

Pupil premium strategy statement (primary)

1. Summary information					
School	Netherthorpe Primary School				
Academic Year	2017-2018	Total PP budget	£129,360	Date of most recent PP Review	Sept 2017
Total number of pupils		Number of pupils eligible for PP	117	Date for next internal review of this strategy	Sept 2018

2. Current Attainment (End of Autumn 2017)		
<p>In Year Data 2016-2017 The gap between pupil premium and non-pupil premium children has narrowed. In all year groups across school (apart from year 5) the attainment and progress of the pupil premium children is higher than those that are not in receipt of pupil premium funding.</p> <p>Year 5 children 2016-2017 Data shows that the current year 5 children who are in receipt of pupil premium funding are the only cohort in school performing lower than their non- pupil premium counterparts. (will be year 6 in the academic year of 2018 – 2019). 46% of the whole class are eligible for pupil premium (13 children). 38% are SEN (5 children). 46% were not in the country in KS1 and joined the school in Key stage 2.</p>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing and maths	44%	67%
% making progress in reading	-1.2%	0.3 %
% making progress in writing	2.9%	0.2 %
% making progress in maths	0.7%	0.3 %
KS1 % achieving standards in reading		
KS1 % achieving standards in writing		
KS1 % achieving standards in maths		
Y1 % achieving expected standards in phonics		
EYFS % achieving GLD		

3. Barriers to future attainment (2017-2018)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	<p>COMMUNICATION, LANGUAGE and LITERACY</p> <ul style="list-style-type: none"> - Communication and language issues, including oral skills in EYFS. - Language acquisition of EAL learners having no English. - Limited English vocabulary of a large percentage of children due to EAL. - Difficulties in grammar due to EAL. - Social interaction. - EAL, poor early literacy experiences
B.	<p>SEND</p> <ul style="list-style-type: none"> - Some children who are eligible for pupil premium also have SEN/D issues including a number of children with EHCP's.
C.	<p>MOBILITY –</p> <ul style="list-style-type: none"> - High mobility with children arriving and leaving at varying times throughout the year which disrupts curriculum continuity and progression. - Some of the new arrival children have little experience of schooling in the UK or overseas so are unfamiliar with routines, the methods, skills and knowledge of the UK curriculum and general school expectations.
D.	<p>LOW STARTING POINTS</p> <ul style="list-style-type: none"> - A number of children have low starting points therefore accelerated progress is necessary to ensure that children achieve the national standards. Even when the children make accelerated progress their attainment is often still lower than national expectations in reading, writing and maths.
E.	<p>DUE TO THE SCHOOL BEING ONE FORM ENTRY, BARRIERS ARE OFTEN COHORT SPECIFIC RATHER THAN WHOLE SCHOOL TRENDS</p> <ul style="list-style-type: none"> - The current year 6 cohort are a particularly complex cohort facing multiple barriers: <ul style="list-style-type: none"> - 46% of the whole cohort are in receipt of pupil premium funding. - 38% of the pupil premium cohort are also on the SEND register (2 of which have EHCP's).. - 46% of the pupil premium children receive additional support as they display social, emotional and behavioural issues which affect their well-being and progress. - 38% of the pupil premium cohort joined the school in key stage two all of which have come from overseas .

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	<p>ATTENDANCE</p> <ul style="list-style-type: none"> - Children take extended leave in term time to visit family in home country.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for PP children, EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.	All potential vulnerable group will: <ul style="list-style-type: none"> - Use English confidently at their level of competence. - Acquire, internalise and apply new subject-specific vocabulary. - Develop effective models of spoken and written language. - Have the range of speaking skills necessary to participate fully within the curriculum. - Make at least the expected progress with some making accelerated progress. - Reach national standards.

