

## Impact of Strategy Statement for 2021-22

| Activity - Teaching                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed                                                 | Impact                                                                                                                                                                                                                    | RAG rating |
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| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | <p>1,2</p> <p>£5,000</p>                                                      | <p>Gaps identified, interventions,</p> <p>KS1 SATS results<br/>Reading= 68%<br/>Writing= 64%<br/>Maths = 66%<br/>Combined 64%</p> <p>KS2 SATS results<br/>Reading=78%<br/>Writing=76%<br/>Maths= 75%<br/>Combined=67%</p> |            |
| <p>GL assessment</p>                                                                                                                                | <p>Standardised tests give good diagnostic evidence to support teaching and learning due to gaps being identified.</p> <p>Screeener diagnostic</p> <p><a href="#">Properties of commercial tests in the EEF   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                      | <p>£500</p> <p>1,2</p> <p>Actual spend £1071 (£500 taken from MITA spend)</p> | <p>Screeener used to help speed up SPLD process and provide additional interventions</p> <p>Purchased in Spring so only used in the summer term.</p> <p>Ongoing – it is used as part of evidence</p>                      |            |

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|                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 | gathering for 'Assess, Plan, Do, Review' cycle.                                                                                                 |  |
| Embed Rocket Phonics - a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                                                                                                                                                      | 1<br><br>£5,000 | EY phonics data<br>GLD 67%v national 65%<br><br>KS1 phonic screenings results<br>84% pass versus national 76%                                   |  |
| Supporting early reading                                                                                                                         | Supporting early reading in develops oracy, reading and communication. Nursery library and hope readers<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_</a> | 1,2,8<br>£5000  | EY Phonics data<br>GLD 67%<br><br>Start of year 2 reading data - 52% EXP+ 4% GD<br>End of Year 2 reading 69% EXP+ 15% GD<br><br>Increase of 13% |  |

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|                                                                               | <a href="#">search&amp;search_term=early%20reading</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                                                                                                                                                                                                           |  |
| <p>To improve the skillset and effectiveness of classroom support members</p> | <p>Classroom support members being used effectively is a valuable resource. Research suggests that systematically planning in for extra adults being used improves attainment levels.</p> <p>MITA training rust support Marie Miles support</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence?utm_source=news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=classroom%20assistants">https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence?utm_source=news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=classroom%20assistants</a></p> | <p>2</p> <p>£2000</p> | <p>All support staff trained in effective independence and scaffolding the learning.</p> <p>SIP visits – Kathy and Mick’s feedback</p> <p>Percentage of teachers rated good 65% with 16% outstanding.</p> |  |

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| To support bespoke CPD for teachers to adapt the curriculum for our most disadvantaged pupils | <p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></p> | <p>2</p> <p>£2000</p> | <p>Shantelle Sturridge from IS delivered training on differentiation</p> <p>SIP visits – Kathy and Mick’s feedback praised differentiation</p>                                     |  |
| To improve the AfL of all teachers                                                            | <p>Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-</a></p>                                                       | <p>2</p> <p>£3000</p> | <p>Afl training delivered June 10<sup>th</sup></p> <p>Sand timers, whiteboards and pens bought</p> <p>See AfL PPT and examples of planning</p> <p>Staff questionnaire analysis</p> |  |

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|  | <a href="#">development-characteristics</a> |  | Percentage of teachers rated good 65% with 16% outstanding. |  |
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### Targeted academic support

| Activity                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed | Impact                                                                                                                                                                                                                                                                   | RAG |
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| Additional staffing and interventions | <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Nurture and other social/emotional interventions used to support children. Use of the outdoor environment to support small group intervention and academic mentoring. All of these will support pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/educ">https://educationendowmentfoundation.org.uk/educ</a></p> | <p>5</p> <p>£180,000</p>      | <p>Steve Hale and Sam Cook – see Forest mentoring and Outdoor Learning data</p> <p>Impact of A Bartnik – orange and red cards analysis, books</p> <p>L. Bown – family liaison officer – see impact evidence sheet</p> <p>C. Burgess– LSA for pupil at band 4 autism,</p> |     |

