

Pupil Premium Strategy Statement



| Section A: Summary Information | | | | | |
|--------------------------------|-------------------------|----------------------------------|----------|--|------------|
| School | Mayfield Primary School | | | | |
| Academic Year | 2020/2021 | Total PP Budget | £125,395 | Date of Most Recent PP Review | Sept 2020 |
| Total Number of Pupils | 213 | Number of Pupils Eligible for PP | 94 | Date for next internal review of this Strategy | July 2021 |
| Pupil Premium Lead | Mrs Davies | | | Local Governance Lead | Mrs Graham |

Section B (i): Current Attainment End of Key Stage Two

| | Pupils Eligible for PP (2020) | Pupils Eligible for PP (2019) | Pupils Eligible for PP (National Average 2019) |
|--|-------------------------------|---|--|
| % achieving expected standards in reading, writing and maths | | As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, and in line with 2020 government accountability policies, there is no data to be published for 2020. | |
| % achieving expected standards or above in reading | | | |
| % achieving expected standards or above in writing | | | |
| % achieving expected standards or above in maths | | | |
| % achieving above expected standards in reading, writing and maths | | | |
| % achieving above expected standards in reading | | | |
| % achieving above expected standards in writing | | | |
| % achieving above expected standards in maths | | | |

Section B (ii): Current Attainment End of Key Stage One

| | Pupils Eligible for PP (2020) | Pupils Eligible for PP (2019) | Pupils Eligible for PP (National Average 2019) |
|--|-------------------------------|---|--|
| % achieving expected standards in reading, writing and maths | | As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place | |
| % achieving expected standards or above in reading | | | |
| % achieving expected standards or above in writing | | | |

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| % achieving expected standards or above in maths | | in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, and in line with 2020 government accountability policies, there is no data to be published for 2020. |
| % achieving above expected standards in reading, writing and maths | | |
| % achieving above expected standards in reading | | |
| % achieving above expected standards in writing | | |
| % achieving above expected standards in maths | | |
| % achieving expected standards in reading, writing and maths | | |
| % achieving expected standards or above in reading | | |
| % achieving expected standards or above in writing | | |
| % achieving expected standards or above in maths | | |

Section B (iii): Current Attainment Phonics

| | Pupils Eligible for PP (2020) | Pupils Eligible for PP (2019) | Pupils Eligible for PP (National Average 2019) |
|-----------------------------------|-------------------------------|-------------------------------|--|
| % achieving Phonics by end Year 1 | | No data available | |
| % achieving Phonics by end Year 2 | | | |

Section C: Barriers to future attainment (for pupils eligible for PP)

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| 1 | Delayed development of English and Maths skills: Difficulties accessing age related material from the start of the academic year. |
| 2 | Poor language acquisition, particularly when some children join us at the start of EYFS: Poor vocabulary hinders both reading and writing across most year groups. |
| 3 | A lack of independence and resilience in learning impacts pupils applying skills effectively through learning opportunities with a greater level of challenge, particularly in KS2. |
| 4 | Whilst pupils develop reading skills, they do not have a love of reading which permeates and supports wider, richer reading experiences |
| 5 | EYFS children enter school below age related expectations, particularly in the areas of communication and language and personal, social and emotional. Fine motor skills are weak, and this impacts pencil control for recording. |

Additional Barriers

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| 6 | Poor attendance and persistent lateness: Whilst there has been significant impact in this area, in order to maintain this impact requires a high level of intervention by school. Pupils arriving late to school means that there is lost learning, for some pupils this is a daily occurrence and means they are missing key learning opportunities. |
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| 7 | Emotional resilience – mental health and emotional wellbeing is a barrier for a high percentage of pupils: Attitude to learning for a significant proportion of pupils is impacted frequently by external factors from home and this can impact progress and attainment, including lack of challenge for some children / boredom and lack of life aspirations |
| 8 | Lack of opportunity for first-hand experiences: Limited experiences outside of school means that there is a wide gap between pupil premium pupils and their peers ability to draw on life experiences within learning opportunities. |

Section D: Aims

Our aims are to use the Pupil Premium allocation to:

Narrow the gap in attainment and progress for children in receipt of pupil premium.

