



1. Summary information					
<b>School</b>	Naunton Park Primary School	<b>Academic Years</b>	2019-20, '20-21, '21-22, '22-23	<b>Total number of pupils on roll</b>	421
<b>Number of pupils eligible for PP (April 2020)</b>		26	<b>Number of pupils currently receiving funding (Jan 2020 census)</b>		24
<b>Pupil Premium funding</b>	£8359 carried forwards from 2019-2020 Estimated £30620 (April 2020-2021 based on Jan 20 census)			<b>Percentage of pupils eligible for PP</b>	6%
<b>Strategy completion date/most recent review</b>		April 2020	<b>Date for next strategy review</b>		Sept 2020

2. Attainment							
<b>Published end of phase/ key stage attainment and progress for 2018-2019</b>	Blue = PP at NP Purple = other at NP Grey = other national	2019 Attainment (EXS+)				Progress	
		EYFS (0 PP pupils)	Year 1 (3 PP pupils)	End of KS1 (2 PP pupils)	End of KS2 (2 PP pupils)		
	<b>GLD</b>	n/a (85%) (74% all)	-	-	-	-	
	<b>Phonics</b>	-	100% (86%) (84%)	100% (100%)	-	-	
	<b>Reading</b>	(87%) (77% all)	-	100% (82%) (78%)	50% (86%) (78%)	+0.31 (+2.87) (+0.32)	
	<b>Writing</b>	(85%) (74% all)	-	100% (75%) (73%)	50% (83%) (83%)	+2.95 (+1.68) (+0.27)	
	<b>Maths</b>	(92%) (80% all) (100%) (82% all)	-	100% (82%) (79%)	50% (83%) (84%)	-0.24 (+0.35) (+0.37)	
	<b>RWM combined</b>	-	-	100% (100%)	50% (78%) (71%)	-	



**Attainment of pupils currently on roll (December 2019 data)**

- Percentage of 24\* pupil premium pupils (in blue) currently in Years R to 6 working at the expected standard or above in December 2019 compared to other children\*\* (in purple brackets):

	EXS+	GDS
<b>Reading</b>	64% (74%)	23% (30%)
<b>Writing</b>	27% (62%)	0% (10%)
<b>Maths</b>	50% (74%)	14% (19%)

\*1 PP pupil is excluded from the PP data due to starting at NP since December 2019

\*\*9 children excluded from "other" data due to starting at NP since December 2019

- Prior attainment of 24\* pupil premium pupils (in blue) currently in Years 1 to 6 working at the expected standard or above in December 2019 compared to other children\* (in purple brackets):

	GLD at end of YR	Phonic Screening Check pass	Reading ELG EXS+	Writing ELG EXS+	Maths ELG EXS+	Current Reading EXS+	Current Writing EXS+	Current Maths EXS+
<b>Y1 (1 PP)</b>	0% (85%)	-	0% (87%)	0% (85%)	100% (91%)	100% (79%)	0% (70%)	100% (90%)
<b>Y2 (3 PP)</b>	100% (77%)	100% (78%)	100% (91%)	100% (86%)	100% (85%)	33% (60%)	33% (51%)	33% (61%)
	KS1 Reading EXS+	KS1 Writing EXS+	KS1 Maths EXS+	Current Reading EXS+	Current Writing EXS+	Current Maths EXS+		
<b>Y3</b> (3/4 PP with prior att. data)	100% (81%)	100% (73%)	100% (83%)	75% (67%)	50% (67%)	100% (67%)		
<b>Y4</b> (3/4 PP with prior att. data)	33% (82%)	33% (75%)	33% (83%)	50% (73%)	0% (53%)	25% (83%)		
<b>Y5</b> (4/4 PP with prior att. data)	75% (76%)	50% (67%)	100% (78%)	75% (77%)	25% (73%)	50% (74%)		
<b>Y6</b> (4/6 PP with prior att. data)	100% (83%)	75% (69%)	100% (77%)	67% (80%)	33% (71%)	33% (71%)		



### 3. Barriers to learning and/or future attainment for pupils eligible for Pupil Premium (as of Feb 2020)

Contextual information	Boys	Girls	SEND	EAL	FSM	Service families	Summer born
	Number of PP pupils (% of PP pupils)	16 (62%)	10 (38%)	8 (31%)	2 (8%)	18 (69%)	2 (8%)
Number of all children (% of pupils on roll)	231 (55%)	190 (45%)	58 (14%)	27 (6%)	18 (4%)	3 (<1%)	128 (30%)

- 6% of the school are currently eligible for Pupil Premium (26 children)
- 4% of the school currently receive Free School Meals (18 children)
- The school currently considers several other pupils on roll to be 'disadvantaged' for various reasons (including medical needs, special educational needs not already supported through My Plans or EHC Plans and safeguarding concerns).
- There are 3 more pupils in receipt of Pupil Premium who have SEND children than before December 2019. The school SEND cohort has risen by 7 children since December 2019.

