



Cheshire Academies Trust
Inspiring hearts and minds

Pupil Premium Report

2023-2027

Rock Ferry Primary School

Priorities for PPG Funding

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To ensure that research led practice is used readily to support the teaching of PPG children.
- To raise the outcomes and comparators in core subjects in line with national, especially for our disadvantaged pupils.
- To foster a culture of high expectations for all, in all areas of school life.
- To implement clear and robust systems and structures that ensure our SEN pupils thrive and flourish.
- To ensure our school is a safe, supportive haven for all and provides physical and mental health support for those who need it.
- To ensure all children attend school on time every day.

Pupil premium strategy statement 2024-2027

This statement details Rock Ferry Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect last year's spending of pupil premiums had within our school.

School Overview

Detail	Data
School name	Rock Ferry Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	12.11.24
Date on which it will be reviewed	July 25
Statement authorised by	Sara Radley
Pupil premium lead	Sara Radley
Governor / Trustee lead	Dave Casson

Funding overview

Detail	Amount 23-24	Amount 24-25
Pupil premium funding allocation this academic year	£288,330 (2023)	£296,960
Recovery premium funding allocation 2022-23 (30 pupils)	£29,000 (2023)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£317,330	£296,960

Part A: Pupil premium strategy plan

Statement of intent

Everything we do here at Rock Ferry is underpinned by our vision and values. We are committed to being an inclusive primary school with a determination to provide an excellent education for all our children which allows them to “be the best they can be” in every area of their life.

Staff, pupils, parents and visitors often comment about the warmth of the relationships they see and feel as they walk around the school and this is testament to the strong emphasis we place on emotional and mental health, positive recognition, and providing our children with a happy, safe learning environment in which they can flourish: emotionally, socially and academically.

Our curriculum intends to develop the mind, body, and souls of each and every one of our pupils. We firmly believe that this will help lead to positive outcomes and positive futures. We want our children to leave our school with a “can-do” attitude to learning and we have high expectations for what we know they can achieve. All staff, parents and governors are all dedicated to working together towards this common goal.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Strategic Quality Management plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use improving readiness to learn and wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our Core Framework	
Mission Statement	Core Values
Developing positive minds that lead to positive futures.	Be Kind Be Safe Work Hard Never Give Up
Vision	
To be the best we can be.	

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenges
1	Higher levels of absenteeism amongst disadvantaged pupils. The challenge is to reduce absences by providing an effective attendance strategy.

2	Our assessments and monitoring identify that there is an attainment gap in Reading, Writing, Maths and SPAG between disadvantaged and non-disadvantaged children. Our challenge is to narrow the attainment gap across Reading, Writing and Maths by ensuring all children receive expert teaching and opportunities in all areas of the curriculum.
3	Our assessments on entry to the school show that children have low levels of language and communication skills. Our challenge is to provide swift and effective interventions early so that children make rapid progress in their language and communication skills.
4	Our knowledge of our school community identifies that a significant number of our PPG children and families have mental health concerns, anxieties and behaviours that are barriers to their academic and social development. Also generational lack of aspiration and motivation is a challenge. Our challenge is to support our families and children to reduce the impact of mental health, anxiety and contextual safeguarding issues to increase the aspirations and life chances of our children.
5	Our monitoring and feedback from parents and staff has identified that many of our PPG children/families can find it challenging to attend the extra-curricular opportunities and experiences that enhance cultural capital, that are provided at Rock Ferry (including Residentials), and this limits their access to enriching life experiences. Our challenge is to ensure that all children have equal access to extra-curricular and wider personal development opportunities and residentials.
6	Our knowledge of our school community evidences that many of our families experience socio-economic challenges around poverty and housing issues. This means that our children experience a level of instability, and the challenge is to reduce the impact of this on their educational and emotional outcomes.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Maintain high levels of attendance	For attendance of PPG children to be closer to or in line with non-PPG children. To reduce the % of PPG children who are PA to in line with national and non-PPG children.
Attainment in Reading	Achieve at or close to national attainment in KS2 Reading and greater proportion of children attaining Higher Standard.
Attainment in Writing	Achieve at or close to national attainment in KS2 Writing greater proportion of children attaining Higher Standard.
Attainment in Mathematics	Achieve at or close to national attainment in KS2 Maths greater proportion of children attaining Higher Standard.
Children make expected levels of progress.	As there is no national progress scores for 2024 and 2025, internal data tracking must evidence that the vast majority of children on track to achieve their FFT targets and are therefore making good progress.
To reduce the speech & language delay of our PPG children in nursery & Reception.	Utilise Wellcomm screen in EYFS on a termly basis. Utilise Wellcomm screen for all children accessing SALT. To deliver SALT in school by a dedicated TA. To work with the external SALT specialists
For PPG children to have a broader range of vocabulary and greater understanding of more challenging texts.	To increase the range and complexity of vocabulary that children access across Nursery and school. To increase the profile and understanding of tier 2 and tier 3 vocabulary in Nursery and school.

