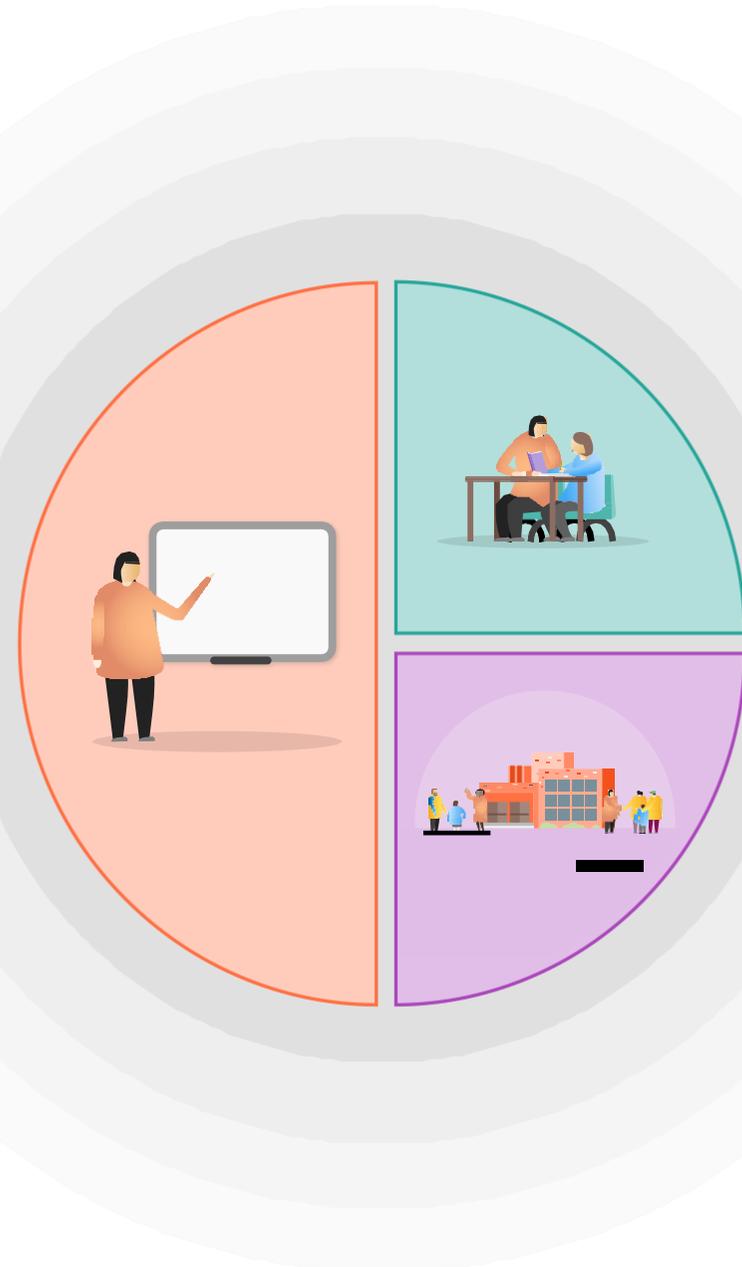


1 Teaching

- Quality First Teaching supported by evidence-informed CPL for teachers and support staff ensuring teaching is good or better.
- CPL and targeted support are informed by developmental visit observations of PP children.
- Curriculum addresses need of local context of John King Infant Academy.
- Resources purchased ensure high-quality delivery.
- Ensure remote provision mirrors in-school through lesson design, content and expectations.
- Progressive vocabulary is planned for across the curriculum, within long term, medium term and short term plans, ensuring environment is vocabulary rich and allowing children to know and remember more over time.
- Principles from the mastery approach, applied in phonics and reading, including whole class phonics and reading approach (English Hub)
- PVA learning mine (model) as approach to lesson design as a mastery approach to teaching and learning underpinned by Rosenshine's Principle of Instruction.
- Pinxton Village Academies Early Language Programme – PVA Talks – in place to nurture and develop speech and language skills of young learners.
- A knowledge rich, progressive curriculum, with procedural, substantive and disciplinary knowledge and authentic experiences.
- Strong foundations in the EYFS
 - Word reading
 - Spelling
 - Handwriting
 - Early Maths
 - High Quality Interactions



2 Targeted academic support

- 1:1 intervention
- Targeted booster groups for Year 2 pupils.
- Targeted in-class support for specific pupils.
- Class action plans identify barriers to learning and are 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
- Early Reading Specialist (HLTA) employed to deliver high quality targeted 1:1 interventions in phonics and reading.
- Pinxton Village Academies Early Language Programme – PVA Talks – in place to nurture and develop speech and language skills of young learners.

3 Wider strategies

- Graduated response to manage poor attendance – attendance team including Family Support Worker.
- Subsidised visits, experiences and wider opportunities.
- Incentivise good attendance.
- Counselling provision for children with needs that cannot be met through Family Support Worker.
- Subscription to Ed Psych service.
- ELSA support

