

Westleigh Methodist Primary School: Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Westleigh Methodist Primary School
Number of pupils in school	October 2020 205 October 2021 204
Proportion (%) of pupil premium eligible pupils	October 2020 63 pupils 31% October 2021 71 pupils 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 Ongoing 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Chadwick - Headteacher
Pupil premium lead	Mrs Taylor – Deputy Headteacher
Governor / Trustee lead	Mr Pilkington – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84735
Recovery premium funding allocation this academic year	£9135 (£1830 allocated to School Led Tutoring)

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9537
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	£103,407

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. The school will use the funding to support these groups, which comprise pupils with a range of different abilities, to diminish any achievement gaps between them and their peers. We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers and we should not equate disadvantage of circumstance with 'low ability'. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Our intention at Westleigh Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils to: With God, all things are possible. We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them achieve all things possible.

Inclusive Quality First Teaching is of paramount importance within our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly following the recent pandemic. As Professor Becky Francis, the Chief Executive for the Education Endowment Foundation states in the foreword for the EEF guide to the pupil premium, autumn 2021:

Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.

In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socioeconomic backgrounds.

This Inclusive Quality First Teaching approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Within the EEF pupil premium guidance, autumn 2021, it states:

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

Our approach is based on our individual children's needs and built on the high expectations we have for all. We take a forward-looking, long-term view to addressing the potential barriers to success faced by our disadvantaged children and use our evidence based understanding of great learning and great teaching to overcome these.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately within all lessons
- Ensure early identification of support is completed
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Nurture and pastoral care is one of the key principles within this strategy.
- Raising attainment to narrow the gap between disadvantaged pupils compared to other pupils is a key priority.
- Widening the opportunities disadvantaged pupils have to broaden their experiences and give them powerful knowledge to develop personally is key.

Our strategy works towards a three tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Writing across the whole school, in particular the attainment of disadvantage pupils, has been significantly impacted therefore, writing is now a particular focus for all year groups to ensure that they are able to make accelerated progress towards their end of year targets.
2	Reading attainment for disadvantage pupils shows that they under attain compared to non-disadvantage pupils for Age-Related expectations. Due to partial closures of school further impacting the development of these children, the gap in attainment has widened, shown by the summer term data.
3	Current attainment displays that the partial closures of school have significantly impacted the % of disadvantaged pupils who achieve greater depth in reading, writing and maths.
4	Due to the number of isolation periods our children have been through there has been a significant number of disadvantaged children who have not fully engaged with their remote learning.
5	The KS1 children have seen the biggest impact of partial school closures (current Y1, Y2, Y3). Their data has significantly dropped due to their cognitive development at their age and the lack of prior knowledge that they have been able to pull on.
External	
6.	Disadvantaged pupils lack the experiences beyond the Westleigh community and have limited understanding of the wider world including aspirations for possible future careers.
7.	Disadvantaged pupils have limited access to high quality reading books and have limited vocabulary.
8.	Attendance rates of disadvantaged pupils impacts on lost teaching and learning time.
9.	Social and emotional needs for identified pupils has a detrimental effect on behaviour and attitudes to learning.
10.	Pupils have poor speech and language skills on entry to school. For disadvantaged pupils, both high-level need and low-level need, speech and language remains a barrier for learning.
11.	All children have had differing experiences whilst dealing with coronavirus; this has resulted in an increased number of disadvantaged children accessing nurture provision.

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
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Disadvantaged pupils in Year 5 make accelerated progress and perform in line with non-disadvantaged pupils by July 2022.	In July 2022 71% of pupils achieve ARE in Reading and Writing and Maths. Pupils at risk from not making expected levels of progress and meeting their end of year targets are identified at the earliest point to receive bespoke targeted intervention.
Disadvantaged pupils in Years 2, 5 and 6 make accelerated progress, in reading, writing and maths so that they diminish the difference between them and national others.	Pupils at risk from not making expected levels of progress and meeting their end of year targets are identified at the earliest point to receive bespoke targeted intervention. The gap between PPG pupils and national others is reduced.
Improve children's educational and cultural experiences.	Disadvantaged pupils to have at least 2 educational and cultural experiences over the academic year. Visits will demonstrate pupils will meet adults in a range of jobs within a real life context and setting. Pupil voice demonstrates they have an increased understanding of the contexts in which they are learning. Disadvantaged pupils' attainment across the curriculum is in line with other pupils. Pupils' experiences enable them to have an increased understanding of the context in which they are learning about resulting in improved outcomes, particularly writing. Writing outcomes for disadvantaged pupils to be in line with national averages.
Improve punctuality rates of disadvantaged pupils.	Overall punctuality among pupils eligible for PPG improves in order to diminish the gap between PPG and non PPG pupils.
Increase the attendance of disadvantaged pupils to be in line with, or above, national average in 2018-2019 (most recent year with full figures)	Reduce the number of persistent absentees among pupils eligible for PPG. <u>2018-2019 Figures</u> Non PPG Attendance – 95.1% PPG Attendance - 93.51% Non PPG PA – 19.65% PPG PA – 25.48%