Activity in this academic year 2024-2025


Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 40K _Phonics resources and training, supply cover for CPD, additional teacher for Y5, INSIGHT assessment tracker,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Without Limits professional development programme.	<p>We are engaging in a trust wide CPD programme that looks at all aspects of expert teaching (7Cs) that have a thorough evidence base in improving outcomes for pupils. We will work with all staff to ensure that they have a good understanding of the 7cs and that pupils are being taught through a mastery approach. Teachers will focus on using highly structured talk opportunities in lessons and using child-engaged assessment to make effective pedagogical choices. At Rock Ferry we will raise standards of teaching and learning through expert teaching firstly with a focus on clarity and planning and consistent use of child-engaged assessment strategies being as part of responsive teaching.</p> <ul style="list-style-type: none"> • All staff to have CPD about expert teaching/ metacognition, including peer coaching. • Support from SLT/Buddy teachers to build strategies for developing expert teaching into planning. 	2,3
Continue with professional development in core subjects.	<ul style="list-style-type: none"> • To implement a clear writing cycle in KS2 to create and develop enthused and confident writers- Use of LA training group and Lit co materials. • Reading – working with the literacy company and implemented an accreted phonics scheme. • Training for TAs – for new phonics scheme and guided reading. • 1:1 planning and coaching with Maths Lead /Buddy teacher • Engagement with Trust SIP and SLES for support • Lead teachers in F2 and Y2 to ensure that the NCETM Mastering Number Maths Project is effective in securing children’s number sense and will engage with the NW maths hub. • Maths- continue to provide support for staff in delivering a well-structured maths programme that involves children having the opportunity to problem solve and reason as well as having daily basic skills teaching. 	2,3
MITA project	<p>We are engaging in a trust wide development project to maximise the impact of teaching assistants (MITA) through effective deployment, looking at effective practice and using time effectively to ensure teaching assistants are prepared and understand what the children are learning.</p>	2,3
Embedding high quality adult/child interactions in EYFS and across the school with a particular focus on Tier2 and Tier 3 vocabulary.	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. Trust focus for professional development</p>	2,3

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

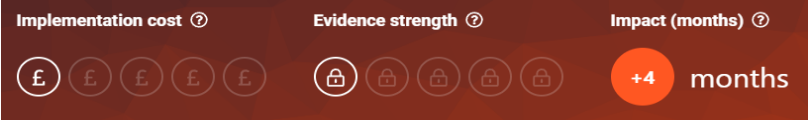
Budgeted cost: £150,000- SALT service, Phonics programme and resources, additional skilled support staff , supply cover for CPD,