#### In school barriers

<b>Children with SEND</b>	<ul style="list-style-type: none"> <li>• 14% of the school have Special Educational Needs or Disabilities and are on the "SEND Register". Of these children, 5 receive Pupil Premium funding.</li> <li>• 31% of the Pupil Premium cohort have SEND (compared to 13% of non-PP children who have SEND).</li> <li>• Of the children with SEND who receive PP funding, 3 have reading needs, 4 have writing needs, 1 have maths needs and 6 have SEMH needs.</li> <li>• 18 of the Pupil Premium cohort (69%) have needs relating to SEMH, and based on December teacher information, 6 children (25% of the PP cohort) have reading needs, 8 children (33%) of the cohort have writing needs and 6 children (25%) of the cohort have needs relating to support at home or family needs.</li> </ul>
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<b>% of children achieving Greater Depth or the Higher Standard</b>	<p>Last year's published data:</p> <ul style="list-style-type: none"> <li>• 50% of the Y6 PP cohort last year achieved GDS in reading, writing and maths. The 2 PP children in this cohort achieved in line with their prior attainment.</li> </ul> <p>All PP children currently on roll in Y1 to Y6 who have current TA data (22 children):</p> <ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium are currently (December 2019 teacher assessments) underperforming their peers.</li> <li>• 5/22 children (23% of PP children) are working at GDS in reading, 0/22 are working at GDS in writing and 3/22 (14%) are working at GDS in maths. Each of these percentages is below that of their peers.</li> <li>• 1 PP child (currently Y5) was prior high attaining in Y2 in reading, writing and maths: this child is currently working at GDS in reading and maths but not in writing.</li> </ul> <p>Current Y6 PP cohort:</p> <ul style="list-style-type: none"> <li>• Currently in Year 6, 4/6 children who have prior attainment data were all middle attainers at the end of Y2 (none achieved greater depth at the end of Y2).</li> <li>• Based on December 2019's teacher assessments, 1/6 of the Y6 PP children are working at GDS in reading and maths while none of the cohort are working at GDS in writing.</li> <li>• In December's practise "SAT" papers, 1 PP children achieved GDS in the reading paper while none achieved GDS in the maths paper.</li> </ul> <p>Current Y2 PP cohort:</p> <ul style="list-style-type: none"> <li>• 1/3 PP pupils in Y2 are currently working at GDS in reading while none are in writing or maths.</li> <li>• All 3 of these pupils finished EYFS at the expected standard in their reading, writing and maths ELGs (they did not exceed the standard).</li> </ul>
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	<p>All children on roll in Y1-Y6 with current attainment data (22 children):</p> <ul style="list-style-type: none"><li>• More children are currently working at GDS in reading than writing or maths. (29% reading, 10% writing, 19% maths).</li><li>• 19 children (5% of all children) are currently achieving GDS in RWM combined.</li><li>• 75% of prior high attainers are still GDS in reading, 45% of prior high attainers are GDS in writing and 49% of prior high attainers are GDS in maths.</li></ul>
<p><b>Progress and attainment in writing</b></p>	<ul style="list-style-type: none"><li>• The school’s writing progress scores (from KS1 to KS2) increased last academic year from “Below” to “Above Average”.</li><li>• Currently, 16/22 PP children in Y1-Y6 are not working at EXS+ in writing. No PP children are currently GDS in writing (Note current attainment data is available for 22 Y1-6 children)</li><li>• According to recent Pupil Progress meetings, 8 PP pupils have particular writing needs (notably spellings). 4 of these children have My Plans addressing these needs, but 4 don’t.</li><li>• From the end of last academic year, 14/22 children have maintained or accelerated their progress in writing, therefore 8 have not.</li><li>• A lot of work has been done in school to support and develop children’s knowledge of and skills in reading and spellings, including phonics, to support their writing. Currently, children’s progress in these areas isn’t consistently and widely assessed across the school to enable subject leaders, SLT and the SENDCo the ability to monitor and action issues or need.</li></ul>
<p><b>Curriculum provision</b></p>	<ul style="list-style-type: none"><li>• Children’s needs have changed since the last curriculum review in 2014. We are therefore currently undertaking a review of the curriculum to take our children’s current needs into account when planning and delivering the National Curriculum.</li><li>• Of the children with SEND who are Pupil Premium, 6/8 have SEMH needs: this is an increase of 25% since the previous academic year (2 children).</li><li>• In March 2019, 47% of PP pupils said that they “always enjoy lessons” while 47% said they “sometimes enjoy lessons”.</li><li>• A new “Big Question” approach allows children to take more ownership over their learning; ask questions; reason and investigate more in lessons and be actively engaged in their learning.</li><li>• The school’s Maths Team are currently involved in GLOW maths to further develop the mastery style of maths planning and lesson delivery.</li><li>• The school’s PSHE curriculum is currently under review to ensure that teaching and learning in PSHE caters for the needs of the children, for example further emphasis is needed to support children’s emotional literacy and social understanding than when the curriculum was initially compiled.</li><li>• Subject Leaders, until this academic year, have not had the time or support to fully understand and develop their curriculum area. This has meant that there has been little or no progression in the development of some curriculum subjects. Subject Leadership responsibilities are being developed further to ensure that children have access to an engaging, appropriate, progressive and challenging curriculum while subject leaders are feel fully informed and confident about their subject’s curriculum at NP.</li></ul>



**External barriers**

**Attendance and punctuality**

Attendance during Terms 1 and 2 of 2019-2020:

- Attendance of the Pupil Premium cohort was lower than the whole-school's attendance figure (see below) although there were less unauthorised absences
- 97.2% attendance (whole school)
- 96.6% attendance (Pupil Premium cohort)
- 0.34% unauthorised absences (whole school)
- 0.24% unauthorised absences (Pupil Premium cohort)
- 9/24 PP children had less than 95% attendance (38% of the PP cohort) while 3 pupils has an attendance rate of 90-91%. All of these parents received a letter from the school at the end of Term 2 informing them of their child's attendance. This information was also shared in the mid-year reports in Feb 2020.

Punctuality during Terms 1 and 2 of 2019-2020:

- 0.39% lates (whole school)
- 1.16% lates (Pupil Premium cohort)
- 3 PP children had more than 2% lates during Terms 1 and 2
- When children are late into school, they miss out on learning time: the majority of classes complete Sentence of the Day, spelling or handwriting tasks during registration each morning, which late children will miss.



**Behaviour and well-being**

- Teachers have identified a large number of children who require additional pastoral support, beyond that in curriculum time or part of “normal” classroom time. Such needs are discussed and highlighted during termly Pupil Progress Meetings as well as through informal conversations between teachers, teaching partners, parents and SLT.
- There is a risk of fixed-term exclusion relating to behaviour.
- Growing numbers of parents are asking school for support with their child’s behaviour, SEMH needs or family needs at home.
- Many children find it difficult to access learning (especially in the mornings) due to, for example, anxiety, tiredness, hunger, sleep deprivation, social skills in a full class, mental health issues, safeguarding reasons or family circumstances.
- 40% of PP children (in last summer’s questionnaire) say they “always” have someone to go to if they feel worried, while 40% of this cohort say they “never” have someone to go to if they feel worried.
- Some families are experiencing financial difficulties and have come into school to speak to a member of staff about their worries and pressures. Financial pressures on parents can affect the level of support that their child receives at home along with causing a stressful environment for the child.
- The school started to use CPOMS in January 2019 to record and monitor concerns and information about children. This is also starting to be used to record information about Adverse Child Experiences, as previously not everyone involved in a child’s educational journey was aware of all matters relating to the child.
- Currently, children with SEND and those in receipt of Pupil Premium are discussed at Pupil Progress Meetings. This means that some children are potentially ‘slipping through the net’ regarding teacher/TP concerns and/or issues that have an impact on a child’s attainment, progress or wellbeing.
- The school has recently employed an additional Pastoral Support Assistant (fixed-term) to work alongside the additional Pastoral Support Assistant due to the changing needs of our children and their families.
- 8/26 Pupil Premium are currently taking part in extra-curricular clubs in school. This is an increase from 2/21 PP children last academic year.
- 7/26 PP children have represented the school in sporting activities this academic year.
- 5/26 PP children (20% of the PP cohort) do not take part in any physical activities/clubs outside of school. Only 1 of these children attends a sports club in school.