<p>Behaviour and attitudes of disadvantaged pupils are conducive to learning.</p>	<p>Disadvantaged pupils with social and emotional needs have bespoke support that compliments the behavior policy in place (positive handling plans, visual timetables, sensory areas, nurture provision etc).</p> <p>Boxall profiling informs nurture interventions so that all disadvantaged pupils receive targeted support to address individual needs.</p> <p>Learning walks show a consistent approach to behavior management across school.</p> <p>Pupils causing concern are identified at the earliest point to receive targeted support.</p> <p>Nurture support is in place to deal with children who have gone through specific areas of trauma during the partial closure of school</p>
<p>Improve the communication and language skills for disadvantaged pupils in Reception.</p>	<p>High quality weekly interventions delivered by the SALT team will address the identified needs of individual pupils.</p> <p>Disadvantaged pupils' speech language and communication needs are met.</p> <p>Exit data for reception pupils will show PPG pupils to be in line with others in communication and language.</p> <p>ELKLAN targeted support for children and training for staff.</p>
<p>Teachers have a clear plan to support children's retention and catch-up for missed elements of the curriculum over time.</p>	<p>Teachers to identify the lost parts of the curriculum from the previous year and plan this into their teaching for this academic year.</p> <p>Phonics is to be taught regularly and robustly to assist the children in their understanding of RWI phonics.</p> <p>High quality interventions to put in place for recovery of lost learning time.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, autumn 2021: Using pupil premium EEF (educationendowmentfoundation.org.uk)	All
Trust CPD /INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions. See Appendix 1	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium. Proven history in school of peer and SLT support raising standards in teaching and learning. EEF Links: Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Release two TAs	Spoken language activities that are matched	3, 10

and one teacher for 10 week ELKLAN training. Supply costs: £ (ELKLAN training cost as part of EET Pupil Premium Statement)	to the learners' current stage of development extends their learning and connects with the curriculum, improving attainment. The training will support adults to ensure they model and develop pupils' oral language skills and vocabulary development with a consistent approach. EEF Links: Oral Language Interventions EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to English and Reading curriculum in 2021-2022.	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust and across the LLG consortium. Proven history in school of peer and SLT support raising standards in teaching and learning. EEF Links: Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
PPG leader and Business manager to send out whole school forms Sept 2021 and check funding allocations	The Eligibility Service cost of checking and identifying those families and children, who are entitled to receive funding. More children receiving the funding and support they need within school.	All
Teaching staff to work with small groups of children across KS1	Smaller group sizes allows targeted provision to occur – toe by toe, Power of 2 and Alpha and Omega.	1, 2, 3, 4, 5

to support their curriculum recovery and to enable the children make rapid rates of progress in their reading, writing and maths.	<p>Data shows that Year 1 and Year 2 have been affected by the COVID isolation lockdown measures with significant and widening gaps in their attainment, so further staffing will allow focused, smaller group work to close the attainment gap.</p> <p>EEF Links:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Lily Jo Project</p> <p>In person mental health workshops for Y1-Y6</p>	<p>Mental health and positive wellbeing are an important part of recovery after the pandemic. Children need to feel happy and safe to be able to access their learning.</p> <p>EEF Links:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	9, 11

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

Budgeted cost: £ 15 432

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use PiXL Primary, Timetables Rock Stars, Boxall and SHINE resources and tools to identify gaps in learning and provide targeted interventions to improve outcomes for underachieving disadvantaged pupils in Year 1-6.	<p>To diagnose gaps in children's learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p> <p>PiXL has evidence-based research to show that the average performance of PiXL schools comfortably exceed national averages.</p> <p>Timetable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home.</p> <p>EEF Links:</p> <p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