Activity	Evidence that supports this approach	Challenge number(s) addressed																
Use of Learning Coaches to deliver targeted interventions.	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>  <p>Alongside our MITA professional development programme, we have a series of interventions delivered by Learning Coaches. Research on teaching assistants (TAs) delivering targeted interventions in one-to-one small group settings shows a consistent impact on attainment. Interventions are planned and targeted according to barriers during termly progress meetings. The SENCO will monitor the impact of the interventions through pupil voice and end of term assessments.</p> <table border="1" data-bbox="328 607 1287 976"> <tr> <td>English</td> <td>Maths</td> </tr> <tr> <td>Guided Reading</td> <td>Number Stacks</td> </tr> <tr> <td>Phonics</td> <td>Maths Dictionary</td> </tr> <tr> <td>Speech & language therapy</td> <td></td> </tr> <tr> <td>Small group tuition focusing on reading skills.</td> <td>Small group tuition focusing on maths skills.</td> </tr> <tr> <td>Language development & social skills</td> <td></td> </tr> <tr> <td colspan="2">Pre-teaching & booster sessions</td> </tr> <tr> <td colspan="2">Daily basic skills in response to assessment for learning</td> </tr> </table> <p>EYFS Interventions WELLCOMM Talk about town Speech and Language Programmes URLEY approach in Continuous Provision Play Commentary Chatter Bags sent home</p>	English	Maths	Guided Reading	Number Stacks	Phonics	Maths Dictionary	Speech & language therapy		Small group tuition focusing on reading skills.	Small group tuition focusing on maths skills.	Language development & social skills		Pre-teaching & booster sessions		Daily basic skills in response to assessment for learning		2,3
English	Maths																	
Guided Reading	Number Stacks																	
Phonics	Maths Dictionary																	
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Pre-teaching & booster sessions																		
Daily basic skills in response to assessment for learning																		

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

Budgeted cost: £110K Pastoral TA and learning Mentor, Cultural trips , Music Tuition , Attendance officer, Counselling service

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of all pupil groups but including PPG and disadvantaged pupils	<p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> <p>Funding a dedicated attendance & Early Help officer ensures that absences can be addressed quickly, whilst sensitively exploring pupils' and parents' concerns that may be negatively affecting pupils' attendance. At Rock Ferry we have developed a bespoke attendance strategy with an attendance team that provides a team around the family support style system. We will use FFT system to regularly track and analyse pupil group attendance and regularly review this data to measure impact. We will provide a range of opportunities to support pupils and parents, including a therapeutic hub environment and initiatives such as FeelGood Friday and Family breakfasts.</p>	1, 2, 3
Social & Emotional Support	<p>Evaluation Reports – ELSA Network</p> <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. This will improve their ability to engage with wider learning experiences and in turn, improve wider educational outcomes. Having a dedicated adult in school to address emotional and</p>	4,5,6

