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| **Measure** | **Activity** | **Notes** |
| Priority 1 | Ensure all relevant staff receive high quality phonics and reading cpd to deliver early reading and comprehensions effectively (EEF phonics +4 months / comprehension strategies +6) | Phonics support by English coordinator and by mentors in autumn and support term.  Next steps: Phonics training for new scheme once decided for all staff.. |
| Priority 2 | To ensure appropriate training for all staff on retrieval practice in order to provide methods of long term consolidation of learning (EEF cognitive science feedback +8) | Autumn- Experiment with retrieval practice in science. Science subject lead delivered training.  Spring- Began work on retrieval practice |
| Priority 3 | To ensure staff are fully trained in strategies to enable support of varied SEMH issues (Metacognition and self regulation +7 / Behaviour interventions +3) | Self-regulation training for specific staff members.  Behaviour policy training and intervention support for specific staff members.  ADHD training |
| Projected spending | £1000 |  |

## Strategy aims for disadvantaged pupils

## Targeted academic support for current academic year

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| **Measure** | **Activity** | **Notes** |
| Priority 1 | KS2 staff all undertake high quality planned cpd in phonics and reading | On-going support to KS2 teachers. Mainly delivered by EYFS / KS1 teachers. KS2 staff observe practice of experienced teachers. Focus children at Foston- teachers require further training. |
| Priority 2 | Teaching assistants deliver high quality evidence based interventions designed to close the gap for children  All staff undertake cpd in retrieval practice and implement in classroom teaching | Evidence based interventions in place. Regular guidance and training providing for TAs. Strong practice at Foston. Support from SALTs, specialist teachers SEMH.  Spring 1 will focus on monitoring and supporting TAs at Terrington. |
| Priority 3 | To deliver effective and appropriate self-regulation interventions to ensure children are ready and able to learn | Regulation training completed and interventions in place for specific children. Referral for advice for a pupil at Terrington.  Training in sensory regulation to some staff members (free from NYCC). |
| Projected spending | £6225 |  |

## Wider strategies for current academic year

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| **Measure** | **Activity** | **Notes** |
| Priority 1 | To explore opportunities to develop the love of reading across school including development of a library space. | Library opening at Terrington and planned opening event with the community.  Plans in place for Foston Library and working with PAFFS.  Redeveloped class reading charts and reminders in the bulletin for parents. Author visit for world book day. |
| Priority 2 | Work with the maths hub to further develop maths teaching, interventions and delivery in school | On-going work with maths hub. |
| Priority 3 | To develop coaching conversations and pupil conferencing to ensure all children make rapid progress | Yet to focus on. |
| Projected spending | £500 |  |