Accelerated Reader training for staff then implementation of this reading scheme for home readers for all KS2 children to support independent reading skills including fluency, pace and enjoyment.	<p>Accelerated Reader has proven track record to motivate, monitor, and manage students' independent reading and develop a true love for reading for all.</p> <p>EEF Links:</p> <p>Reading at the transition EEF (educationendowmentfoundation.org.uk)</p> <p>Remote learning for pupils EEF (educationendowmentfoundation.org.uk)</p>	2
<p>To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.</p> <p>NELI programme to be delivered within EY setting by TA 2 afternoons a week.</p>	<p>On entry data shows children to be working below the expected standard in communication and language.</p> <p>EEF Links:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Education Endowment Foundation EEF</p>	10
To further develop nurture provision to deliver interventions, informed by Boxall analysis to support children with a range of SEMH needs.	<p>To provide social and emotional support to that will assist in developing self-regulation and equipping children with the tools to support their mental health and well-being.</p> <p>EEF Links:</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	9, 11
Top up school led tutoring grant	<p>To top up School Led Tutoring to provide children with targeted intervention after school in order for children to narrow the attainment gap.</p> <p>Disadvantage pupils to access recovery curriculum to support and catch up missed learning which has occurred due to COVID lockdowns and isolations.</p> <p>EEF Links:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 63 986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor employed to work 1 day per week with vulnerable pupils and staff.	<p>The demand for identified pupils to receive support from external professionals is significant.</p> <p>This support will help to positively impact on pupils' emotional wellbeing and mental health. It will remove barriers that prevent pupils attending school and reduce the potential for behavioural incidents to escalate.</p> <p>Reference: Review of Child Counselling bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf</p>	9, 11
Breakfast club to be free of charge for disadvantaged pupils who are persistently late.	<p>Pupils will have a nutritional breakfast, a positive start to the day and increased concentration.</p> <p>Punctuality will be improved for pupils who are persistently late as demonstrated in previous data.</p>	8, 9, 11
Rewards for pupils to motivate desired behaviours and attitudes to learning]	<p>An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated.</p> <p>EEF Links: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6, 8, 9, 11
A range of learning experiences (academic and extra-curricular) are provided	<p>Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing.</p> <p>Subsidising trips ensures we can offer top</p>	6, 9

<p>and accessed by pupils</p> <ul style="list-style-type: none"> - Visits and trips: hook pupils engagement and further learning - visitors to EYFS - Experiences that develop the whole child and SMCS experiences - Residential experiences in Year 5 and 6 	<p>quality experiences for our pupils that captivate learning and develop life skills.</p> <p>EEF Links:</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pastoral Manager employed to work directly with vulnerable pupils and families.</p>	<p>Expectations and standards of behaviour are exceptionally high throughout the school community.</p> <p>The Pastoral Manager has an integral role in maintaining these standards and responding quickly to more serious isolated incidents.</p> <p>The Pastoral Manager has excellent relationships with pupils and families and is well placed to impact and remove barriers for learning.</p> <p>Attendance continues to be a focus, with attendance being monitored by the Attendance officer, Pastoral Manager and Headteacher. The percentage of whole PPG attendance was 93.95% for 2018-19, and 92.57% for Sept 2019-March 2020</p> <p>DfE Reference:</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Links:</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 8, 9, 11</p>

	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £103,407

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of phonics and writing. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and online teaching.

Attendance of our disadvantage pupils remain larger than other children. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
PIXL Reader	PIXL
SHINE	SHINE Trust
Timetables Rock Stars	Maths Circle Limited
Accelerated Reader	Renaissance Limited
Boxall Profile	Nurture UK
IXL	IXL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Westleight Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan (Appendix 1) so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools. Reference: [EEF Effective Professional Development](#)