	<p>social issues, whilst supporting the safe-guarding team will allow a holistic approach. This person will play a strategic role, alongside the SLT team to support safeguarding and mental health issues for all pupils.</p>  <p>In addition to the ELSA support, there are these wellbeing interventions:</p> <ul style="list-style-type: none"> • My Happy Mind/ Growth Mindset (all) • Jimmy Cross- bespoke provision for SEMH and coaching for staff • ADHD therapy (targeted) & training for staff from ADHD foundation • Gillbrook Outreach Support • X2 weekly Brighter Horizons counselling for 1:1 and small group intervention • X1 weekly MHST small group and 1:1 support for low level need • Zones of Regulation (whole school) • Better in Schools programme for identified pupils • Lemonade project • Better In Schools Project 	
<p>Trauma Informed Practice</p>	<p>We have also invested in Whole staff extensive training and implemented a pedagogy which ensure trauma informed practice and response is consistent across the school.</p> <p>We have worked closely with Dr Jennifer Nock to introduce restorative practices and Trauma Aware systems, environments and approaches. We hold the Attachment and Trauma Sensitive School Award at Gold level in recognition of our commitment to trauma informed practice.</p> <p>At Rock Ferry we have two in - house nurture bases for children with special educational needs and social and emotional and mental health needs. By working with Hebden Green Special School we have developed small group teaching spaces, teaching strategies that are responsive to pupil need and a clear criterion for including pupils in the group, with a focus on social and emotional support. We are also developing the curriculum within the nurture bases to ensure all pupils have a clear progression pathway.</p> <p>Our clear relation-centric behaviour policy based on the work of Paul Dix and the development of Crew Culture emphasises responsibility, team work and accountability.</p>	<p>1,4</p>
<p>Wellbeing Interventions</p>	<p>We will ensure the lunch and break time experience is pleasurable for staff and pupils. We will implement collaborative, zoned play times during the day. We will ensure that pupils and staff use the language of Zones of Regulation consistently. We will provide a therapeutic learning environment for identified SEND pupils. We will ensure all Staff are trained and actively use trauma informed practice to support all pupils. We will have trained pastoral staff to support pupils' emotional regulation. We will track pupils emotional wellbeing to ensure correct support is in place.</p> <p>Daily after school clubs with a focus on physical activity</p> <p>Strong links with Wirral School Games and Tranmere Rovers in the Community provide opportunities for pupils to have contact with a wide range of events and role models.</p> <p>Free breakfast & healthy snacks for all pupils</p> <p>We have weekly Occupational Therapy sessions for identified pupils.</p>	<p>1, 2, 3</p>

<p>Parental Engagement</p>	<p>As a school we have a range of activities that enhance our relationships with parents and in turn, their children. We have:</p> <ul style="list-style-type: none"> • A social supermarket where families have daily access to fruit & vegetables and a further support function three times a week after school. • We have an open-door policy and strong working relationships with families. • We run regular activities and workshops for parents , e.g. Little Explorers, Zones of regulation, MHST sessions, early reading, SATS preparation. • Christmas & Easter activity workshops within the classrooms. • Stay and plays in foundation 1 & 2 • Regular informal opportunities for staff to engage with parents • Dedicated pastoral and early help attendance leads. • Family breakfasts • Feel good Fridays to encourage good attendance, e.g. wake and share, family breakfast, family picnic days, sports days • Daily encourage daily communication through Dojo & texting which is a method our parents prefer to engage with. • Events that encourage parents to join the school community- eg outdoor carol singing at Christmas, Sports days, Easter Bonnet parades. • Strong links with St Peter’s Church Rock Ferry- The church uses the barn for Sunday family services and volunteers run a weekly after school Kids Club for our pupils. Volunteers hear readers in school. 	<p>1,4,6</p>
<p>Cultural opportunities</p>	<p>We place a high emphasis in extending pupils’ experience of the local community, the arts and other cultural opportunities and put PPG towards heavily funding these experiences for our pupils. This includes:</p> <p>An annual whole school theatre trip.</p> <p>A residential trip to Bala, North Wales for Y6 pupils.</p> <p>Annual team building focused outdoor education trips to Cheshire for Y3-6.</p> <p>Curriculum based trips to local places of interest such as Liverpool Museum, Chester, West Kirby.</p> <p>Multi-Faith weeks which sees pupils visiting places such as local mosques and having visitors from members of other faiths.</p> <p>Visits from music groups such as Rock KidZ and the Wirral Orchestra.</p> <p>Visits to local art galleries such as The Williamson and taking part in initiatives such as their “Going to the match” event.</p> <p>Taking part in events with other local schools- in 2024 our Dance Group performed at the Floral Pavillion, New Brighton with ten other schools.</p> <p>Liasing with external agencies such as The Ariel Trust, SJP High School and Birkenhead High School Academy to raise pupils' aspirations and allow them to participate in arts and drama.</p> <p>Opportunity for Y4 pupils to learn the Ukelele.</p>	

	A school based Choir	
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 needs that have not yet been identified.	1, 2, 3, 4, 5, 6

