

1 Teaching

Informal assessments to ascertain gaps in learning for previous, end of year expectations.
Effective marking and acquisition of misconceptions to inform immediate/next lesson teaching and responsive teaching

Implementation of various training opportunities for all staff in order to provide an enriched approach to learning and to ensure basic needs are met in order for children to be ready to learn.

Vocabulary acquisition to be explicitly planned and taught.

An intense staff training programme to be implemented in order to support.

HQT to focus on teaching the gaps in learning to all children.

Rigorous monitoring of Inclusive HQT to ensure that the needs of all children are being met to the highest standard.

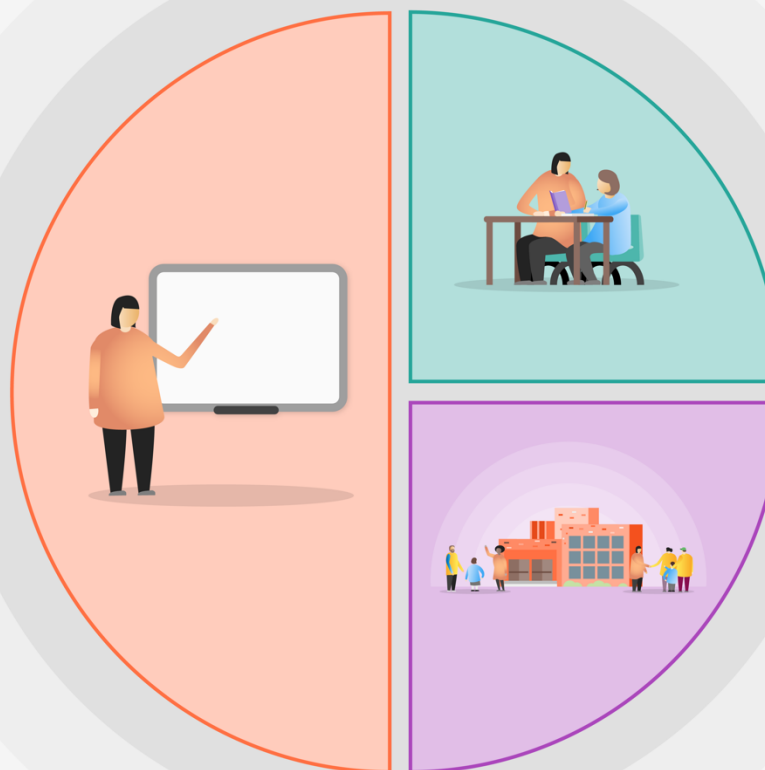
Participation in the Wellbeing for Education Return programme and working in partnership with mental health specialists in the development of a MAT Mental Health Strategy for children, staff and the wider community.

Access to counselling service for staff.

NELI programme to support speech & Language for early years children.

Devices to be provided to children in need.
Stringent monitoring of remove provision for SEND and disadvantaged pupils.
Learning to replicate lessons in class.

Stringent planning and monitoring of learning for SEND children.



2 Targeted academic support

Lexia purchased to provide intervention support in areas of literacy identified as requiring improvement

Commitment to use RWI as catch up with immediate intervention for all learners who are below ARE in phonics/W/I. With a focus on the bottom 20% readers.

Targeted support in class to address gaps identified during informal assessments.

High quality 1:1 and small group interventions to work on short term targets building on learning with the expectation that children's progress will accelerate.

3 Wider strategies

TA to be trained and appointed as an ELSA.

Boxall Online to be purchased in order to identify social, emotional and behavioural difficulties.
Intervention to support to be implemented.

TA to be trained in Attachment Based Mentoring and appointed as a school ABM coach.

Parent/Carer Clinic to be implemented providing advice and support to families.

High quality behaviour training to be rolled out from a renowned behaviour expert. Work with SLT to develop an outstanding behaviour policy.