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|                                                      | <a href="#">ation-evidence/guidance-reports/behaviour</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                         | <p>See photocopy of books and EHCP evidence</p> <p>I Dhesi – see impact evidence sheet</p>                                                                                                                                                                                                                                                                                     |  |
| <p>SLT support to focus on curriculum enrichment</p> | <p>Improve provision for the 'most' disadvantaged children for example integrating the use of the Birmingham Hippodrome, whole school outside visitors into the curriculum to raise aspirations. Support children in the curriculum with experiences to engage and excel.</p> <p><a href="https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066">https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066</a></p> | <p>7</p> <p>£10,000</p> | <p><u>HEN sessions</u></p> <p>-70% of pupils said that they enjoy HEN sessions</p> <p>-62% of children said that they learn new things in HEN sessions</p> <p><u>Family forum</u></p> <p>Data to show increase in parent engagement in 21/22 compared to 20/21</p> <p>Highest turn out of 20/21= 3 families</p> <p>Attendance for 21/22:</p> <p>-Family forum 1=6 families</p> |  |

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|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                       |                                     | <p>-Family forum 2= 10 families</p> <p>-Family forum 3= 12 families</p> <p>E3L visit feedback</p>                                                                                                                                                |  |
| <p>Purchase resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>4</p> <p>£2000</p> <p>Ameena</p> | <p>Wellcomm Sept to July Baseline Data (41chd):</p> <p>Green 34%<br/>Amber - 37%<br/>Red - 29%</p> <p>Summer Data (44 chd):<br/>Green - 44%<br/>Amber - 28%<br/>Red - 28%</p> <p>Enhanced speech and language therapist started in September</p> |  |

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| <p>Support Nurture facilities so that sessions can be delivered in school.</p>                                                  | <p>Provide additional support for children who are SEND for SEMH or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> | <p>5</p> <p>£5000</p>   | <p>Nurture – equipment purchased to enhance nurture facilities</p> <p>The impact was felt on the whole class, rather than on the individual children.</p> <p>See orange and reds analysis</p> |  |
| <p>Support and improve Forest/outdoor learning facilities so that academic mentoring services can be delivered effectively.</p> | <p>Provide additional support for children who are SEND for SEMH or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> | <p>5</p> <p>£5000</p>   | <p>Forest –list of what was bought</p>                                                                                                                                                        |  |
| <p>To provide Subsidised educational visits, visitors and residential trips for all children</p>                                | <p>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and</p>                                                                                                                                                                                                                                               | <p>3</p> <p>£30,000</p> | <p>See questionnaires from pupils in years 2, 4, 6</p>                                                                                                                                        |  |



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|  | <p>opportunities, especially for the 'most' disadvantaged.</p> <p><a href="https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066">https://www.proquest.com/openview/ef1bb5f9473c1444321b3b7316788f32/1.pdf?pq-origsite=gscholar&amp;cbl=25066</a></p> | <p>See quotes from year 4 and 6</p> <p>Teambuilding trip for Year 5 to Woodlands Camp</p> <p>Virtual reality Egyptian workshop – Year 5</p> <p>Roman Day Year 4</p> <p>Edgmond Hall – Year4</p> <p>Greek Day Year 3</p> <p>Iron Age Day Year 3</p> <p>Sandwell Valley RSPB trip – Year 2</p> <p>Enrichment visit on Perseverance – Year 1</p> <p>African Day – Reception</p> <p>Chicks and Ducks hatchlings – Reception</p> <p>Ash End Farm - Reception</p> <p>Whole school</p> <p>Safer Internet Day</p> <p>National Maths Day</p> <p>World book day</p> <p>Visit from World record holder free style footballer -</p> |  |
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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         | International Women's Day                                                                                                                                                                                                                                                                                                                                                                                              |  |
| To support the purchasing of assisted technology | <p>To purchase<br/>Reading pens x<br/>Laptops for children with specific learning difficulties x 10<br/>Recordable whiteboards 210</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessment</a></p> | £10,000 | <p>KS2 SATS results<br/>Reading=78%<br/>Writing=76%<br/>Maths= 75%<br/>Combined=67%</p> <p>Impact and analysis of laptops for children with send:<br/>100% made at least 2 years progress</p> <p>Reading pens for children with send:<br/>71% had positive impact and improved reading data<br/>See impact evidence</p> <p>Recordable whiteboards – used in writing lessons in KS1.<br/>KS1 data:<br/>Writing= 64%</p> |  |