Total budgeted cost: £300 K

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Year 1 Review (2022-2023)						Amendments for next year	
Impact					Issues		
	No of Pupils	Reading	Writing	Maths			
Reception 2023	18	50% (Nat 77%)	45% (Nat 74%)	45% (Nat 80%)			
Year 1 2023	25	48% EXP 10% GDS	29% EXP 5% GDS	44% EXP 0% GDS			
Year 2 2023	33	50% EXP 11% GDS	33% EXP 5% GDS	58% EXP 0% GDS			
Year 3 2023	26	56% EXP 4% GDS	48% EXP 0% GDS	58% EXP 0% GDS			
Year 4 2023	37	38% EXP 3% GDS	27% EXP 0% GDS	38% EXP 0% GDS			
Year 5 2023	30	48% EXP 10% GDS	42% EXP 0% GDS	48% EXP 0% GDS			
Year 6 2023	33	28% EXP 15% GDS	52% EXP 0% GDS	30% EXP 6% GDS			
<ul style="list-style-type: none"> The school implemented a number of professional development activities, including reading comprehension, phonics (Letters and Sounds) mastery teaching in maths and writing from the Literacy Company. Staff are now more confident in the approach to phonics and guided reading. Year 1 phonics outcomes were in line with national at 76%. Teachers have implemented strategies from the first phase of training from the Learning Without Limits training programme. Teaching Assistants have been given training on interventions and speech & language therapy. Targeted interventions were put in including small group maths and English, phonics and Wellcomm interventions in F1 & F2. Number Stacks & IDL were implemented with success. Emotional and wellbeing support was provided through house nurture bases funded by LA IPFs, one for specific ASC and the other for SEMH needs. Additional counselling has been received from MHST, AP2B and/or Brighter Horizons. A small number of children received 1:1 from the ADHD foundation. ELSA therapy and A Place 2 Talk were also well utilized. Training has taken place on purposeful play and the school was awarded the Attachment & Trauma Sensitive School Silver Award. The school's family liaison officer offered Early Help to families, including parental support sessions with LEAF. Around 57% of families attended the F1 Little Explorers workshops each week. All year groups experienced one school visit and every year group in KS2 participated in a team building/ outdoor education day off site. After school PE clubs were run and the school achieve the Wirral School Games award at Platinum level. Pupils from Y2 to Y6 attended 411 after school sports fixtures. 57% of pupils on the SEN register attended at least one extra curricular event or competition. School Improvement Associate P. Tomkow (HMI) commented after a LA visit 'in KS1 and KS2 classes I consistency in the teaching of this subject. There was clear evidence that pupils across the school are progressing well through the mathematics curriculum.' He recommended time is needed for progress in maths to embed. The % of pupils meeting the expected standard and above increased to be closer to national in all core subjects. The School Assurance Professional visit report stated that, 'The levels of care, guidance and support that I witnesses during this visit were of exceptional quality. Based on the evidence I saw during this visit I suggest that leaders' self-evaluation judgement for personal development would be better reflected in an outstanding judgement rather than good. 						Attainment remains well below national. Leaders are continuing to focus on expert teaching and learning.	Greater focus on a smaller number of strategies with strong evidence of impact on pupil outcomes.

Year 2 Review (2023-2024)

Amendments for next year

Impact

Issues

	No of Pupils	Reading	Writing	Maths
Reception 2024	15	66% Lit ELG	66% Lit ELG	66% Maths ELG
Year 1 2024	14	43% exs 14% GDS	50% Exs 0% GDS	50% Exs 0% GDS
Year 2 2024	19	53% exs 11% GDS	42% EXS 0% GDS	58% Exs 0% GDS
Year 3 2024	27	44% exs 15% GDS	37% EXS 4% GDS	59% EXS 7% GDS
Year 4 2024	22	59% Exs 5% GDS	45% EXS 0% GDS	41% EXS 0% GDS
Year 5 2024	31	42% Exs 0% GDS	35% EXS 0% GDS	45% EXS 0% GDS
Year 6 2024	27	48% Exs 4% GDS	52% Exs 4% GDS	33% Exs 7% GDS

We have worked closely with trust colleagues as part of the Learning Without Limits programme. The focus has been on developing a shared culture and pedagogy around child-engaged assessment. The impact is teachers have a good understanding of effective strategies to use in lessons to ensure there is clarity around the learning intention and effective use of strategies that allow teachers to gain an accurate understanding of pupil understanding and therefore adapt their lesson plans.