**4. Three-year strategy desired outcomes (Intent)**

Desired outcome	Success Criteria & measures
<p><b>A</b></p> <p>All children will achieve well, with specific focus on: SEND, Pupil Premium and Previously High Attaining Children.</p>	<ul style="list-style-type: none"> <li>• Clear assessment strategies allow teachers and SLT to assess, record, monitor, analyse, evaluate and act on attainment and progress of all children and, through this, key groups including Pupil Premium pupils.</li> <li>• Teachers and SLT analyse the attainment and progress of pupils in receipt of Pupil Premium and, from this, plan effective provisions to further support these children through, for example, additional provisions, experiences and quality first teaching.</li> <li>• The SENDCo, teachers and teaching partners ensure that there are relevant and timely interventions for these groups of children to support their learning.</li> <li>• Pupil Progress Meetings are held to discuss pupils' needs, plan actions, discuss strengths, share good practice, evaluate progress and, later, review progress of learning and previously agreed actions.</li> <li>• Parents of all children receive attainment and progress information about their children formally 4-times per year (2x reports and 2x parent consultations) and for children with SEND, additional 3-times per year through the sharing of My Plans and their reviews.</li> <li>• Additional opportunities, activities and experiences are in place for children who require these to enhance their learning, well-being and/or development and to enable them to achieve in line with their peers.</li> <li>• The curriculum will enable all children to achieve well, gain the relevant knowledge in each curriculum area and build on prior knowledge to make excellent progress.</li> <li>• End of phase or key stage published results will show an increase in attainment and progress from the previous year for all groups of children, including the number of children achieving greater depth or passing the phonic screening check for example.</li> <li>• The attainment gap between Pupil Premium children and other children will narrow from last year in published data (and, likewise, the attainment gap for SEND and nonSEND children will narrow).</li> <li>• All staff will feel well informed and trained to effectively support these groups of children and their current needs.</li> <li>• All information relating to a child and their education will be accessible to all staff who need the information to effectively support each child (e.g. safeguarding concerns, ACES information, disadvantaged etc.)</li> <li>• Small steps in progress will be evident in books, on My Plan/ECPs, in test scores (e.g. reading age, standardised scores etc.) and from children's starting points.</li> <li>• A focus and raised profile of early reading will have a positive impact on children's reading, phonics knowledge and writing across the curriculum.</li> </ul>

<p><b>B</b></p>	<p>Curriculum provision encourages independent thinking, problem solving and resilience (including cohesion in the teaching of Foundation Subjects) for all children.</p>	<ul style="list-style-type: none"> <li>• All children, including those with SEND or in receipt of Pupil Premium, will be effectively supported during lessons, interventions and extra-curricular activities (e.g. through confident and trained staff, appropriate resources etc.)</li> <li>• Children will be engaged and excited by the curriculum on offer and will become inquisitive, keen and resilient learners.</li> <li>• All children will have the opportunity to investigate, develop reasoning skills and solve problems through a Big Question approach, increasing the number of children achieving a greater depth at the end of each key stage.</li> <li>• Home learning activities will effectively support a child's learning and help to further children's progress. Parents will feel confident to support children's learning further at home.</li> <li>• All children will have the opportunity to participate in extra-curricular activities and take advantage of opportunities outside the curriculum, regardless of ability, family circumstances or income.</li> <li>• Subject Leaders will have a sound knowledge of how all children achieve and progress in their subjects, what children experience in their subject area and understand/guide others in how the curriculum caters/should cater for individual needs.</li> <li>• All children will be given additional and exciting learning experiences beyond the classroom to further develop their learning, regardless of ability, family circumstances/income.</li> <li>• Marking and feedback will support children's learning to improve progress while being manageable for teachers.</li> <li>• Learning environments will support all children's needs.</li> <li>• All children will have more opportunities to write, across different curriculum areas.</li> <li>• All children will be confident and keen readers.</li> <li>• Children will enjoy school and want to come to school, potentially decreasing the % of absences over time.</li> <li>• Foundation subjects will, where possible, support and aid progress in core subjects (notably reading and writing) through the Big Question approach.</li> <li>• Subject Leaders will feel well-equipped to lead their subjects and support curriculum provision, teaching and learning across the school.</li> </ul>
<p><b>C</b></p>	<p>All children will develop into happy and healthy young people, regardless of starting points, background or needs.</p>	<ul style="list-style-type: none"> <li>• Pastoral support will be available to all children as needed, ensuring that the most vulnerable children have the support necessary to achieve and develop in line with their peers.</li> <li>• Pupils' behaviour needs will be effectively supported so that those in need can learn and develop in line with their peers and so that other children's learning and development is not affected.</li> <li>• All children will understand how to keep themselves and others safe.</li> <li>• Families and school will have a common approach to behaviour expectations.</li> <li>• The school will hold an up to date Healthy Schools Award and earn the GHLL Mental Health Champion Aware in recognition of its hard work and support for children. These two applications will also benefit the children through additional provisions and support from GHLL to better equip staff and the curriculum.</li> <li>• Financial support for OSCC will be available to parents/carers whose families/children will be detrimentally affected without such support (e.g. adding stress, effecting relationships in the home, going without necessary items/experiences/food that are essential to supporting a child's well-being and development etc.)</li> <li>• The school will be aware of other organisations and professionals that can support families or children.</li> <li>• Restorative Practice will be embedded throughout the school, having a positive impact on relationships and behaviour.</li> <li>• Lunchtime provisions will support the needs of all children and, in turn, reduce behaviour incidents on the playground.</li> <li>• Staff will feel confident and better supported to help children with, for example, SEMH needs.</li> <li>• All children will arrive at school on time, ready to learn.</li> <li>• The % of absences will decrease, increasing the opportunities for children to learn, achieve well and progress.</li> </ul>

