succeed by providing intense, individualised 1:1 phonic and reading sessions.</p> <p>Early identification of any Speech and Language need is important so that the first steps of a specific Speech and Language programme can be put into place for both school and home to use</p> <p>Research suggests that outdoor learning promotes language skills and writing.</p>	<p>A teacher will screen the PP children first and any others who are identified as requiring screening based on early observations and home visits.</p> <p>The RWInc leader will ensure that there is a 1:1 RWInc tuition box and this is a timetabled intervention</p> <p>The Early Years Phase Leader will track those identified as having low communication skills on entry to school</p>	<p>RWInc Leaders EYFS leader DHT</p>	<p>Regular monitoring and termly phonics data collection and analysis.</p> <p>RWInc leader will share new groups each term and provide a summary of improvement to the HT/DHT with particular reference to those receiving 1:1 RWInc tuition.</p> <p>Records kept by the Language Link and Speech Link screening teacher.</p>
<p>Class Dojo behaviour and rewards system to be used to reinforce positive behaviour.</p> <p>Sports coaches to facilitate appropriate games and activities during break times and lunch times.</p> <p>Chill out club.</p> <p>Money used to support the enrichment of children's learning e.g.: school trips.</p> <p>Providing uniform</p> <p>Play leaders/sports crew to support children during break and lunch times.</p>	<p>Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.</p>	<p>Positive learning behaviour leads to increased well-being, progress and attainment.</p> <p>Class Dojo behaviour rewards system to continue to promote positive behaviour.</p> <p>Play leaders and sports crew enable a more structured break and lunch time to reduce any incidents.</p>	<p>Monitoring the effectiveness of strategies through documentation and lesson observations.</p> <p>Ensure staff and pupils are fully aware of the behaviour policy.</p> <p>Club registers will be monitored to ensure that PP children are attending where appropriate</p>	<p>HT/DH SLT FLO CTs SENCo SLT</p>	<p>Using MyConcern to track any patterns in behaviour 3 times each year.</p> <p>During PPMs and Data captures 3 times each year.</p>

<p>Admissions staff to ensure new families complete all forms on entrance to school.</p> <p>Admissions to contact previous school to obtain relevant background information and pass to the new class teacher</p> <p>Class teachers to book an appointment within 2 weeks of starting out school to share initial feedback with regard to settling in, current attainment and our expectations.</p>	<p>To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.</p>	<p>All relevant staff need to be made aware of the needs of new starters so that children can be quickly targeted with effective support so that their learning does not dip during transition.</p> <p>Staff need to be able to build a relationship with the new parents at an early stage of their transition as we value parental support at home and want to make new families feel welcome.</p>	<p>Admissions manager to liaise with the office administration to ensure that all procedures have been followed.</p> <p>Class teachers to advise DHT with date of meeting and the outcome of this.</p>	<p>KN HT/DHT All teachers</p>	<p>3 times a year as part of HT report to governors.</p>
<p>Funding to be allocated to subsidise trips in the school year.</p>	<p>Pupils eligible for PP will have the same participation rates as all pupils to activities</p>	<p>Funding will support low income families to ensure their children can take part in enrichment opportunities.</p>	<p>Review of trips and how their successes engage the children in class.</p>	<p>SC, AC and phase leaders</p>	<p>Annually</p>
<p>Incentives to gain higher percentages of attendance.</p> <p>Attendance Ted</p> <p>Certificates and rewards.</p> <p>Attendance raffle and termly badges awarded</p>	<p>Improved attendance rates for pupils eligible for PP</p>	<p>Children with high attendances will be rewarded for the efforts.</p> <p>Those with lower attendances will be given incentives to increase this.</p>	<p>Action plan created at the end of the year by the attendance officer to gauge the success of what has been put in place</p>	<p>Attendance officer HT DHT FLO PP leader.</p>	<p>During PPMs and Data captures 3 times each year.</p>
<p>Parent workshops</p> <p>Open afternoons</p> <p>Our Conversation</p> <p>Sporting competitions</p> <p>Parent Coffee Mornings</p>	<p>Improved parental engagement.</p>	<p>Where parents support at home and play an active role in school children are more encouraged to do better with their learning. Increasing the amount of support children receive at home and the participation in school events, especially sporting activities.</p>	<p>Parental feedback Subject leader reports. AFA review</p>	<p>HT/DHT SLT/CTs PE leader/ Subject leaders</p>	<p>Annually</p>