We have also worked closely with trust teaching and learning leads on reviewing our SEN provision and attendance strategy. The impact of this is a clear attendance strategy in line with DfE expectations and clarity around the organisation and utilisation of teaching assistants.

There has been an improvement in outcomes at the end of F2 and Y2 in GLD and all core subjects in KS1. (66% disadvantaged pupils met GLD)

There has also been slight improvement in the outcomes of disadvantaged pupils in all core subjects by the end of Y6 meaning the gap has begun to be diminished.

Work with the trust and other external agencies to maximise the opportunity for writing across the school has led to significant improvement in a relatively short period of time.

Teachers noted that pupils have low levels of oracy and find answering questions in lessons challenging from a personal and social aspect. Therefore we will be working alongside trust colleagues with an oracy focus in 2024-25 and we have adopted strategies such as 'think, pair, share' that encourage higher levels of pupil speaking and listening skills.

Attainment remains well below national. Leaders are continuing to focus on expert teaching and learning.

Attendance and Persistent absence remains well below national levels.

We have worked with the trust PPG lead to review and refine strategies and the result is the plan for 2024-25.

Year 3 Review (2024-2025)

Amendments for next year

Impact

Issues

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Pathways to read	Literacy Company
Pathways to Write	Literacy Company
Accelerated Reader	Renaissance
Beyond the Physical	

Service pupil premium funding

How our service pupil premium allocation was spent last year
The impact of that spending on service pupil premium eligible pupils

Implementation Plan 2024-25

Action Plan for: To support the effective implementation of a new PPG Plan (PPG Lead: Andrea Lavender) (Monitored by Sara Radley)

Overall purpose of project: Our goal is to establish consistent teaching practices focused on clear learning intentions, effective employment of formative assessment, and tailored feedback strategies. By doing so, we aim to enhance all pupils understanding, engagement, and achievement across all subjects.

Foundations for good implementation: Set the stage for change through school policies, routines and practice. Identify and cultivate leaders to implement the change, build leadership capacity through teams.

Explore & define the problem: Identify area for improvement using robust diagnostics, make evidence informed decisions on what to implement, pre-empt what might go wrong and plan for this.

-67% of pupils at Rock Ferry are eligible for the Pupil Premium and outcomes remain low for most of these pupils.

-Challenges are identified as limited wider life experiences, low language levels of entry to the school, socio-economic disadvantages, lack of aspiration and parental involvement, high level of ACEs, overcoming impact of Covid, lack of value placed on education.

-There are many activities identified in the strategy and it would be difficult to monitor the impact of all of these. We want to identify key strategies for maximum impact and believe these to be in the consistency of teaching and assessment practices across the school.

What do we want to achieve?

L&M	Outcomes	T&L	Outcomes	B&S	Outcomes
LWL project is having a positive impact on classroom practice. Teachers can implement effective formative assessment strategies which make a positive impact on pupil progress.	Increase the proportion of pupils achieving the expected standard in core subjects by July.	Learning Coaches are deployed consistently & effectively through the implementation of the MITA project.	Increased proportion of pupils achieving the expected standard in core subjects by July.	Effective behaviour for learning strategies evident in the majority of pupils, as measured by learning walks in July 24 led by the CAT Trust PP lead and SLT	Increased proportion of pupils achieving the expected standard in core subjects by July 25.
Validated phonics scheme in place to ensure consistent practice across the school.	To increase the % of pupils passing the PSC and that this then feeds into more children achieving the expected standard in KS1 reading by July 2025.	Consistent teaching and learning approaches in line with LWL/ Child-Engaged Assessment.	Increased proportion of pupils achieving the expected standard, especially in writing by July.		