B.	Improved outcomes for PP children and those on SEND register. The gaps between themselves and their peers will close as they reach national expectations.	Those children eligible for pupil premium with SEND will: <ul style="list-style-type: none"> - Have their barriers to learning reduced through an inclusive quality first approach and tight provision mapping. - Make at least the expected progress with some making accelerated progress. - Reach national standards.
C.	Children (the majority are often new to the English education system) arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.	Those children who join the school in various year groups and/or part way through the year will: <ul style="list-style-type: none"> - Have their starting points correctly assessed so that teaching is precise and learning accelerates. - Be integrated successfully into the mainstream classroom but where necessary (those new to English) short term withdrawal may be provided to rehearse vocabulary and new skills/learning. - Be actively involved in their learning through planned, differentiated activities and the correct use of additional adults within the classroom. - Make at least the expected progress with some making accelerated progress. - Reach national standards.
D.	Children with low starting points make accelerated progress. The gaps between themselves and their peers will close as they reach national expectations.	Those children with low starting points will: <ul style="list-style-type: none"> - Have their barriers to learning reduced through an inclusive quality first approach and tight provision mapping. - Make at least the expected progress with some making accelerated progress. - Reach national standards.
E.	Strategic plans are in place to reduce cohort specific barriers when they arise to enable children to improve outcomes reaching national expectations.	<ul style="list-style-type: none"> - Make at least the expected progress with some making accelerated progress. - Reach national standards. <p>Success criteria will be specific to the cohort/context of class.</p>

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A Improved outcomes for PP children, EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>F1 Ensure staff are consistently embedding the following principles:</p> <ul style="list-style-type: none"> - Delivering daily group sessions based on 'stories for talking' linked to topic vocabulary. Due to low starting points/gaps in vocabulary. Topic planning will be based on categories (eg, body parts, colours, etc) - 	<p>Early years interventions EEF toolkit suggests that overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning.</p>	<p>Racheal Broomhead to lead training across EYFS to ensure approaches are understood/implemented by all staff.</p>	<p>Rachael Broomhead</p>	<p>Rachel to complete ongoing monitoring. Termly monitoring to take place..</p>
<p>B Improved outcomes for PP children and those on SEND register. The gaps between themselves and their peers will close as they reach national expectations.</p> <p>D Children with low starting points make accelerated progress. The gaps between themselves and their peers will close as they reach national expectations</p>	<p>F2 Ensure staff are consistently embedding the following principles:</p> <ul style="list-style-type: none"> - Use of learning/ talk partners during whole class sessions. - Provide talk frames to scaffold talk. - Ensure teaching assistants are used to support children with low levels of English of SLCN at carpet time and pre-teach new topic vocabulary before the sessions take place. - Ensure lolly sticks are used to choose children to contribute to lessons after talk time which ensures the less confident speakers have a voice. - 	<p>Oral language Interventions EEF toolkit reports that oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> - Targeted reading aloud and discussing books with young children. - Explicitly extending pupils' spoken vocabulary. <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Support staff EEF toolkit reports teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching</p>			
	<p>EYFS (F1 and F2) To focus on 'Communication and Language' aspects of development matters.</p> <ul style="list-style-type: none"> - Use Autumn terms weekly staff meetings to focus on 	<p>The Study of Early Education and Development: Good Practice in Early Education Research report January 2017 states:</p> <ul style="list-style-type: none"> - staff needed a good understanding of child development and the requirements of the Early Years Foundation Stage to 	<p>Racheal broomhead to lead weekly inset with all EYFS staff. Moderation meetings will take place at key points</p>	<p>Rachael Broomhead</p>	<p>Termly lesson observations Less formal ongoing weekly observations.</p>