Our conversation Coaching model used by staff On site school councillor/wellbeing manager	An increased level of aspiration as a result of engagement of parents in structured conversations. To develop resilience in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.	Structured conversation/coaching tools strive to develop resilience within children and parents. Parents will know how they can make a difference to their child's learning and be better equipped to support them more effectively at home.	Parental feedback Subject leader reports. AFA end of year review and evaluation carried out by Phase Leaders and School Champion. AFA Focus Parent Group	HT DHT SLT CTs PE leader PP leader Subject leaders	Annually
Total budgeted cost					£53,313
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>Additional1:1 RWInc Additional 1:1 reading</p> <p>Staff training to create greater focus on tracking next steps</p> <p>Engage with parents to give them ideas of how to support their child to meet the expectations of the GLD at the end of EYFS</p> <p>PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities</p> <p>Maintain the focus on COEL, train and support new staff to embed further into teaching practice</p>	<p>To improve the standards of language, communication and literacy skills in reception.</p>	<p>Daily practice of literacy skills in addition to the whole class/small group will have an impact on the development of early reading and writing skills</p> <p>Adult interactions are key to improving outcomes for learning and supporting children to achieve their next steps in learning.</p> <p>COEL focus on how children learn and when adults know how children learn they can plan for their next steps and challenge thinking by asking probing questions.</p> <p>Research suggests that outdoor learning promotes language skills and writing.</p>	<p>Class provision maps</p> <p>Intervention records</p> <p>Language Link and Speech Link records together with evidence of the interventions that are completed</p> <p>EYS staff to attend the Coastal Alliance groups meetings and work with other schools in the alliance who are also focussing on early writing skills.</p> <p>Staff to attend relevant courses and cascade ideas to the team</p> <p>Linked to staff appraisal and the Inclusion Hub group</p>	<p>DHT/EYFS Phase Leader</p> <p>Termly reading and writing DATA</p> <p>Mid-year appraisal reviews</p> <p>ELG/GLD T6</p>	<p>During PPMs and Data captures 3 times each year.</p>
<p>PIXL intervention for years 2, 3,4, 5 and 6</p> <p>Busters Book club</p> <p>Accelerated reader</p> <p>Star assessment</p> <p>Morning and after school interventions taking place across the school</p> <p>“Pure age classes” in year 5 and 6 in the mornings to enable the core subjects to be taught in smaller groups</p>	<p>Improved attainment in reading</p> <p>The % of children that reach ARE in Reading, Writing, GPS and Maths combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>Through a range of courses and meetings with other professionals we have selected a range of resources, which have been effective in other schools. Resources such as PIXL and accelerated reader have been used before by those in our costal alliance and academy trust.</p>	<p>AHT and HT to attend PIXL conferences and disseminate new ideas to staff in staff meetings</p> <p>New approaches/strategies used will be embedded in feedback/ marking policy</p> <p>Planning/Lesson monitoring</p> <p>Parental feed back</p> <p>Coastal alliance moderations and meetings support the constancy of our teaching in our cooperative trust.</p>	<p>AHT/HT/DHT</p> <p>SLT</p> <p>PP leader</p> <p>PIXL leader</p> <p>RWI Leader</p> <p>English Subject leader</p>	<p>During PPMs and Data captures 3 times each year.</p>

<p>PIXL intervention for years 2, 3,4, 5 and 6</p> <p>Mathematics</p> <p>Morning and after school interventions taking place across the school</p> <p>Our conversation – structured conversation with parents and children.</p>	<p>Improved attainment in maths</p> <p>The % of children that reach ARE in Reading, Writing, GPS and Maths combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>Through a range of courses and meetings with other professionals, we have selected a range of resources which have been effective in other schools. Resources such as PIXL and Mathematics have been used before by those in our coastal alliance and academy trust.</p> <p>Mathematics and OC are used to also bridge the gap in parental engagement with the child's learning.</p>	<p>AHT and HT to attend PIXL conferences and disseminate new ideas to staff in staff meetings</p> <p>New approaches/strategies used will be embedded in feedback/ marking policy</p> <p>Planning/Lesson monitoring</p> <p>Parental feedback</p> <p>Coastal alliance moderations and meetings support the constancy of our teaching in our cooperative trust.</p>	<p>AHT/HT/DHT</p> <p>SLT</p> <p>PP leader</p> <p>Maths Subject leader</p>	<p>During PPMs and Data captures 3 times each year.</p>
<p>On site counselling services for children</p> <p>Provision of 1:1 pastoral support by the Wellbeing Manager for parents and families so that individual pupils develop socially, emotionally and academically.</p> <p>Our Conversation – structured conversation with parents and children.</p>	<p>Improved SEMH</p>	<p>Positive learning behaviour leads to increased well-being, progress and attainment.</p> <p>Work previously carried out by the FLO has supported the behaviour on various children throughout the school – as of this year, the FLOs expanded role aims to further that success.</p> <p>Our conversation not only targets attainment but also SEMH – engaging with the parents on such a level can be used to support behaviour.</p>	<p>Monitoring the effectiveness of strategies through documentation and lesson observations.</p> <p>Ensure staff and pupils are fully aware of the behaviour policy. Monitor.</p> <p>Parental feedback</p> <p>Coastal alliance moderations and meetings support the constancy of our teaching in our cooperative trust.</p>	<p>HT/DH</p> <p>SLT</p> <p>FLO</p> <p>CTs</p> <p>SENCo</p> <p>SLT</p> <p>T5/6</p>	<p>During PPMs and Data captures 3 times each year.</p>
<p>Total budgeted cost</p>					<p>£84,649</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Forest School	Improved self-esteem and resilience for individuals	Forest School is an approach to outdoor learning that aims encourage, motivate, engage and inspire children through positive outdoor experiences. The children who engage in Forest School will be given opportunities to explore their learning in a carefully planned outdoor environment that encourages risk taking, develops positive trusting relationships with peers and adults.	Monitoring through observations and feedback from the Forest School representative Impact will be shared during PPMs	JW	Annually
Reading Dog	Improved confidence in reading and improved self-esteem	Reluctant readers find it difficult to read to others and therapy animals can serve as classroom reading tutors, assisting children with their quiet presence and helping them develop a love of reading. Children often become less stressed, less self-conscious and more confident as the dogs are non-judgemental.	Monitored during PPMs, class teacher feedback and pupil voice	SENCo	During PPMs and Data captures 3 times each year.
Total budgeted cost					£3825
Final Total budgeted cost					£141,787
7. Additional detail					