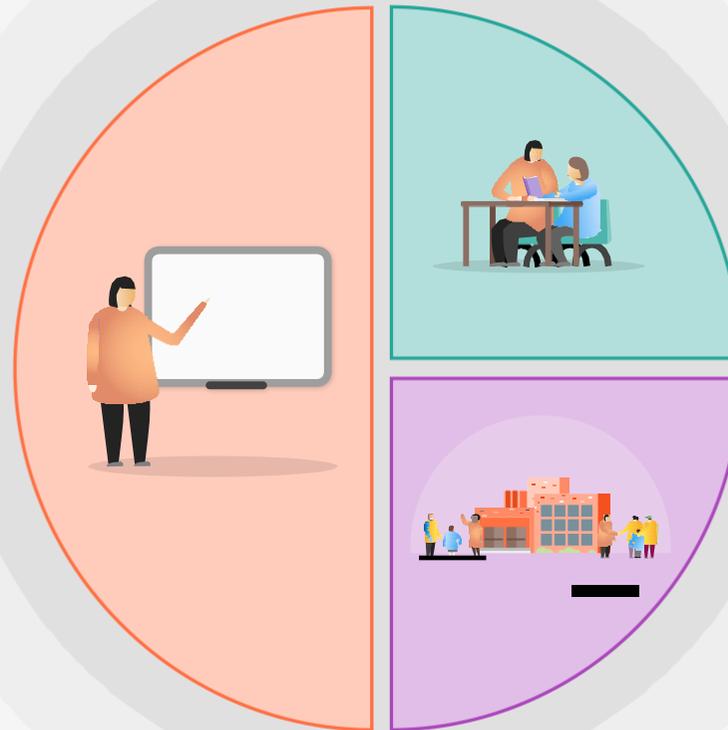


1 Teaching

- Quality First Teaching supported by evidence-informed CPD for teachers and support staff ensuring teaching is at least good.
- Develop mastery principles across all areas of the curriculum.
- CPD and targeted support are informed by developmental visit observations of PP children.
- Curriculum addresses need of local context.
- Resources purchased ensure high-quality delivery.
- Ensure remote provision mirrors in-school through lesson design, content and expectations.
- Careers week planned for to expose children to the potential range of future careers.
- Performance management, including explicit targets for PP.
- Core vocabulary is planned for across the curriculum, within long term and medium term plans, ensuring environment is vocabulary rich.
- Principles from the mastery approach, applied in phonics and reading, including introduction of whole class reading approach (English Hub)
- A new decodable reading scheme will be introduced across the whole school which will work hand-in-hand with phonics provision.
- Embed engaging and challenging core text within the curriculum.
- Implement a curriculum which provides authentic experiences.
- HLTA employed to deliver quality first teaching to a specific year group (Y1).



2 Targeted academic support

- 1:1 interventions
- Targeted booster groups
- Targeted in-class support for specific pupils.
- PP provision map identifies barriers to learning and is used to target support.
- Personalised half-termly attendance letters
- PP children targeted for selection for performances, Trust awards and other events.
- Targeted direct work by FRW in 1:1 setting
- HLTA employed to deliver high quality targeted interventions.
- NELI Early Language program for EYFS children

3 Wider strategies

- Graduated response to manage poor attendance
- Subsidised visits and experiences.
- Incentivise good attendance.
- Counselling provision for children with needs that cannot be met through FRW.
- Subscription to Ed Psych service