	<p>the speaking aspects of development matters. Complete agreement trialling, focus on specific statements, discuss examples of this and what opportunities need to be observed, extended or modelled following the 'Observe, Wait, Listen' technique of effective early years practice.</p> <ul style="list-style-type: none"> - Moderate judgements (planning and assessments) across the phase F1 and F2 regularly throughout the year. - Enable the children to access resources and scaffold their own sentences through play using a range of techniques – communicate in print visuals, modelling language through mirroring play, repeating phrases and extending language. Use the internet and each other to explore the meaning of new words and encourage children to use new vocabulary independently. 	<p>effectively meet the learning and development needs of children, and carry out effective planning and assessment. In particular, high quality staff/child interactions were consistently raised as a feature of good practice, and staff with experience and an understanding of how to support children's learning were viewed as essential to high quality practice in this area. Importance that staff have a range of soft skills including effective communication skills. Given the importance of a skilled workforce, the need to prioritise ongoing support for their development.</p>	<p>that are strategically planned throughout the year.</p> <p>Lesson observations will be planned and feedback used to then improve practice.</p>		
	<p>F2 and KS1 To ensure the best practice is used to teach phonics and spelling:</p> <ul style="list-style-type: none"> - Review current practice and scheme for teaching phonics. - Continue to develop best practice using SHEAF trust schools to support, as appropriate. - Review and adopt best practice regarding reading and spelling key words from EYFS to Y2. - Buy spelling scheme. 	<p>EEF toolkit suggests that communication and language approaches are effective for young children's learning and, including their spoken language skills, their expressive vocabulary and their early reading skills. Furthermore, phonics approaches have been consistently effective in supporting younger readers to master the basics of reading.</p>	<p>SENCo to complete lesson observations of phonics and feedback/CPD then used to improve practice.</p> <p>Literacy co-ordinator to research spelling schemes, introduce and embed.</p>	<p>SENCO</p>	<p>Spring 2018</p>

	<p>KS1 and KS2 To improve the quality of children's oral and written responses to texts.</p> <ul style="list-style-type: none">- Lit lead to deliver whole school training of reciprocal reading, including reintegration with reading passports.- Work with staff to ensure opportunities for practising written responses to questions are embedded in the teaching of reading.- Provide training on how to deliver a quality book study unit of work.- Provide training for relevant teaching staff on techniques for assessing and improving the speed of children's reading.	<p>Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p>	<p>Literacy co-ordinator to deliver training then work with staff to ensure approaches are being used effectively.</p>	<p>Lit Co-ordinator</p>	<p>Termly</p>

<p>E Strategic plans are in place to reduce cohort specific barriers when they arise to enable children to improve outcomes reaching national expectations.</p>	<p>Provide additional support and resources for year 6 teachers in order to ensure the best possible outcomes.</p> <ul style="list-style-type: none"> - Attend Sheaf trust and triad support ad training throughout the year. - Observe teaching in sheaf trust schools to support understanding of content and pitch of lessons in year 6. 	<p>In the government research report '<i>Effective school partnerships and collaboration for school improvement: a review of the evidence</i>' much of their research found that more opportunities for continued professional development (CPD) between schools with staff recognised that sharing practice amongst colleagues was a more powerful form of professional learning that had a more direct impact on practice than attending an external course.</p>	<p>Time built in for CPD to take place.</p>	<p>SLT</p>	<p>Termly</p>
<p>Total budgeted cost</p>					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Improved outcomes for PP children, EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.</p> <p>B Improved outcomes for PP children and those on SEND register. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>F1 Targetted support in F1:</p> <ul style="list-style-type: none"> - Teaching assistants take small groups and individual children with a focus on improving language and communication. Sentence makers and individual plans will be used. 	<p>Early years interventions EEF toolkit suggests that overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning.</p> <p>Oral language Interventions EEF toolkit reports that oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> - Targeted reading aloud and discussing books with young children. - Explicitly extending pupils' spoken vocabulary. <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Support staff EEF toolkit reports teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>EYFS lead to check planning and ensure appropriate provision is in place for children.</p>	Rachael Broomhead	Weekly and termly.
	<p>F2 Targetted support :</p> <ul style="list-style-type: none"> - Weekly key worker sessions take place to encourage the children's discussion skills. These sessions are run by both teachers and teaching assistants. <p>EYFS, KS1 and KS2:</p> <ul style="list-style-type: none"> - Teaching assistant to deliver specific talk interventions – LEAP, 1:1 sessions based on individual language plans. 			<p>EYFS lead to ensure all children have been organised into key worker groups. Check planning.</p> <p>DHT to check provision mapping documents for each class.</p>	Racheal Broomhead Marie Elliott