Improve the curriculum engagement, learning experiences and aspirations for children in receipt of pupil premium.

Ensure that the attendance of Pupil Premium children meets national figures (96.5%).

Improve the outcomes of high attaining children in receipt of pupil premium.

Pupils in Early Years make accelerated progress from their starting points with an increased proportion of disadvantaged pupils achieving a Good Level of Development (GLD)

Section E: Strategies (3 Year priorities)

| Area of Focus | Strategies for Academic Year (Current) | Rationale/Research Base | Review Targets/Dates | Projected Spending |
|---|---|---|----------------------|--------------------|
| Curriculum: <i>To ensure a greater % of PP children meet age-related expectations and close the gap with 'All' children nationally.</i> | <p><u>Focussed TA intervention role</u></p> <p><i>To provide additional educational support that will raise the standard of achievement of target groups across school.</i></p> <p><i>Employ Teaching Assistants to provide focussed English and Maths interventions as well as targeted support learning. These include handwriting, Spelling, Fluency and Inference interventions.</i></p> | <p>Assessment data shows limited progress and attainment. Pupils have not previously maintained attainment data from previous National assessment points (Rec-Yr2-Yr6).</p> <p>Monitoring and data shows that pupils benefit from early interventions with a proven success rate are effective in helping pupils to progress if delivered regularly and often.</p> <p>Research shows that when support staff are deployed effectively in class pupils progress improves</p> | Each Half Term | £50104 |

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| | <p><u>Evaluation of Data and Pupil Premium provision</u></p> <p><i>To ensure that Pupil Premium funding is used effectively and is having a clear impact on achievement.</i></p> <p><i>A proportion of Deputy Headteacher time allocated to Pupil Premium evaluation / data analysis, staff training, monitoring and observations.</i></p> <p><i>Key Stage Leads work with Deputy Head to ensure data is informing needs and guidance for TA interventions.</i></p> | <p>Continuous professional development, together with the right resources enables teachers and support staff to continue to develop the necessary skills knowledge and understanding to meet the needs of all pupils more effectively, leading to more pupils achieving the expected standard or higher in each year group.</p> | | |
| <p>Improving Pedagogy and Teaching:</p> | <p><u>Mastery Maths Lead</u></p> <p><i>To ensure high quality professional development supports colleagues in improving mathematical outcomes.</i></p> <p><i>To provide additional educational support that will raise the standard of achievement of target groups across school.</i></p> <p><i>To ensure children's outcomes in books across school demonstrate significant improvement.</i></p> <p><i>One day per week allocated to develop Maths Mastery principles across school.</i></p> <p><i>Working collaboratively with colleagues to develop teaching skills in mastery maths.</i></p> | <p><u>Maths No Problem - EEF research</u></p> <p>Mastery Maths through the 'Maths No Problem' scheme is taught from year 1-year 5 with EY and year 6 using mastery approaches. School continues to be supported by a maths specialist from the Trust. Staff will develop in their knowledge and understanding to use resources with the aim provide pupils with the necessary foundations to access maths with increasing difficulty.</p> <p>Pupils lack quick recall of fluency facts and their arithmetic ability impacts their ability to swiftly apply understanding and solve mathematical problems. This is a key area to develop within quality first teaching this year to enable pupils to achieve their full potential.</p> <p>Pupils will develop their resilience and confidence to tackle more difficult maths.</p> | <p>Each Half Term</p> | <p>£16000</p> |



