

Review notes for the current academic year 2022-23 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact notes/next steps
<p><i>Continued CPD of Phonics training and support for expert reading team (subscription and training cost implications from RWI specialists)</i></p>	<p>The 2021 Reading Framework stresses the importance of a synthetic phonics teaching strategy. RWI is on the DFE list of recommended providers The English Hub/RWI leaders through cornerstone education will be supporting St. Mary's with the implementation of the programme.</p>	<p>1,2, 3, 4,6 and 8</p>	<p>73% of Y1 cohort passed the phonics check (57% of the class are SEND. At the time of the mocks, 40% passed. 1:1 tutoring, video lessons and support from RWI allowed us to achieve these results. 70% of the PP children passed the phonics check. 1:1 phonics tutoring, extra sessions, support from the online video portal for RWI supported the children to achieve this score.</p> <p>Children with PPF who had 1:1 tutoring RWI 48% of children with PPF access RWI tutoring 1:1</p>
<p><i>Improving fluency and comprehension through Teaching and assessment of reading: Talk for Reading implementation from Year 2-KS2 (continued training and support)</i></p>	<p>The 2021 reading framework highlights the key principals behind talk for Reading within the paper Research surrounding the importance of fluency and decoding is at the centre of the approach and the importance of talk and modelling all of which has been highlighted in EEF toolkits surrounding improving the teaching of literacy.</p>	<p>1,2,3,4,6 and 8</p>	<p><u>Targets from assessment</u> Pupils' with PPF target for reading <u>Year 2 (9)</u> 11% comprehension 33% fluency <u>Year 3 (6)</u> 33% comprehension 50% fluency Year 4 (10) 60%-fluency 60% comprehension Year 5 Year 6 (5)- 33% comprehension 67% fluency</p> <p>-New Talk for reading and specific foci have improved consistency across Year groups -Pupil voice shows that children are aware of fluency</p>

			-reading aloud- disciplinary reading beginning children able to identify where reading for learning has taken place-opportunities for reading aloud in all subjects aim.
<i>Rec and Rec project NCTEM continued (training and support)</i>	NCTEM research- importance around early number, vocabulary and concrete resources and images EEF- maths guidance	1,2,3,4, 6 and 8	-Mathematics results for ARE an improving picture from teacher assessments
<i>RWI spelling scheme (subscription costs and books)</i>	English Research review Ofsted	1, 4,6 and 8	-Awaiting pupil voice- pupils enjoying new scheme- “wish we had started it earlier” one child said. Impact from spelling summer GAPs
<i>Continued implementation of the St. Mary’s curriculum (cornerstones subscription costs)</i>	Curriculum progression to be solidified and improved across all individual subjects in conjunction with the subject leads.	123456 and 8	-Topic book looks and pupil with voice show children with PPF are engaged in the curriculum and can share knowledge of their topics. School trips and concrete experiences within topic lessons make lessons memorable for children with PPF. Continued work on solidifying the cultural capital across the trust ensuring equality of experience for all.
<i>Science-enhanced science curriculum implementation</i>	Ofsted research into science Manchester university paper- A response to the Ofsted research review for science: Guidance for primary schools The 10 key issues with children’s learning in Primary science England Manchester Science learning partnership	135678	Pupil voice and book look impact statements: Pupil voice- children know about the skills needed in science- they understand the new systems for teaching science. Use of floor books ensures that children are accessing science despite struggles in literacy where they exist.
<i>Heart Smart introduction for theRHE/SMSC curriculum</i>	EEF toolkit on importance of metacognition and resilience in order to be	123456 78	PP children spoken to were able to talk about their learning in Heartsmart and were able to

<i>(subscription costs)</i>	achieve 'just right state for learning'		relate to their own relationships in school. Reduction in bullying incidents and negative reflections on bullying behaviour in all areas.
<i>Well-being and metacognition strategies used to support curriculum</i>	EEF toolkit on Metacognition Heart Smart- ELSA NHS social prescribing of supporting with anxiety DFE well-being lead teacher training package	12345678	Well-being survey results awaiting Data in the antibullying survey for children with PPF fell in all categories apart from internet safety which saw a small rise. (see June 23 antibullying and wellbeing results below) Sleep, happiness and Calmness all improved.
<i>Introduction of the 'No Outsider' programme suite of books (Subscription)</i>	CLPE- Reflecting Realities Diversity and inclusion in schools report- Pearson	3,5678	Pupil voice- shows children were able to talk about the books and could relate the themes of the books to lessons on racism. More unpicking of terminology needed and focus on concrete experiences in lessons beyond discussion.
<i>Emotional coaching/ STEPs behaviour management (EP costs for training)</i>	PACE- Dan Hughes Louise Bomber	12345678	Ongoing support of the ELSA team, therapeutic thinking training and 5 to thrive enables children to be emotionally ready to learn. -SIAMs report identified the strength of relationships and support for pupils available.