Appendix 1

Epworth Trust CPD



Epworth Education Trust Pupil Premium Strategy 2021-2022

- Budget £25, 084

Audience	Focus	Date	Costing
New to role senior leaders Aspiring senior leaders	Aspiring Senior Leaders Course (6 days) Tier 1 - Teaching (professional development, recruitment and retention)	15 th October 2021 11 th November 2021 8 th December 2021 13 th January 2022 27 th January 2022 3 rd March 2022 29 th April 2022	£500+ vat £240+ vat For 2 speakers
DSLs and pastoral teams.	Online safety and digital safeguarding training (eglobal) KCSIE 2021 Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support) Tier 1 - Teaching (professional development, recruitment and retention)	Monday 6 th December 2021 9.15am – 3pm	£795+vat
Senior leaders, pastoral teams and DSLs	In response to the Sexual Abuse Ofsted Report. Bright Futures with their Primary RSHE Hub have put together the following offer as our Sexual Abuse response. Sexual Abuse response package.	Andrew Cook HMI /Ofsted Regional Director Unpicking the Ofsted Review of Sexual Abuse in Schools & Colleges Date: Monday 4th October Time: 4pm – 5:30pm (FREE) RSHE and Healthy Relationships Date: Monday 11 th October Time: 4:00pm – 5:00pm (£25)	£1680 (2x per school)

	<p>Tier 1 - Teaching (professional development).</p> <p>Tier 3 - Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)</p>	<p>Primary School Focussed CPD 'Dealing with Over Sexualised Behaviour' Date: 22 November 2021 9.30am – 3.30pm (£80)</p> <p>Addressing Sexual Harassment Through RSHE Date: Tuesday 30th November 3:30pm – 5:00pm (£35)</p>	
Senior leadership team	<p>Effective feedback and assessment for excellent teaching and learning outcomes (Michael Chiles)</p> <p>Tier 1 - Teaching (professional development).</p>	<p>Wednesday 2nd February 2022 4pm – 5pm (remote)</p>	£240+ vat
Senior leadership team	<p>Writing an effective School Development Plan (ECM)</p> <p>Tier 1 – Teaching (professional development).</p>	12 th July 2022 (9.30am – 3.30pm)	£2700+vat
Senior leadership team	<p>FFT training - assessment leaders in school</p> <p>Tier 1 – Teaching (professional development).</p> <p>Tier 2 – Targeted academic support</p>	15 th December 2021 (part of HT meeting)	£300
Headteachers	<p>1:1 Leadership Coaching (supporting shape thinking within the role) Kathy Allen - Highly experienced Headteacher and School Improvement Leader.</p>	Starting autumn 2 - tba with each Headteacher.	tbc

	Tier 1 - Teaching (professional development, recruitment and retention)		
History subject leaders	<p>Subject leader pedagogy and subject leadership training (Mr T does History)</p> <p>Tier 1 - Teaching (professional development)</p>	<p>Afternoon Thursday 2nd December (1pm – 3.15pm) Westleigh Methodist</p>	£500+ vat
Teachers - (History)	<p>KS1 – key aspect – how to teach significance and legacy. KS2 – effective use of progressive historical vocabulary</p> <p>Tier 1 - Teaching (professional development, support for ECTs)</p>	<p>KS2 Thursday 10th February 3.30pm – 5.00pm (remote)</p> <p>EYFS and KS1 Twilight – Thursday 3rd March 3.30pm - 5.00pm (remote)</p>	£800+vat (both sessions)
Geography subject leaders	<p>Subject leader pedagogy and subject leadership training (Michael Chiles)</p> <p>Tier 1 - Teaching (professional development)</p>	<p>Thursday 10th March 2022 4.10pm -5.10pm (Remote)</p>	£240 + vat
Teachers - (Geography)	<p>Progression of mapping through school. (Michael Chiles)</p> <p>Tier 1 - Teaching (professional development, support for ECTs)</p>	<p>Monday 7th March 2022 3.30pm -5.00pm (Remote)</p>	£240 + vat
Computing leaders	<p>Using Digital Technology to Improve Learning (EEF research) JE Computing - Jamie Edmondson?</p> <p>Tier 1 - Teaching (professional development)</p>	Summer 1 tba	
ECT, pastoral teams, teachers, TAs	<p>Behaviour Management (Jason Bangbala)</p> <p>Tier 3 – Wider Strategies (non-academic barriers to success in school, behaviour approaches and social and emotional support)</p>	<p>7th February 2022 1 day</p>	£1,500 + vat