**5. One-year implementation plan towards three-year desired outcomes**

<b>Rational</b>	<ul style="list-style-type: none"> <li>Needs of the children and their barriers to learning.</li> <li>EEF toolkit.</li> <li>Survey of Nurture Groups and Nurturing Practice (study within Gloucestershire, 2018).</li> <li>In-school attainment and progress data.</li> <li>Findings from in-school monitoring, e.g. % pupils taking part in extra-curricular clubs, % attendance.</li> <li>Input from professionals, e.g. trauma CPD, work with ATS and Educational Psychologists, safeguarding guidance, EEF Maximising Pupil Premium course.</li> </ul>
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**5A. All children will achieve well, with specific focus on: SEND, Pupil Premium and Previously High Attaining Children.**

Implementation activities	Cost	Intended outcomes	Review and impact
<ul style="list-style-type: none"> <li><b>Curriculum development/review</b>, especially developing opportunities for reading and writing through foundation subjects and addressing SEMH needs throughout the curriculum (see PSHE curriculum information separately). Continuation of the work with GLOW maths and teaching in line with GLOW maths' strategies. Curriculum review be continued through staff meetings, SL support clinics, PPA and planning meetings. Review of the PSHE curriculum to fully support children with SEMH needs.</li> </ul>	<ul style="list-style-type: none"> <li>Other budgets</li> </ul>	<ul style="list-style-type: none"> <li>Attainment and progress will improve in all subjects and for all groups of children.</li> <li>Additional writing opportunities in foundation subjects will give children's writing a better purpose and children will be able to apply their skills in a variety of subjects.</li> <li>Children's pastoral needs will be met through a relevant and engaging PSHE curriculum.</li> <li>Subject Leaders and teachers will feel well-equipped and supported to deliver the curriculum to a high standard.</li> <li>Children will experience an engaging curriculum.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Implementation of PSHE curriculum</li> <li>Writing work scrutiny across subjects</li> <li>Pupil conferencing</li> </ul>
<ul style="list-style-type: none"> <li>Insight to be used to <b>record, analyse and review attainment</b> of children throughout the school. Insight will also be used to record SEND assessments alongside termly tests and teacher assessments. A termly data pack will provide teachers, TPs, SLT and governors with up to date information about children's attainment and progress and, from this, identify children/groups/areas for development. Assessment Lead &amp; SENDCo will ensure that appropriate actions are put in place to support children's learning based on this information (as discussed in Pupil Progress Meetings, monitoring activities and analysis in Data Pack).</li> </ul>	<ul style="list-style-type: none"> <li>See below for Pupil Progress Meetings budget</li> </ul>	<ul style="list-style-type: none"> <li>Everyone involved in a child's learning at school has access to the same information. Moderation using the objectives and accurate assessments will aid staff confidence and ensure that all children are given accurate and consistent judgements.</li> <li>Children receive appropriate and timely interventions dependent on need.</li> <li>SLT are confident that all children are receiving provisions appropriate to their needs and that these are reviewed in a timely manner.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Pupil Premium attainment increase on Insight</li> <li>Increase in attainment for RWMS on Insight</li> <li>SEND attainment increase on Insight</li> <li>Achievement of SEND outcomes</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Pupil Progress Meetings</b> will take place between teachers and SLT to discuss pupils' needs, attainment, progress and next steps. Both SLT (from the school's tracking system) and the class teacher will identify children whose progress is a concern and children who are progressing at a greater pace than others (to learn from and share good practice). Barriers, needs and actions will be agreed and then later reviewed three-times per year. These meetings will focus on children most at risk of underachieving.</li> </ul>	<ul style="list-style-type: none"> <li>• £1440 for release time to hold these meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Children's needs will be better supported, appropriate provisions will be planned and later reviewed, all children will have access to effective resources and support as required, good practice will be shared. All children will achieve well.</li> <li>• Teachers are accountable for pupils' progress (within reason) based on agreed actions/provisions being reviewed.</li> <li>• Parents will feel well-informed (if applicable) and confident about the provisions in place, which are appropriate and timely.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• Notes made in Pupil Progress meetings</li> <li>• Review of agreed actions and/or attainment and progress</li> <li>• Increase in attainment on Insight</li> </ul>
<ul style="list-style-type: none"> <li>• A carefully planned <b>programme of CPD</b> will ensure TP and teachers' meeting times respond to pupil and school need. TPs should attend the Annual TA Conference each year. Courses will be booked as needed, dependent on school need.</li> </ul>	<ul style="list-style-type: none"> <li>• Free</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone involved in a child's learning at school has access to the same information. Staff will feel confident and support will be relevant and timely.</li> <li>• Children's attainment and progress will improve.</li> <li>• Early reading and phonics teaching will be consistent and suit the needs of the children. Children's needs will be assessed regularly and practice adapted accordingly.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• Staff questionnaire</li> <li>• CPD evaluation forms</li> <li>• Increase in attainment and progress (esp. for SEND and PP pupils)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Monitoring</b> of children's work will be carried out to provide leaders with a deeper understanding of achievement and performance in each subject, for individual or groups of children.</li> <li>• <b>Effective Feedback</b> to be given to staff to further develop children's attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD/ curriculum budget</li> </ul>	<ul style="list-style-type: none"> <li>• Children's progress and attainment will improve.</li> <li>• Impact of CPD and support from SLT will be measured and adapted accordingly.</li> <li>• Subject Leaders will have a firm understanding of achievement and practice in their curriculum area, thus providing further support/CPD etc. to teachers and putting relevant provisions in place where required. Staff will have relevant feedback to improve practice in their class/year</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Increase in attainment and progress</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Early reading and phonics</b> teaching in YR-Y3 should be further developed. CPD will provide staff with the relevant knowledge to improve practice and home learning activities will reflect pupils' individual needs (e.g. reading books for decoding or enjoyment of reading with someone else). Phonic groupings will be reviewed to ensure the most experienced teachers are supporting children with the greater need in order to develop their phonics knowledge further. The reading and phonics team will provide support for volunteers, who regularly help with reading in school so that 1:1 reading activities are more effective and time is fully utilised. 1:1 reading activities in school should be a priority for children that don't read at home, involving adults from across the school in this provision. Monitoring of home/school reading journals will ensure that: the school is fully aware of children who lack support/time reading at home; parents are given support if appropriate; and, children are heard reading regularly in school. Phonics CPD for Key Stage 2 staff will be put in place if required.</li> </ul>	<ul style="list-style-type: none"> <li>• £300 for release time</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be competent and confident readers and be able to apply their phonic knowledge when reading and writing.</li> <li>• Children will have a greater knowledge of vocabulary to support learning in all curriculum areas. Children will get the most out of 1:1 reading time with volunteers and more children will benefit from effective support. Reading, phonic and attainment in all subjects will improve.</li> <li>• Children who aren't reading at home will have additional reading time in school to ensure that they are not at a disadvantage from their peers.</li> <li>• Children will have access to appropriate books and reading resources to further develop their skills, vocabulary, knowledge and interest in reading.</li> <li>• 100% of children will pass the Phonic Screening Check by the end of Year 2.</li> <li>• Children will continue to receive support with phonics (as required by need) in Key Stage 2.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• Increase in reading and phonics attainment</li> <li>• Increase in opportunities for children to read</li> <li>• Use of new books for home reading</li> <li>• Home reading journal scrutiny</li> <li>• Additional reading time in school</li> <li>• Pupil conferencing</li> <li>• Parent questionnaire</li> <li>• Phonic phase progression on Insight</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Attendance and punctuality</b> are to be closely monitored by the school office, with termly letters sent to parents for those whose children have an attendance below 94% and 90% and whose punctuality is regularly poor. Teachers will raise attendance/punctuality issues at parent consultation meetings (sharing figures) and will discuss the impact these issues have on learning. The Headteacher will contact parents directly if required re: absences, lates or absence requests. Breakfast Club is be offered to families who find it hard to prepare breakfast/get to school on time.</li> </ul>	<ul style="list-style-type: none"> <li>• See below re: OSCC</li> </ul>	<ul style="list-style-type: none"> <li>• All children will attend school 100% of the time unless poorly.</li> <li>• All children will arrive at school by 8:55am.</li> <li>• Parents will feel well informed about their children's attendance and punctuality.</li> <li>• OSCC will be used to improve punctuality if required, e.g. to provide breakfast or an earlier drop-off time.</li> <li>• The Headteacher will know whose attendance is at risk of falling below 95% and 90% on a termly basis and use this information to contact parents as required.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• SIMS report for attendance and "lates"</li> <li>• PP attendance/lates figures</li> <li>• Occasions where attendance and punctuality is reported</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that all children with SEND, speak English as an Additional Language, have poor vocabulary, language or speech or children with other disadvantages have access to appropriate <b>resources to enable them to achieve well</b> and progress in line with their peers. Resources, like books, APPs, equipment etc. should address children's needs (either in school or to use at home) and, if applicable, allow them to catch up with their peers if fallen behind. Discussions with children, teachers, TPs, SENDCo and/or parent(s) should identify resources/equipment that will support children's learning and/or physical or mental development, as well as close monitoring, both in and out of school. Monitoring of changing needs and useage will show impact of these resources.</li> </ul>	<ul style="list-style-type: none"> <li>• £800</li> </ul>	<ul style="list-style-type: none"> <li>• Resources will all children to become independent, responsible and resilient learners.</li> <li>• Children will feel fully supported in the classroom and at home regarding their academic work.</li> <li>• Children's social, emotional and mental-health needs will be better supported in the classroom and at home.</li> <li>• Parents will feel that their child/ren is well supported and equipped to achieve well.</li> <li>• All children have the opportunity to achieve well and progress well, regardless of starting points, background or needs.</li> <li>• Staff will feel well-equipped to fully support children's needs.</li> <li>• These resources will support the curriculum for these children.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• SEND attainment and progress on Insight</li> <li>• SEND reviews of outcomes</li> <li>• Pupil Progress Meeting reviews</li> <li>• Pupil conferencing</li> <li>• Feedback from staff</li> <li>• Learning Walk/drop ins etc. to see resources in use</li> </ul>