	PP pupils Anti-bullying data	
	Dec 22	June 23
I am hit, pushed and kicked by other pupils a bit, a lot or always	38% 20 a lot or always	37 2%
I am called mean names by other pupils a bit, a lot or always	40 13% a lot or always	20 6
Stop me joining in a bit, a lot or always	68% 20 a lot or always	55 8
People are mean to me online	23% 10 a lot or always	37 4 a lot 0 always

	FSM	
	Dec 22	June 23

I am never happy	3	0
I worry a lot (always/a lot)	33	33
I never sleep well	35	18
I am never calm	18	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>Tutoring to be used for tutoring for the PP children in Year 6 in particular</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345678	New online questions-based resource supported all pupils in the run-up to SATs learning by question - LBQs www.lbg.org
<i>funding to be used to access national tutoring partnership</i>	EEF toolkit suggests that 1:1 tutoring is one of the best ways to catch up pupils who have missed learning	12345	34% of the children with PPF received tutoring this year in Year 6 34% accessing the flash academy resources to support with EAL 1:1 phonics tutoring delivered daily.
<i>Flash Academy online intervention (EAL/SEN children)</i>	EEF toolkit additional high-quality tutoring	12345678	Y6 pupils continue to access the flash academy alongside the RWI tutoring and support from volunteers.

<i>1:1 coaching in phonics</i>	Importance of 1:1 coaching to ensure keep up not catch up of the lowest performing 20% in phonics from YR - Y6	1234678	Tutoring support continuing for bottom 20% 43% of children with PPF have had additional support with phonics- RWI 73% of children with PPF have had some additional support with either phonics or reading
<i>Numbers count</i>	Target those pupils not achieving age-related expectations in Key stage 1	14 5 6 8	Find out totals 30% of children with PPF received numbers count teaching in 2022-23
<i>First class @ Number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but still working below
<i>6Talk for number</i>	Target those pupils not achieving age-related expectations in Key stage 2	1 4 5 6 8	Progress made towards Age related expectations but still working below
<i>Success @ Arithmetic</i>	Target those pupils not achieving age-related expectations in Key stage 1/2	1 4 5 6 8	Progress made towards Age related expectations but still working below

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022-23
<i>ELSA support 1:1 behaviour support</i>	ELSA- Dan Hughes Margot Sutherland Louise Bomber	12345678	Well-being survey analysis Our June 2023 data shows an improvement in all areas of the wellbeing survey for our pupils with PPF. The area for concern is worry with 36% of pupils saying that they worry a bit. We have talked a lot about how some worry is normal. Concerns about people being mean online was up 1% but the number saying they are bother a lot or always was down 8%. 37% of our PP children have received ELSA support this year.
<i>Play therapy</i>	Stewart, Anne & Field, Thomas & Echterling, Lennis. (2016). Neuroscience and the magic of play therapy. International	12345678	Data for year: 80% of the play therapy places for this year were given to children with PPF.

	Journal of Play Therapy. 25. 4-13. 10.1037/pla0000016.		
<i>Anxiety/ASC support groups</i>	<p>A qualitative study of ELSAs' and children's experiences of the programme. Researcher: Sharon McEwen Contact: Sharon.McEwen@rctcbc.gov.uk</p> <p>Number of research documents by EPs completed on the benefits of ELSA on attainment</p> <p>An Evaluation of the Emotional Literacy Support Assistant (ELSA) Project: What is the impact of an ELSA Project on support assistants' and children's self-efficacy beliefs? Researcher: Dr Laura Grahamslaw</p>	12345678	Social and Therapeutic horticulture practitioner 2 places for PPF
<i>counselling</i>	Research paper from university of Exeter and Cambridge on longer-term effects of school-based counselling in UK Primary schools Place2be.org	12345678	67% of pupils attending counselling were in receipt of PPF
<i>After school clubs</i>	Taking part in after-school clubs can give primary school children from poorer families a boost in academic performance and provide them with important social skills. According to our new working paper published by the Centre for Longitudinal Studies and funded by the Nuffield Foundation, after-school clubs stood out among a wide range of out of school activities as having positive benefits for young children, making the case for ongoing investment in these clubs as a way to help close the education gap	12345678	Data for after school clubs 52% of our children with PPF accessed an after school club this year.