Whole school staff	<p>Elklan training - all schools to be Elklan Accredited. Elklan Trainer Speech and communication programme – 2 year programme</p> <p>Tier 1 - Teaching (professional development, support for ECTs)</p> <p>Tier 2 – Targeted Academic support</p>	Start programme January 2022	£6,000 (year 1)
EYFS practitioners	<p>Mark Carr (Deputy Headteacher, Holly Hill Church School). Highly experienced EYFS leader. Led EYFS networks for Birmingham Diocese, led moderation for Birmingham Consortia.</p> <p>Tier 1 - Teaching (professional development, support for ECTs)</p> <p>Tier 2 – Targeted Academic support</p>	<p>Twilight 1: 4pm Tuesday 2nd November 2021 - Provision planning around 7 areas of learning – planning tools and considering quality provision and enhancement based on current EY research. (zoom)</p> <p>Termly moderation: 16th November EYFS Moderation (4pm) Spring 2 (dates tbc) Summer 2 (dates tbc)</p> <p>Twilight 2: 4pm Tuesday 11th January 2022. Developing your setting through enhanced provision what good quality areas show) (zoom)</p> <p>Spring and summer term – onsite ½ day visits for each school looking at area of focus pertinent to each school.</p>	Costs of release to school
EYFS practitioners	Peer to peer review – to share good practice and look at developing environments.	spring term / summer term	To cover supply costs for school to release practitioners to work

	Tier 1 - Teaching (professional development, support for ECTs)		across Trust for Peer to Peer review
Teachers & TAs	Effective teaching in writing to raise standards (Chris Quigley / Lancashire Council CPD)	Tba	
	Tier 1 - Teaching (professional development, support for ECTs)		
Inclusion Managers	Understanding sensory needs and de-escalation strategies? Tier 2 – Targeted Academic support Tier 3 – Wider Strategies (non-academic barriers to success in school, behaviour approaches and social and emotional support)	Tba	
Staff	Release cover costs (where required) to ensure all staff can attend.		
Other ideas shared:			Total priced:
	SLE programme – Trust Model		

Michael Chiles

Michael Chiles is a Principal Examiner, Curriculum Development Advisor and an experienced school leader who has successfully headed departments in several challenging secondary schools in the UK. He is an experienced trainer and has delivered training, both nationally and internationally, to support teachers in their approaches to implementing effective assessment practices.

Michael is a Chartered Geographer at the Royal Geographical Society (with the Institute of British Geographers) and is an experienced Head of Geography. In recent years, Michael has supported schools in curriculum development, delivering training nationally and internationally to teachers and school leaders, along with authoring several revision materials for schools. He is a passionate practitioner with a keen interest in using research-based evidence to support students in becoming lifelong learners.

Michael is the co-author of 'The CRAFT of Assessment', in which he explains the importance of school leaders cultivating the right conditions for teachers to use assessment as a tool to support learning, both in and out of the classroom, to enable pupils to close the knowledge gap. His book has received widespread acclaim and has been praised for containing a wealth of practical ideas with research-informed explanations.

Stuart Tiffany (Mr T)

Is an experienced teacher and history specialist. He is a member of the Historical Association's Primary Committee, regularly featured writer in a number of publications and delivers training on various aspects of primary history teaching. He is a passionate believer in using children's natural curiosity to engage them in lessons using a mixture of enquiry and high quality source work.

Jason Bangbala

Jason is core areas of training are Behaviour Management, Circle Time, Coaching and Structured Play. His training programmes are tailored to reach a wide range of staff in education. He has delivered training at Headteacher and Deputy Head Conferences, LEA AST and NQT programmes, sessions for Learning Support staff, Learning Mentors, Lunchtime Organisers and non-teaching staff, PGCE Students and GTP trainees and college tutors. His training has even extended into H M Youth Offenders Institutions.

Before setting up his own training and consultancy business Jason was a highly successful classroom teacher and Senior Manager in Secondary Education. His teaching experience has been based on working in challenging areas, challenging schools and with challenging pupils.

Jamie Edmondson

Jamie Edmondson, a specialist Computing Teacher/Leader with over fifteen years experience of working with schools and organisations. He is a CAS Master Teacher and founder member of the Consultants Network for Education Computing and Technology. He teaches Computing from Nursery to Year 6 at a school in Manchester, delivering his own innovative scheme of work. Whether it's support in re-shaping your current Computing/ICT provision, ongoing