<ul style="list-style-type: none"><li>• <b>Develop strategies to further support speech and language</b>, particularly in EYFS and Key Stage 1 or for children who speak English as an Additional Language. These might include (but not be limited to): structured games; structured play and role play; modelled language; phonics; early reading and writing; teaching games and playtime activities; use of Playtime Buddies; board games; use of Makaton; Circle Time activities; Snack and Chat; milk and story time; parent workshops etc.</li><li>• Purchase books or dictionaries in various languages (as required) and/or translation APPs, flashcards or books for children to use independently and for teachers to use for effective communication.</li><li>• This might involve CPD for some staff or release time to work with parents (and children together).</li></ul>	<ul style="list-style-type: none"><li>• £540 CPD and/or release time</li><li>• £150 resources for EAL children</li></ul>	<ul style="list-style-type: none"><li>• All children will develop a wide range of vocabulary so that no child is at a disadvantage.</li><li>• Parents will feel knowledgeable and supported to help their children develop good speech and language skills.</li><li>• All children will achieve well.</li><li>• All children will develop solid relationships with their peers.</li><li>• Activities throughout the day (include during playtimes) will have an impact on children’s speech and language.</li><li>• All children, irrelevant of background, will feel confident in their learning and confident to communicate.</li><li>• Children who speak English as an Additional Language will have the same opportunities to learn and achieve well as a result of resources that support their learning of English, enabling them to access the National Curriculum effectively.</li></ul>	<p>Measured through:</p> <ul style="list-style-type: none"><li>• Pupil Progress meeting reviews</li><li>• Progress from EYFS baseline</li><li>• EYFS Early Learning Goals and GLD</li><li>• Use of resources in class and interventions</li><li>• Increase in attainment and progress on Insight</li></ul>
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**5B. Curriculum provision encourages independent thinking, problem solving and resilience (including cohesion in the teaching of Foundation Subjects) for all children.**