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| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>          | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>2,4<br/>£14,000</p> | <p>KS1 phonic screenings results<br/>           Year 1=84% versus national 76%<br/>           Year 2 rescreen=25%</p> <p>Reception:<br/>           Baseline: Word reading 34%<br/>           Summer: 62%</p> |  |
| <p>Additional speech and communication sessions targeted at disadvantaged pupils who require further support.</p> | <p>Speech and communication interventions when taught early and well have a positive impact on the C and L of learners:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                                                     | <p>4<br/>£14,000</p>   | <p>Enhanced speech and language therapist to start in September</p> <p>£7000 spent</p> <p>One day per week and has initiated 2 x MAA</p>                                                                     |  |
| <p>Increased Murray Hall</p>                                                                                      | <p>Increased capacity for Murray Hall. Research suggest children can self regulate their feelings and</p>                                                                                                                                                                                                                                                            | <p>5<br/>£9,000</p>    | <p>Not spent – Murray Hall did not have the capacity to increase sessions</p>                                                                                                                                |  |

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|                            | <p>emotions if taught systematically.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis</a></p> |                  |                                                             |  |
| Disadvantaged send teacher | <p>Intervention teacher to be used to support the delivery of interventions across the school – 1 in each key stage – to support the teaching of the most disadvantaged.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                      | 1,2,3<br>£70,000 | One teacher £35000 for one term only<br>See impact evidence |  |

## Impact of Strategy Statement for 2021-22

Wide

r strategies

| Activity                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                  | Challenge number(s) addressed | Impact                                                                                                                                                                                                                | RAG |
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| <p>Whole staff training on behavior management through de-escalation with the aim of developing our school ethos and improving behavior across school.</p>                | <p>Both targeted interventions and universal approaches can have positive overall effects:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>8<br/>£2000</p>            | <p>MAPA training<br/>£2</p> <p>Exclusions data:</p> <p>19/20 - 8 exclusions - 4 children (covid year)</p> <p>20/21 - 9 exclusions - 5 children (covid year)</p> <p>21/22 - 14 exclusions - 5 children (full year)</p> |     |
| <p>To provide Attendance incentives to improve attendance</p> <p>School to pay for certificates and sustainable reading rewards linked to attendance and punctuality.</p> | <p>Incentives and rewards are proven to support attendance rates in schools.</p> <p>School to pay for certificates and sustainable reading</p>                                                                                        | <p>6<br/>£10,000</p>          | <p>2021-22 Attendance: 92% versus 95% for national figures</p> <p>High levels of covid in Sandwell affected attendance.</p>                                                                                           |     |

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|                                                                                                     | <p>rewards linked to attendance and punctuality. Having a consistent whole school policy and procedures supports attendance improvements.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> |                         | <p>Money spent on books, charts, two attendance coffee mornings</p>     |  |
| <p>To provide Provision of breakfast and after school care/clubs for children across the school</p> | <p>After school clubs can improve self esteem and aspirations of children. It also a good way to improve well being.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>6,7,<br/>£10,000</p> | <p>Year 2 SATS after school and year 6 SATs breakfast booster clubs</p> |  |

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|                                                                                                                             | The most disadvantaged children to be supported.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    | <p>Numbers in each booster club – see evidence</p> <p>Impact:<br/>           KS2 SATS results<br/>           Reading=78%<br/>           Writing=76%<br/>           Maths= 75%<br/>           Combined=67%</p> |  |
| To provide the Pastoral and safeguarding continued professional development so that disadvantaged children can be supported | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=professional">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=professional</a> | 5,7,8<br><br>£5000 | <p>Lego Therapy delivered by L.Bown.</p> <p>First Aid Training delivered across the academy.</p> <p>Training courses attended by L.Bown and I. Dhesi</p>                                                      |  |
| Invest in SEMH and well being services to support our most disadvantaged children                                           | Children's SEMH and well being has been                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5,7,8              | Wanted to get an additional day for Murray Hall but they had no capacity for it so did not happen                                                                                                             |  |