Implementation Steps: clear, targeted strategies, create a shared understanding in staff team of changes coming, introduce through up-front training,	Who	Cost	Intended outcomes: What are the key behaviours you want to see as a result of this approach?	Deliver (monitor impact through robust measures): Continuous dynamic improvements, motivating staff, identify problems, solve problems should lead to rapid continuous improvements.
Draft a Whole Class Feedback & Child Engaged Assessment policy and share with SLT for feedback. Make amendments to share with staff in the training session. Ensure that there is a clear vision for the importance of formative assessment in improving outcomes.	JS/ SLT	-	A consistent, research backed, approach defined for WCF. By 28th March.	
Complete a needs assessment to identify specific challenges, strengths of practice and existing assessment practices. Survey staff to inform training.	JS		Identify specific challenges teachers are facing to incorporate into training. Understand strengths, current practice and target CPD appropriately.	

Draft a Whole Class Feedback & Child Engaged Assessment policy and share with SLT for feedback. Make amendments to share with staff in the training session. Ensure that there is a clear vision for the importance of formative assessment in improving outcomes.

JS/ SLT

-

A consistent, research backed, approach defined for WCF.
By 28th March.

Complete a needs assessment to identify specific challenges, strengths of practice and existing assessment practices. Survey staff to inform training.

JS

Identify specific challenges teachers are facing to incorporate into training. Understand strengths, current practice and target CPD appropriately.

Complete Twilight: Child Engaged Assessment (CEA) & WCF policy Link with the MITA project and strategies to support pupil independence. In the training, define clear expectations for learning outcomes, behaviour for learning and teacher strategies. Ensure teachers understand the principles and purpose of CEA and WCF. Assess their understanding through exit tickets.	JS + teachers/ support staff	By 19th April	A consistent approach to implementing CEA and WCF. Teachers able to implement effective strategies to support pupils and monitor their progress.
Create a Child-Engaged Assessment Playbook with clear strategies for teachers to try and evaluate impact. This will provide the research to back up the strategies and provide answers to common problems faced by teachers.	JS	By 1st May	Teachers have a handbook to support successful implementation of CEA/WCF strategies.
Complete Instructional Coaching sessions with individual teachers, observing sections of lessons, evaluating with teachers and identify strategies for implementation. Review practice with clarity of learning intention and anchor charts	JS + teachers		Improved pupil engagement and learning. Increased teacher reflection and enhanced teacher impact.
Complete additional reflections with teachers, reviewing successes and challenges. Work as a team to provide strategies and guidance. Identify teachers who are priority for additional mentoring/ coaching.	JS + teachers		Adapt the strategy and action plan so that the leadership team have a clear plan for September.
Provide additional feedback and support to ensure continuous improvement. Ensure sustainability of project by working alongside a nominated senior leader who could continue instructional coaching 24-25.	JS + senior leader		Continuous improvement, positive impact on pupil outcomes, sustainability of approach.
Review impact with SLT through learning walks, data analysis and book scrutinies. Collect feedback from teachers to adapt and include strategies in the PPG strategy for September 2024.	JS/SLT	By 19th July	Tailored and effective support for PPG pupils and a strategy +action plan for September 24.

Sustain (what needs to be done to sustain change?): Beware of staff drifting away from new behaviours, continue to support and reward sustained changed. Can the new practice be scaled up? Does this present new challenges? What continuous training needs planning?

Maintain a clear vision for the importance of formative assessment in improving outcomes.
 Regularly share success stories of the impact of formative assessment on improved outcomes.
 Offer regular and ongoing professional development opportunities that incorporates formative assessment strategies.
 Use assessment data to monitor progress, identify areas for improvement and measure impact.