	<p>KS1 and KS2 Training for specific teaching Assistants on language approaches and interventions. The SENCO and teaching Assistants have accessed training on specific language programmes. Eg, LEAP, VIP, NIP. They were successfully implemented however due to the influx of new staff, good practice needs sharing so the interventions can be successfully run in every year group across school. Where possible principles of interventions can be adapted so the context relates to topics within the classroom.</p>	<p>Oral language Interventions EEF toolkit reports that oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: - Targeted reading aloud and discussing books with young children. - Explicitly extending pupils' spoken vocabulary. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year EEF Toolkit: Oral language Interventions +5</p>	<p>Time for teaching Assistants to complete post and pre interventions assessments.</p> <p>Observations of interventions by Deputy Headteacher.</p> <p>Discuss at half termly 'teaching assistant' meetings.</p> <p>Monitoring of data by Deputy Headteacher.</p>	<p>SENCO</p>	<p>Termly for specific children and groups and July for overall effectiveness.</p>
<p>A Improved outcomes for PP children, EAL learners and those identified as having communication and language issues. The gaps between themselves and their peers will close as they reach national expectations.</p> <p>C Ensure children (the majority are often new to the English education system) arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.</p>	<p>KS2 Deliver daily small group tuition for children in Key stage two who are in the Early stages of English acquisition.</p> <p>An Arabic speaking HLTA will work with a small number of EAL children. They will focus exclusively on a small number of learners in a separate classroom. The daily sessions will focus on language development and promote group work and learner interaction. The activities will be designed to encourage interaction and purposeful, focused talk between learners. Many of the activities are repetitive therefore the same language items are used many times. There is a comprehensible input - the activities are based either on photo/picture input or on stories that create a meaningful context for the language items. They all have clear language aims and focus on particular functions and sentence structure</p>	<p>EEF toolkit suggests: Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	<p>Time for staff member to deliver daily small group tuition.</p> <p>Observations of interventions by Deputy Headteacher.</p> <p>Discuss at half termly 'teaching assistant' meetings.</p> <p>Monitoring of data and discussions at pupil progress meetings.</p>	<p>Deputy Headteacher</p>	<p>Termly and July for overall effectiveness.</p>

<p>E Strategic plans are in place to reduce cohort specific barriers when they arise to enable children to improve outcomes reaching national expectations.</p> <p>The current year 6 cohort are a particularly complex cohort facing multiple barriers:</p> <p>46% of the whole cohort are in receipt of pupil premium funding.</p> <p>38% of the pupil premium cohort are also on the SEND register (2 of which have EHCP's).</p> <p>46% of the pupil premium children receive additional support as they display social, emotional and behavioural issues which affect their well-being and progress.</p> <p>38% of the pupil premium cohort joined the school in key stage two all of which have come from overseas.</p>	<p>A range of strategies need to be in place to reduce barriers in year 6 due to the complex nature of the cohort.</p> <ul style="list-style-type: none"> - 1:1 tuition is used with specific children to accelerate achievement in reading 3 x afternoons a week. - Reduce class size of main year 6 and deputy Headteacher take out targeted children for daily maths lessons. - 1 child with ASD is supported 50% of his timetable with 1:1 support from a teaching assistant. - HLTA has been employed so that teaching team is stronger and class can be split and supported in small groups at specific times during the week. - Learning mentor to work with specific children either 1:1 or in groups. - Specific children will attend nurture group during the lunchtime hour to develop social and emotional skills. 	<p>Small Group Tuition EEF research suggests that small group tuition is effective. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Reduction in Class size Reducing class size appears to result in around 3 months additional progress for pupils, on average. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p>	<p>Half Termly pupil progress meetings will monitor achievement of children which can then be used to regroup where necessary.</p> <p>Time needs to be organised for the Year 6 teachers to liaise with both the deputy Headteacher and the tuition teacher.</p> <p>Teaching Assistant working with 1:1 child needs to be knowledgeable about the child's needs.</p>	<p>Y6 Teachers.</p> <p>Deputy Headteacher.</p> <p>Learning Mentor</p>	
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>B Improved outcomes for PP children and those on SEND register. The gaps between themselves and their peers will close as they reach national expectations.</p>	<p>Whole school</p> <p>Social and emotional barriers:</p> <p>Some of the children on the SEND register display behavioural issues that are the result of other issues, eg, SLCN, ASD, etc.</p> <ul style="list-style-type: none"> - Review the current behaviour policy. What is working well? What could be improved? Audit to take place. - Learning mentor will be used to support those children with identified Social and emotional issues. Support will range from 1:1 personalised support and specific small group interventions. - Specific parents targeted for parent courses. - Nurture group introduced and implemented at lunchtimes for children who have been identified as vulnerable. - Lunchtime supervisors receive training to support children during lunchtimes. - Adapt timetables so Teaching Assistants can support lunchtime supervisors outside during lunchtimes. 	<p>Behaviour intervention</p> <p>Evidence from EFF toolkit suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions</p> <p>Social and emotional intervention</p> <p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Parental Engagement</p> <p>EEF toolkit reports that two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>Outside consultant to review existing behaviour policy and procedures and make suggestions for improvement.</p> <p>Outside consultant to review existing procedures and make suggestions for improvement.</p> <p>Monthly inclusion meeting identifies and monitors:</p> <ul style="list-style-type: none"> - Children for learning mentor to support - Parents requiring support from parenting course. <p>Arrange lunchtime training then hold half termly meetings with lunchtime supervisors to implement changes.</p>	<p>Marie Elliott</p>	
	<p>To extend principles of EYFS SAFE training across KS1 and beyond.</p>		<p>Marie Elliott to attend training then ensure that:</p>		