Implementation activities	Cost	Intended outcomes	Review and impact
<ul style="list-style-type: none"> <li>• <b>Curriculum review</b> is to continue, with teachers creating further opportunities for cross-curricular learning, knowledge across subjects, writing and reading opportunities through foundation subjects and supporting SEMH needs across the curriculum (see below). Time will be given to teachers and subject leaders to ensure that this review is effective and the needs of the children are met through the curriculum. Continue with the implementation of GLOW maths. Subject Leader support clinics, SL release time, National Curriculum and curriculum coverage monitoring, pupil conferencing and work scrutiny will provide staff with effective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Release time (CPD budget, not PP budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment and progress will improve in all subjects and for all groups of children.</li> <li>• The curriculum will be progressive, exciting, accessible to all, challenging, builds on prior knowledge and is appropriate to the children’s needs.</li> <li>• Feedback about coverage will ensure that children have access to the National Curriculum.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• <i>Planning scrutiny</i></li> <li>• <i>Work scrutiny</i></li> <li>• <i>Pupil conferencing</i></li> <li>• <i>Attainment and progress data</i></li> </ul>
<ul style="list-style-type: none"> <li>• Purchase and implement Jigsaw as a means to deliver the <b>PSHE curriculum</b> to children from Reception to Year 6 to better support SEMH needs.</li> <li>• Provide appropriate CPD and time for staff to understand, plan, deliver and review Jigsaw. SL and SLT to monitor the impact of Jigsaw on: children’s learning, behaviour and SEMH needs.</li> <li>• Purchase resources to enable the PSHE curriculum to be effectively delivered throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• £1000 resources for PSHE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Children will receive and experience a relevant, timely and effective PSHE curriculum to cater for their needs, particularly those relating to Social, Emotional and Mental Health.</li> <li>• Disadvantaged children will receive pastoral support in the classroom (as well as in the form of interventions if applicable).</li> <li>• All children will feel ready to learn and feel that their needs are being met.</li> <li>• Behaviour across the school will improve as a result of a better understanding and effective strategies re: emotions, feelings, working with others, respect, social awareness etc.</li> <li>• Teachers will have a better understanding of their pupils’ pastoral needs and identify further support if required.</li> <li>• The PSHE curriculum will link effectively with playtime provisions and the school’s behaviour policy; becoming an embedded approach to the education of children at Naunton Park.</li> <li>• Children will be receiving the same information and learning from all aspects of their day/time at NP.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• <i>Planning scrutiny</i></li> <li>• <i>Work scrutiny</i></li> <li>• <i>Pupil conferencing</i></li> <li>• <i>Attainment and progress data</i></li> </ul>



<ul style="list-style-type: none"> <li>• <b>Embed Restorative Practice within the curriculum</b>, especially the PSHE curriculum and, likewise, develop teaching and learning opportunities to better support children in Restorative Practice and gain strategies to strengthen relationships and develop emotional literacy. Provide staff with appropriate CPD to enable this to happen. Once the PSHE curriculum has been purchased, RP Guiding Team should investigate if any additional sessions need to be planned for support/embedding RP or identify in Jigsaw where RP is supported. Develop an RP Toolkit for everyone</li> </ul>	<ul style="list-style-type: none"> <li>• £200 RP Toolkits</li> <li>• £600 release time for Guiding Team</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour in the school will improve and there will be less repeat occurrences of issues/incidents.</li> <li>• Children will participate in Restorative Conversations confidently and knowledgeably.</li> <li>• PSHE and Restorative Practice will work together as one approach to the development of relationships and emotional literacy.</li> <li>• Children will feel well equipped to discuss their feelings with others (or share feelings in some way) to resolve issues and learn from experiences.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• <i>Comparison in behaviour incidents</i></li> <li>• <i>Staff conferencing</i></li> <li>• <i>Pupil conferencing</i></li> <li>• <i>Use of RP Stars</i></li> <li>• <i>Planning scrutiny</i></li> <li>• <i>Drop-ins/learning walks</i></li> <li>• <i>Pupil Progress meeting reviews</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develop/introduce <b>enrichment opportunities</b> for children who don't receive additional learning experiences outside of school (e.g. extra excursions to the Literature Festival, Outdoor Learning etc.).</li> <li>• <b>Fund school trips</b> for children in receipt of Pupil Premium funding. Provide financial support for parents whose children receive PP funding to enable their child/ren to attend the Y6 residential alongside their peers. Monitoring should take place to reflect on take-up and achievement from these experiences will identify future actions, including directed communications with parents or future funding for trips.</li> </ul>	<ul style="list-style-type: none"> <li>• £1000 for additional activities</li> <li>• £1800 for trips (inc. PGL support)</li> </ul>	<ul style="list-style-type: none"> <li>• All children, including those in receipt of Pupil Premium, will attend school trips.</li> <li>• All children will have similar experiences and no child will be at a disadvantage regarding the experiences that they receive to support their learning and/or development.</li> <li>• Learning will be meaningful and children will feel engaged and motivated.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• <i>Monitoring of opportunities</i></li> <li>• <i>Parent Pay analysis</i></li> <li>• <i>Trip registrations</i></li> <li>• <i>Feedback from parents</i></li> </ul>
<ul style="list-style-type: none"> <li>• Introduce <b>Forest School</b> sessions to children (and possibly teachers). Look into how Forest School interventions can be used to support disadvantaged children, including those with SEND and in receipt of Pupil Premium, to boost confidence, self-esteem, be active and motivate learners, develop social skills and relationships through activities outside etc. as well as applying Forest School activities to other subject work.</li> </ul>	<ul style="list-style-type: none"> <li>• Free (class covered internally)</li> </ul>	<ul style="list-style-type: none"> <li>• All children, regardless of background or income, will learn outside, develop teamwork and social skills, resilience, determination, will enjoy learning, will be active and curious through Forest School experiences.</li> <li>• Improvement of learning outcomes for subject content that can be delivered/learned through Forest School.</li> <li>• Improvement in attitude to learning.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• <i>Pupil conferencing</i></li> <li>• <i>Observation/drop-ins</i></li> <li>• <i>Impact on class work (staff conferencing and/or data)</i></li> </ul>
<ul style="list-style-type: none"> <li>• Integrate <b>circle time activities</b> throughout the curriculum to support children's social and communication skills, develop relationships, be part of a team, build confidence and share ideas. This teaching strategy can be used to support children's learning in all subject areas and enable children to reflect on learning, knowledge, feelings and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for teachers – staff meeting time</li> <li>• £100 for circle time activity books</li> </ul>	<ul style="list-style-type: none"> <li>• Children will feel more confident, over time, develop relationships, social and communication skills, feel part of a team and feel valued through their contributions, learn listening skills and respect others' through additional work/practice.</li> <li>• Circle time and team activities, along with speaking and listening activities, will become familiar teaching and learning strategies for staff and children.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>• <i>Pupil conferencing</i></li> <li>• <i>Observation/drop-ins</i></li> <li>• <i>Impact on class work (staff conferencing and/or data)</i></li> <li>• <i>Pupil Progress meeting reviews</i></li> </ul>