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| <p>Staff Development:</p> <p>Mastery Maths</p> <p>Reading Strategy</p> | <p><u>Professional Development for staff to enhance English</u></p> <p><i>To ensure colleagues have access to high quality professional development to support improvements in English, in particular, Mayfield's whole-school Reading Strategy.</i></p> <p><i>To directly impact on the % of PP children at age-related expectations in Reading, in each cohort.</i></p> <p><i>A proportion of the English lead's time allocated to Pupil Premium evaluation / reading data analysis, staff training, monitoring and observations.</i></p> | <p>The school has strong subject leadership with a clear structure for the teaching of writing through the Writing Strategy, and the introduction to the new Reading Strategy.</p> <p>This year, it is important for teachers to embed their understanding of these systems and effectively deliver consistent quality first teaching, quickly recognising gaps in learning and addressing these.</p> <p>Staff will develop in their knowledge and understanding to use resources with the aim provide pupils with the necessary foundations to access learning with increasing difficulty.</p> <p>+6 months EEF- Raise attainment in reading across Key Stages. In house pupil progress data highlight key children for targeted intervention.</p> <p>+4 months EEF- Higher % of pupils passing year 1 phonic test and achieving national standard.</p> <p>+5 months EEF- Higher percentage of children to achieve expected standard at the end of the year. Enhancement of Mastery learning in the classroom. Increased % of pupils achieving greater depth.</p> <p>+2 months EEF- Raised percentage of children achieving age related target</p> | <p>Each Half Term</p> | <p>Total £3851</p> |
| <p>Pupils' Readiness to Learn:</p> | <p><u>Children's emotional well-being</u></p> <p><u>Community cohesion</u></p> | <p>Children from each school will build positive relations, friendships and have a growing understanding and respect of those from different</p> | <p>Each Half Term</p> | <p>£17847</p> |

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| <p>To enable children to have experiences that they may not have had otherwise. Curriculum enhancement.</p> | <p><i>To promote community cohesion and develop tolerance of those from different faiths and beliefs.</i></p> <p><i>Each class experiences an ‘enrichment’ activity annually between them and their partner class to stimulate further learning. Activities include; sport, art, drama and outdoor education.</i></p> <p>Music <i>To experience a wider range of music opportunities.</i></p> <p><i>Specialist Music Teacher for EYFS and KS 1(Music Service)</i></p> <p>Performance/drama skills <i>To develop performance skills. To experience a theatre and cinema visit.</i></p> <p>Trips, visits and visitors. <i>To subsidise trips and visits for those in receipt of Pupil Premium.</i></p> <p>Before & After school Clubs <i>To provide a range of clubs for those in receipt of Pupil Premium.</i></p> <p><i>Teaching Assistants to run a variety of clubs</i></p> | <p>communities. It allows pupils to Improve knowledge and understanding of those from other cultures, to enhance our mutual respect, tolerance and appreciation of others.</p> <p>Some pupils will not get the opportunity to play an instrument, perform on a stage, visit museums etc, and this experience will expose them to a variety of experiences to encourage their appreciation or entice them into pursuing learning more about a specific instrument, musical genre, hobby or interest. These opportunities will broaden life experiences, language and opportunities and raise expectations and aspirations. Additionally, improve collaboration and teamwork and build children’s confidence and improve self-esteem.</p> <p>A growing number of pupils do not participate in clubs in or out of school other than sports and P.E. lessons. Promoting a healthy lifestyle through physical activity will offer pupils opportunities to practice skills get involved in skills and hobbies they may not have experienced.</p> <p>A healthy lifestyle involving physical activity is crucial for energy and wellbeing. Promote readiness to learn and help sustain concentration levels. Increase pupils’ daily activity levels and improve their health.</p> | | |
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| | <p><i>To enrich children's experiences through structured and organised play.</i></p> <p><i>To provide positive examples of healthy eating to create a foundation for lifelong healthy eating habits.</i></p> <p><i>To enable children to socialise, listen and talk in a relaxed atmosphere.</i></p> <p><i>To provide opportunity for children to complete homework in a calm environment.</i></p> | <p>Promote and enhance the development of pupils' physical skills.</p> <p>Help pupils learn to develop appropriate moral and social behaviour.</p> <p>Give pupils an opportunity to socialise.</p> <p>+5 months EEF- Positive impact on learning, including on oral language skills and reading comprehension (understanding vocabulary)</p> <p>+2 months EEF- Children encouraged to explore new skills and develop new talents leading to improved self-esteem and confidence supporting the children to make progress.</p> | | |
| <p><i>To enhance our children's emotional well-being, attendance and punctuality.</i></p> | <p><u>Attendance and punctuality</u></p> <p><i>To monitor, sustain and improve the punctuality and attendance of children in school.</i></p> <p><i>To work closely with identified families and outside agencies.</i></p> <p><i>To provide all PP children with snack each day</i></p> | <p>Evidence shows that regular attendance and punctuality have a positive impact on a child's education. Some families continuously struggle to prioritise this and are in need of support. Improve emotional well-being. Remove barriers to learning. Seek specific support, advice and guidance. 'Sign-post' families to appropriate support.</p> | <p>All Year</p> | <p>£42153</p> |
| <p>Early Years Foundation Stage</p> | <p><i>To provide additional educational support that will raise the standard of achievement of target groups in Foundation Stage.</i></p> <p><i>To raise the progress and attainment of targeted groups of Pupil Premium children</i></p> | <p>Early intervention has proved successful in giving pupils the confidence and skills required to accelerate progress. Train Support staff in to support pupils with literacy and early number skills. (ELKLAN training, REAL project, REAM project)</p> | <p>Each Half Term</p> | <p>£31763</p> |