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|                                                       | <p>adversely effected during the pandemic.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis</a></p> | <p>£9000</p>              | <p>Counsellor started in September 2022. Impact yet to be seen.</p>          |  |
| <p>Invest in achieving the Wellbeing charter mark</p> | <p>Children's SEMH and well being has been adversely effected during the pandemic</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis</a></p>                                                                                                                                                                   | <p>5,7,8</p> <p>£5000</p> | <p>Action plan for Well-being charter mark.</p> <p>Still to be achieved.</p> |  |



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|                                                                                         | <a href="https://reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis">reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vis</a>                                                                                                                                                                                                                                                                                                   |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p>To improve parental engagement with the curriculum through workshops and classes</p> | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parent</a> | <p>8<br/>£7000</p> | <p>Parental engagement – see ppt</p> <p>Send coffee mornings x 2 - PPTs</p> <p>Family Forums PPTs</p> <p>Virtual Parent Meetings- via Edulink - and face to face options</p> <ul style="list-style-type: none"> <li>• 36% opted for online parents' meetings</li> <li>• 57% opted for face to face parents' meetings</li> <li>• 93% turn out</li> <li>• 7% couldn't make the evening in question. Of these 26 parents, 18 have been caught up on formally.</li> </ul> <p>Passport to success<br/>Family workshops x10</p> |  |

## Impact of Strategy Statement for 2021-22

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|                                                                 |                                                                                                                                                                                                                                                              |                           | <p>2 Family Forums<br/>                 2 SATS meetings (KS1 and KS2)<br/>                 1 Phonics meeting (KS1)<br/>                 Phonics workshop (EYFS)<br/>                 3 Reception learning workshops<br/>                 2 SEND Coffee mornings<br/>                 Year 3 Excite workshop<br/>                 Parents meetings</p> |  |
| <p>To introduce the walking bus with hard to reach families</p> | <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</p> | <p>6<br/><br/>£10,000</p> | <p>Two members of staff – 2 hours per day</p> <p>Hi-vis jackets<br/>                 Umbrellas<br/>                 2021-22 Attendance: 92% versus 95% for national figures</p> <p>See impact evidence<br/>                 Pupil 1 increased from 48% to 79%</p>                                                                                     |  |

## Impact of Strategy Statement for 2021-22

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|                                                                                                                                                                                                                                              | <p>officers to improve attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> |                    | <p>Pupil 2 increased from 80.43% to 86.99%</p> <p>Pupil 3, 4, 5, 6 are from the same family</p> <p>Pupil 3 decreased from 86.67% to 75.64%</p> <p>Pupil 4 decreased from 83.51% to 80.13%</p> <p>Pupil 5 decreased from 81.44% to 80.13%</p> <p>Pupil 6 decreased from 86.46% to 80.77%</p> <p>Pupil 7 decreased from 86.52% to 84.93%</p> <p>See report for reasons</p> <p>Some impact seen but holidays and covid affected all the children.</p> |  |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Purchasing of resources to reward attendance</p> <p>Dojo 500 point incentives</p> <p>Dojo 1000 point incentives</p> | <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>6<br/>£7000</p> | <p>20 day challenges</p> <p>Attendance trips</p> <p>2021-22 Attendance: 92% versus 95% for national figures</p>                                                                                                                                                                                                                                                                                                                                    |  |

## Impact of Strategy Statement for 2021-22

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|                               | <p>appointing attendance/support officers to improve attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> |                     | <p>Rewards for attendance included: climbing walls, laser tag</p>                        |  |
| <p>Introduce Lego therapy</p> | <p>Children's SEMH and well being has been adversely effected during the pandemic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>5,8<br/>£500</p> | <p>L Bown delivered lego therapy to some children in year 6.</p> <p>See impact sheet</p> |  |

## Impact of Strategy Statement for 2021-22

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| NELI training and resources        | <p>Speech and communication interventions when taught early and well have a positive impact on the C and L of learners:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20reading">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20reading">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=early%20reading</a></p> | 4<br>£2000   | Ameena – reception data for communication and language<br>60% baseline<br>75% end of summer |  |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All<br>£9712 |                                                                                             |  |

## Impact of Strategy Statement for 2021-22

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|  | needs that have not yet been identified. |  |  |  |
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