**5C. All children will develop into happy and healthy young people, regardless of starting points, background or needs.**

Implementation activities	Cost	Intended outcomes	Review and impact
<ul style="list-style-type: none"> <li>The school's <b>Pastoral Support team</b> will continue to support children whose needs require additional provisions, more focussed activities or an alternative environment at various points in the school day.</li> <li>The Pastoral Support Assistants will support children first thing in the morning, getting them ready for the classroom and learning through nurture activities, games, breakfast, calming down time etc. This may be a timetabled intervention or as required.</li> <li>The pastoral team will lead interventions as required for disadvantaged children to support SEMH needs.</li> <li>CPD will provide the pastoral team up to date, relevant and effective knowledge and skills to deliver a range of interventions to support these children.</li> </ul>	<ul style="list-style-type: none"> <li>£20000</li> </ul>	<ul style="list-style-type: none"> <li>Children will be ready to learn alongside their peers.</li> <li>Classroom environments will be calm and productive places for all children to learn.</li> <li>All children will start the day in a similar way – calm, well rested, fed and ready to learn.</li> <li>Children's SEMH needs will be met through effective interventions, resources and support. Positive impact on behaviours and relationships as well as anxiety etc.</li> <li>Disadvantaged children will have an additional adult to go to if they feel worried, stressed, angry, sad etc. throughout the school day.</li> <li>Teachers will feel supported by having an extra adult to support children through the day and will learn of the pastoral team, who will have received appropriate training to pass onto other staff members for supporting children with these needs.</li> <li>Children's attainment and progress will increase.</li> <li>Attendance and punctuality will improve.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>Observation/drop-ins</li> <li>Impact on class work (staff conferencing and/or data)</li> <li>Intervention books &amp; TP observations on children</li> <li>Pupil Progress Meetings</li> </ul>
<ul style="list-style-type: none"> <li><b>Relax Kids</b> will be used as a strategy to teach children how to self-regulate, identify their emotions, talk about their feelings and manage their emotions in a safe and comfortable environment. Pastoral staff will take part in these sessions, enabling them to build on strategies with the children at other points in the week or in the future.</li> <li><b>Monitoring</b> will ensure that these sessions are worthwhile and are having a positive impact on pupils' emotions, behaviour and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>£1620 for 6x sessions per term, each term of the year</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to self-regulate and manage their emotions in a controlled way, having identified what their feelings are and what actions they can take to self-regulate.</li> <li>The Pastoral Support team will learn from the Relax Kids leader to continue the children's work outside of the sessions.</li> <li>Classrooms will be calm as a result of children, who may sometimes become disruptive due to emotional outbursts, having a positive impact on all children's learning and on staff's well-being and teaching.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>Observation/drop-ins</li> <li>Impact on class work (staff conferencing and/or data)</li> <li>Intervention books &amp; TP observations on children</li> <li>Pupil Progress Meetings</li> </ul>
<ul style="list-style-type: none"> <li><b>Financial support</b> for parents is to be offered for before school and after school club care as required. This will be offered to parents in most need of financial support and for parents with children who will benefit from attending the club.</li> </ul>	<ul style="list-style-type: none"> <li>£1000</li> </ul>	<ul style="list-style-type: none"> <li>Parents will feel relieved of this financial burden and stress, having a positive impact on home-life and relationships with children.</li> <li>For parents who work long-hours to provide for their children, the money spent on childcare can be spent on alternative means, for example, food (if this was an issue), activities, books, school uniform etc.</li> <li>All children will feel fully-cared for and will have additional opportunities to build relationships and for social interactions.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Level of acceptance of support</li> <li>Club registrations</li> <li>Punctuality and attendance data</li> <li>Observations of the child/ren</li> <li>Discussion with parent(s)</li> </ul>