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| | <p><i>across Foundation Stage, including Higher attainers and those with SEND.</i></p> <p><i>Gap between disadvantaged children and others in progress and attainment measure is reduced.</i></p> <p><i>To improve speech and language skills.</i></p> | <p>Research and evidence show that when a positive relationship is established between parent/carers and school, pupils make good progress with a triangle of support.</p> <p>Children with language delay and other speech related issues effectively supported through focussed intervention.</p> <p>+5 months EEF Increased % of children achieving age related expectations in Prime areas- Listening & attention, understanding and speaking. Specific areas- reading and writing. This will then in turn impact on % of children achieving good level of development at the end of reception.</p> | | |
| Total Expenditure Planned | | | | £161718 |

Section E: Strategies (Current Year: 'Catch-up planning' as a direct response to COVID) Two term plan (Sept 2020 – April 2021)

| Area of Focus | Strategies for Academic Year (Current) | Rationale/Research Base | Review Targets/Dates | Projected Spending |
|--|--|---|----------------------|--------------------|
| <p>1). Well-being</p> <p>To ensure well-being and mental health issues are addressed.</p> | <p><u>(1). Well-being</u></p> <ul style="list-style-type: none"> We will address challenges our children and families face, that we addressed before and during lockdown. (Things that are known to us). We will support children and families with challenges developed during lockdown, that we do not yet know of, that will emerge as children and families return. There will be lots of work on expressing thoughts, feelings, ways to talk to people, share, discuss. Intervention and work around anxiety and fear of returning to school / the fear of leaving parents and what they have known for six months. | <p>There is growing indicative evidence that coronavirus (COVID-19) and associated interventions, such as social distancing and stay at home guidance including school closures, have likely had an adverse effect on the mental health and wellbeing of children and young people (CYP).</p> <p>Loneliness has been a challenge for some CYP, although some have reported benefits for their mental health.</p> <p>While many children and young people have retained some access to mental health support during this period, a lack of access to mental health support has been associated with worse mental health and wellbeing for some CYP. The latest evidence reviewed here suggests that vulnerable children and other CYP with challenging home environments, are more likely than others to have had experiences during the pandemic associated with a risk to mental health and wellbeing such as:</p> | Spring 2021 | £17000 |

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| | <ul style="list-style-type: none"> Specific whole-school well-being programme being implemented. | <p>Loneliness, disruption to access to support, difficult relationships within the home, parental stress or poor mental health, and a lack of access to the outside or natural environment</p> <p>Younger children are at great risk, as high levels of stress and isolation can affect brain development, sometimes with irreparable long-term consequences.</p> <p>Many children and young people are also contending with family separations, caring for sick relatives and even the death of loved ones.</p> | | |
| <p><u>2). Behaviour and attitudes to learning</u></p> <p>To ensure excellent behaviour.</p> <p>To ensure excellent attitudes to learning.</p> <p>To ensure attendance is as good as it can be, and remote provision is adequate.</p> | <p><u>2). Behaviour and attitudes to learning</u></p> <ul style="list-style-type: none"> There will be lots of work on clarifying routines, expectations and re-establishing boundaries. Our Teaching assistants will be working with some of our more complex, challenging children, who may not have been in education for several months. There will be a big emphasis on returning children to the mindset of learning, learning, learning and that every second counts. No wasted time. Build the positives / celebrate successes. | <p>An environment where children are happy and relaxed in their work is particularly conducive to effective learning and will help all children to achieve their maximum potential. This is best achieved where children are clear as to what is expected of them in terms of their behaviour and staff are relentlessly consistent in their approach. Having confidence and a positive attitude to learning is crucial to a pupil's success in school. We expect them to be motivated, determined and proactive in their learning and these are skills that we teach and promote. We are relentless in our pursuit of positive attitudes to learning. Projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%.</p> <p>Supporting effective remote learning will mitigate the extent to which the gap widens. Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present – for example through clear explanations, scaffolding and feedback – is more important than how or when lessons or support are provided. To increase access to teaching, it would also be valuable to test the feasibility of online tuition as a way to supplement the support provided by teachers to disadvantaged children, Purple Mash</p> <p>Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. There is a</p> | <p>Spring 2021</p> | <p>£13700</p> |