	<ul style="list-style-type: none"> - 2 members of staff to attend SAFE training and complete related tasks, research between sessions. - Provide in house SAFE training for new EYFS staff and establish whole KS policy. - Evaluate how existing practice reflects SAFE principles across school, amending practice and policies as appropriate. - Bring together PHSE, P4C, Online safety and SAFE principles to ensure that staff are implementing a cohesive and consistent behaviour management and PHSE practice. 		<ul style="list-style-type: none"> - SAFE approaches are implemented. - New PHSE/SAFE and P4C is taking place through lesson observation and planning scrutiny. - 		
<p>C Children (the majority are often new to the English Education system) arriving at various points throughout the year receive the correct provision to enable them to make accelerated progress where necessary so national expectations are reached.</p>	<p>The following strategies must be implemented:</p> <ul style="list-style-type: none"> - Learning mentor to complete a thorough induction interview with the family before admission. - The learning mentor to pass any necessary information from the induction meeting, the relevant staff, eg, SENCO. - Inclusion Team to monitor the integration of new children. 'New Arrival Children' is a standing item on the inclusion meeting agenda. Is the provision adequate for them to reach national expectations? - 	<p>In the 'New Arrivals Excellence Programme Guidance' produced by the DFE, it mentions the importance of having a whole-school approach to admission and induction.</p>	<p>Learning mentor to complete thorough induction interviews. Ensure paper work is completed accurately and thoroughly.</p>	<p>Karen Ainsley</p>	
	<p>Maximise the effectiveness of teaching assistants to ensure there are increases in the children's attainment.</p> <ul style="list-style-type: none"> - The Scaffolding theory is understood. 	<p>Evidence suggests that TAs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. Research</p>	<p>Monitor TA effectiveness through:</p> <ul style="list-style-type: none"> - Half termly meetings - Performance management 	<p>Marie Elliott</p>	<p>Half termly</p>

	<ul style="list-style-type: none"> - A range of scaffolding techniques are used appropriately to enable the children to become more independent learners (eg, prompting, clueing, modelling and correcting). - TAs observe and listen to children's responses carefully and apply appropriate talk strategies in response (contingency) - When scaffolding, the TA provides the least amount of support necessary at any one point in the process. - Children retain ownership of their learning and responsibility for their work as the TA helps to develop a growth mindset. - There is evidence of high quality questions and feedback builds on and extends children's responses. - TAs gather summative assessments whilst scaffolding (assessment of learning) which are then used by the teacher to plan the appropriate next steps and level of support (assessment for learning). - TAs deliver pre-teach sessions to introduce specific children to the key skills/concepts and vocabulary needed for forthcoming lessons. - Through the use of summative assessments gathered during the lesson, TAs will consolidate learning/address misconceptions with specific children after the lesson has taken place. This should occur daily. 	<p>which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p>	<ul style="list-style-type: none"> - cycle including observations. - Submission of data (interventions) 		
Total budgeted cost					