<ul style="list-style-type: none"> <li>Children in receipt of Pupil Premium should be offered free <b>extra-curricular clubs</b> if parents are unable to pay for fee-paying clubs. Monitoring should take place to reflect on take-up, impact and identify children who aren't taking part or experienced extra-curricular activities. Future communication or targeted provision will be a result of this monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>£350</li> </ul>	<ul style="list-style-type: none"> <li>All children have equal opportunities, regardless of income.</li> <li>All children can enjoy extra-curricular activities and will gain further social, communication, listening skills from doing so.</li> <li>Children who do not take part in any activities outside of school will have the opportunity to do so in school.</li> <li>All children will have the opportunity to develop skills outside of curriculum time and will try new things, potentially engaging a new interest to continue in the future.</li> <li>All children will feel a sense of belonging and will feel valued.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Level of acceptance of support</li> <li>Club registrations &amp; attendance</li> <li>Parent feedback</li> <li>Pupil conferencing</li> <li>% of disadvantaged children taking part</li> </ul>
<ul style="list-style-type: none"> <li><b>School uniform will be provided</b> for children whose parents cannot afford it.</li> </ul>	<ul style="list-style-type: none"> <li>£150</li> </ul>	<ul style="list-style-type: none"> <li>All children will feel a sense of belonging and will feel equal to their peers.</li> <li>Parents will feel supported and a financial burden will be lifted, reducing stress and allowing spending to go elsewhere at home.</li> <li>All children will feel a sense of pride being part of NP.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Level of acceptance of support</li> <li>Children wearing uniform</li> </ul>
<ul style="list-style-type: none"> <li><b>Playtime provisions</b> to be further developed so that children are active, engaged and happy.</li> <li>Positive Playtime resources to enable children to further develop their 5 Ways to Wellbeing, become more knowledgeable about these and will be engaged and active at lunchtimes.</li> <li>Indoor activities to be offered for children who find unstructured playtimes and open spaces difficult to manage, utilising the time and skills of the pastoral team, Teaching Partners and SLT.</li> <li>Forest School interventions at playtimes might be used to direct play, for some children, to a more structured activity while still outside and developing their wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>£600 outside equipment for lunchtimes</li> <li>£500 for indoor activities for lunchtimes</li> <li>As above for Forest School work</li> </ul>	<ul style="list-style-type: none"> <li>Children will return from playtimes ready to learn.</li> <li>Behaviour incidents, from playtimes, will reduce over time, enabling all children to learn immediately after playtime ends, giving children equal access to staff time/support and improving moral amongst pupils and staff.</li> <li>Staff will feel better supported and confident that their class time can be spent on teaching and learning.</li> <li>Parents will feel that their children are being fully supported.</li> <li>Children, who previously found behaviour hard to manage, will go home at the end of each day feeling proud.</li> </ul>	<p><i>Measured through:</i></p> <ul style="list-style-type: none"> <li>Change in behaviour incidents</li> <li>Staff conferencing</li> <li>Pupil conferencing</li> <li>Observations of use of resources</li> </ul>



<ul style="list-style-type: none"> <li>• Develop a range of <b>provisions to help children to settle at the start of the school day</b>. These could include (but not be limited to): feelings display near the door of the classroom to let teachers know how children are feeling; breakfast or calming down time with the pastoral team; use of a Worry Monster to share feelings; lessons/activities to manage and communicate feelings and emotions &amp; develop resilience (part of PSHE curriculum and additional sessions as required); class teacher “check in” each morning; jobs for distraction; development of various spaces around the school to be enticing, calm places for children to sit (and spend additional time with staff or parents if appropriate), e.g. a “drop off space”; books to read in school or at home about feelings, separation, school etc.</li> </ul>	<ul style="list-style-type: none"> <li>• See cost of pastoral team</li> <li>• £70 Worry Monster for each class</li> <li>• £800 calm spaces around school</li> <li>• £100 books</li> </ul>	<ul style="list-style-type: none"> <li>• All children will have the opportunity to start the day feeling calm, settled, well-rested and well-fed. They will feel ready to learn when entering the classroom.</li> <li>• Punctuality will improve.</li> <li>• Children who are upset about leaving their parent(s) will have a familiar adult to help them into the school/classroom in a way that is appropriate for the individual.</li> <li>• Children will have safe and calm place(s) to go to in the morning if they’re not ready to enter the classroom with their peers.</li> <li>• Teachers will feel confident with a range of strategies to use as required.</li> <li>• Children will develop their own strategies to support themselves, not becoming permanently reliant on other adults.</li> </ul>	<p><i>Measure through:</i></p> <ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Parent feedback</li> <li>• Pupil conferencing</li> <li>• Adoption of strategies</li> <li>• Pupil Progress meeting reviews</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce <b>resources/equipment in classrooms to support the SEMH needs</b> of children, reduce conflict and allow all children to feel supported, safe, cared for and calm throughout the school day. These might include (but not be limited to): books, worry dolls, Worry Monsters, bug rugs (for personal space on the carpet); fidget toys/stress balls etc.</li> </ul>	<ul style="list-style-type: none"> <li>• As above re: Worry Monsters</li> <li>• As above for calm spaces</li> <li>• £1200 on “bug rugs”</li> </ul>	<ul style="list-style-type: none"> <li>• All children will feel safe in the classroom and have access to their own personal space.</li> <li>• All children will be respectful of one another’s space and feel respected.</li> <li>• All children will be able to learn well and will achieve well.</li> <li>• Staff will be able to use resources/equipment appropriately so that they can teach effective lessons without disruptions.</li> <li>• Behaviour incidents will reduce.</li> </ul>	<p><i>Measure through:</i></p> <ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Pupil conferencing</li> <li>• Pupil Progress meeting reviews</li> <li>• Behaviour incidents in class</li> <li>• Use of spaces/resources</li> </ul>
<ul style="list-style-type: none"> <li>• Arrange a series of <b>parent workshops</b> to support and/or educate parents as need dictates, for example: preparation for secondary school drop-ins, parenting skills, relationship advice, talking to children at home about feelings and developing strategies to manage these, information about work in school, developing common behaviour strategies between home/school, Restorative Practice, Relax Kids etc.</li> </ul>	<ul style="list-style-type: none"> <li>• £500 for professionals to work with parents or release time for staff to do so</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will feel supported with the all-round education of their child/ren.</li> <li>• Parents whose children are displaying a variety of emotions at home will develop strategies to support and manage these.</li> <li>• All children will leave Year 6 feeling confident and well equipped to start secondary school.</li> <li>• There will be a common message and strategy for children between home and school.</li> <li>• Relationships between child/parent, parent/teacher and child/teacher will be strengthened.</li> </ul>	<p><i>Measure through:</i></p> <ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Parent feedback</li> <li>• Pupil Progress meeting reviews</li> <li>• Workshop evaluations</li> </ul>



**6. Budget**

<b>Total budget</b>	<b>£30620</b>	<b>Planned expenditure</b>	£34820
<b>Breakdown of expenditure</b>	<b>Outcome A</b>	£3230	
	<b>Outcome B</b>	£4700	
	<b>Outcome C</b>	£26890	



7. Review of budget			
<b>Total budget available</b>	£30620	<b>Planned expenditure</b>	£29820
<b>Actual expenditure &amp; date</b>	<b>Outcome A</b>		
	<b>Outcome B</b>		
	<b>Outcome C</b>		
<b>Budget remaining</b>			

8. Review of impact	
<b>Outcome A</b>	
<b>Outcome B</b>	
<b>Outcome C</b>	