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| | | risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils. | | |
| <p><u>(3). Filling the essential gaps from last term and providing Essential knowledge and skills for the new year</u></p> <p>To ensure children will cover the essential Reading, Writing and Maths knowledge and skills from the summer term, by way of 'catch-up', to ensure they begin their next year group at or above age-related expectations.</p> <p>Narrow the gap further in pupil attainment in reading, phonics, grammar & punctuation, writing and maths where it is lower.</p> | <p><u>(3). Essential gaps from last term</u></p> <ul style="list-style-type: none"> • Targeting those absolutely critical areas in Reading, Writing, SPAG and Maths that are needed to get children to meet or exceed age related expectations. • Lots of work with staff on delivering a trimmed back, English and Maths curriculum offer, that is precise and has rapid impact. • Making sure there is focussed 'catch-up', where needed. | <p>It is important that all children have the opportunity to access the full curriculum with appropriate scaffolding being put in place for all learners.</p> <p>Our PP are reluctant to read, and this holds them back.</p> <p>The importance of phonics and early reading is clear, and evidence based. Our PP children do struggle with phonics and reading, and this holds them back.</p> <p>EEF report on improving Maths says that school should build pupils' independence and motivation. There is also extensive evidence with EEF to show that feedback can have high positive impact on learning</p> | Spring 2021 | £46700 |
| <p><u>(4). A positive experience (Curriculum / enrichment)</u></p> <p>To ensure children continue to have positive experiences at a time of real challenge and anxiety.</p> | <p><u>A positive experience (Curriculum / enrichment)</u></p> <p>The curriculum offer needs to be broad and high-quality. Knowledge driven curriculum. Meaningful cross-curricular links in place, underpinned by links to English.</p> | <p>+5 months EEF- Positive impact on learning, including on oral language skills and reading comprehension (understanding vocabulary)</p> <p>+2 months EEF- Children encouraged to explore new skills and develop new talents leading to improved self-esteem and confidence supporting the children to make progress.</p> | Spring 2021 | £13,300 |
| <p>Total Expenditure Planned (Two terms of 'catch-up' plan)</p> | | | Two terms costed | £84,000 |

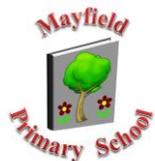


As a result of the COVID-19 pandemic, strategies to support those eligible for PP altered in response to the changing needs presented by the circumstances.



Section F: Evaluation of Impact of Pupil Premium Strategies (Previous Year 2019/2020)

| | Strategy | Evaluation | Learning/Embedding |
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| 1 | <p>Curriculum:</p> <p><i>Focused TA intervention role</i> <i>To ensure a greater % of PP children meet age-related expectations and close the gap with 'All' children nationally.</i></p> | <p>The work on quality first teaching within the Pupil Premium Strategy for 2019-20 has shown a steep impact on outcomes for Pupil Premium children over the last few years. Their attainment is improving. The ambitious curriculum along with other CPD has started to impact on outcomes for these pupils.</p> <p>Particularly at the end of KS2, we have seen good progress in writing, as evidenced in books. However, we continue to have a wide gap between our attainment in reading and writing, which is greater for PP children than their non-disadvantaged peers. As a result, writing continues to be an area for development, particularly GDS for Pupil Premium.</p> | <p>Embed into 2020-2021 school year.</p> <p>Continuous professional development, together with the right resources will enable teachers and support staff to continue to develop the necessary skills knowledge and understanding to meet the needs of all pupils more effectively, leading to more pupils achieving the expected standard or higher in each year group.</p> |
| | <p>Improving Pedagogy and Teaching:</p> <p><i>Mastery Maths Lead</i></p> | <p>Significant growth has been made in this area and pre Covid-19 lockdown, results were on track to hit targets.</p> <p>The teaching of Fluency has been embedded in every classroom and is having a direct impact on children's learning, improving the ability, confidence and resilience to tackle more difficult maths.</p> | <p>Continue into the new academic year, embed and strengthen structures already in place.</p> |
| 2 | <p>Staff Development:</p> <p>Mastery Maths</p> <p>Reading Strategy</p> | <p>Colleagues were directly supporting staff and improving their own CPD. Leaders were ensuring staff had access to high quality professional development to support improvements in English, in particular, Mayfield's whole-school Reading Strategy.</p> | <p>Embed the work that has gone into staff and develop the role of middle and senior leaders further into the new academic year.</p> |
| 3 | <p>Pupils' Readiness to Learn:</p> <p><i>To enable children to have experiences that they may not have had otherwise.</i> <i>Curriculum enhancement.</i></p> | <p>Support was put in place for children who required additional behaviour support. The school used outside agencies for advice to develop skills and support where required</p> <p>Some trips had taken place although most were in summer term – used online learning and additional websites to extend experiences with links made to home learning projects where possible.</p> | <p>Continue into 2020-2021 as part of the return to school 6-part strategy.</p> |
| | <p><i>To enhance our children's emotional well-being, attendance and punctuality.</i></p> | <p>Attendance during COVID 19 – suspended re statistics- so will need to pick this up 2020- 21</p> | <p>Continue into 2020-2021</p> |



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| <p>4 Early Years Foundation Stage: <i>To provide additional educational support that will raise the standard of achievement of target groups in Foundation Stage.</i></p> | <p>Early intervention has proved successful in giving pupils the confidence and skills required to accelerate progress. Support staff were trained to support pupils with literacy and early number skills. (ELKLAN training, REAL project, REAM project) Children with language delay and other speech related issues were effectively supported through focussed intervention with the target of an increased % of children achieving age related expectations in Prime areas- Listening & attention, understanding and speaking. Specific areas- reading and writing. Pre-Covid results were showing this target to be on track.</p> | <p>Continue into 2020-2021 as part of the return to school 6-part strategy.</p> |
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COVID-19 Catch-up Premium Strategy: Mayfield Primary School

Our students have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. In response to the pandemic, all schools in England will receive £80 per pupil to help alleviate the impact of lost teaching time and the EEF (Education Endowment Foundation) has made recommendations, based on evidence-based research, on how this money should be spent. These recommendations include:

- Small group one-to-one tuition
- Summer programmes to help re-engage pupils or extra teaching capacity from September 2020
- Supporting effective remote learning through digital learning technologies

However, schools have the flexibility to spend their funding in the best way for their cohort and circumstances. At Mayfield we believe that every child's needs can be met through our **Universal, Selective** and **Targeted** offers, and we intend to apply the funding to strengthen this provision to ensure that no vulnerable child remains vulnerable for life.

The scale of our response matches the scale of the challenge that lies ahead:

Universal – all students will benefit from:

- Quality first teaching underpinned by effective CPD at relevant stages of career
- Planned, resourced, progressive and challenging curriculum underpinned by consistent pedagogy informed by principles of metacognition, closing the vocabulary gap, precision teaching
- CPD (2020-21): Mastery Maths, Reading Strategy, Writing Strategy
- Staff CPD: Precision teaching linking to the 'Catch Up' plan
- Pastoral CPD – Supporting the Wellbeing Curriculum and Mental Health
- Staff CPD on the whole school VLE – Purple Mash / Oak Learning to ensure students can learn effectively from home if they have to self-isolate
- Transition Support (information from PVI's)
- Pupil assessment and feedback – aligned to curriculum and new assessment framework – what do pupils know/ what don't they know

Selective and Targeted- identified disadvantaged students will benefit from:

- One to one / small group tuition using specialist TAs, HLTAs and Learning Mentors
- Maths catch up tuition from a Mastery Maths specialist
- Pastoral provision and pastoral curriculum