

**School Name:** Burlington Junior School

## Pupil Premium Strategy 2019-22

<b>Pupil Premium Champion</b>	<b>S Sanderson</b>	<b>Pupil Premium Governor</b>	<b>L Grimshaw</b>
<b>Number of Pupil Premium pupils on roll</b>	<b>152</b>	<b>Pupil Premium as percentage of roll</b>	<b>49%</b>
<b>Disadvantaged Pupil Progress scores ('19)</b>	<b>Reading: -4.0</b>	<b>Writing: -0.2</b>	<b>Maths: -2.8</b>
<b>Disadvantaged Pupil Performance ('19)</b>	<b>Meeting expected standard at KS2:</b>	<b>54%</b>	<b>Achieving high standard at KS2: 3%</b>

### **What have we identified as the key internal & external barriers to learning?**

<b>What have we identified as the key internal &amp; external barriers to learning?</b>				
<b>Barrier 1</b> Sufficient progress from KS1 in Reading, Writing and Maths.	<b>Barrier 2</b> Language deficit - Lack of opportunities for conversation within the home, and lack of experiences, limits language development and understanding.	<b>Barrier 3</b> Lack of cultural capital limits experiences and inhibits access to and engagement with the curriculum.	<b>Barrier 4</b> Lack of aspirations through and across generations of families in the local area results in pupils not regarding attendance at schools as a high priority. The current curriculum is not yet fully engaging some hard to reach pupils so that they desire to attend frequently.	<b>Barrier 5</b> Significant deprivation in the local area presents a barrier for children being ready to learn. Pupils need a curriculum that develops social and emotional self-awareness and supports children to manage their feelings and behaviours <b>This has been identified as a significant barrier post Covid-19 National Lockdown.</b>
<b>What do we want to achieve?</b> The % of PP pupils achieving ARE combined increases so the difference to national other continues to diminish (EoKS2 combined diff to national other - 31% 2018 EoKS2 combined diff to national other - 16% 2019)	<b>What do we want to achieve?</b> Improvements in language acquisition and understanding through quality models and experiences leads to greater understanding in Reading.	<b>What do we want to achieve?</b> A curriculum that is ambitious and delivers cultural capital for all pupils, particularly those who are disadvantaged.	<b>What do we want to achieve?</b> Pupils have high attendance, come on time to school and are punctual	<b>What do we want to achieve?</b> All children to make progress as they feel supported and their emotional needs are being addresses effectively.



### What will success look like this year?

- High quality teaching will address children's needs across all curriculum areas and inconsistencies in quality of teaching.
- Talk for Writing will be embedded across the school, consistently.
- Writing outcomes for PP pupils across the school will have increased.
- Effective Maths sessions will be embedded across the school.
- Maths outcomes for PP pupils will have increased across the school.
- EoKS2 combined for PP will have increased.
- Difference between combined PP and national others will have continued to diminish.

### What will success look like this year?

- EoKS2 Reading outcomes will see an overall improvement to achieve at least national.
- The difference between PP and Non-PP will diminish at EoKS2 (2018 - -25.4% difference)
- Staff will be effectively challenging HA pupils in Reading to further support their development.
- Higher ability PP pupils will be achieving GDS in Reading.
- LA and SEND pupils will be effectively supported through the use of Phonic sessions and other interventions so that they make at least expected progress from their starting point.

### What will success look like this year?

- 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity.
- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school.
- 100% of educational trips will have a dedicated secondary focus which augments other areas of the curriculum through enrichment.
- EoKS2 writing outcomes will see an overall improvement to

### What will success look like this year?

- Overall attendance for PP pupils will be on an upward trend (94.19% 2018/19)
- Persistent absences for PP pupils will have reduced (15.33% 2018/19)
- Overall school attendance will have improved to be in line with national.

### What will success look like this year?

- Children will know where they can get emotional support.
- Key children are identified by class teachers and referred to the nurture provision in school.
- Less behaviour incidents across school due to the support children receive.
- Children who are accessing or have accessed the support over the year will be making expected progress from their starting point.
- Staff will have evidence of progress in this area through the Boxall profiling.
- positive feedback from parents/carers regarding nurture support
- pupil voice.

## How will we know we are being successful?

Barrier	What will success look like this year?	What will our interim reviews show?		
		Review 1 End of Autumn 2 '20	Review 2 End of Spring 2 '20	Review 3 End of Summer '21
1. Progress from KS1	<ul style="list-style-type: none"> <li>-Writing outcomes for PP pupils across the school will have increased.</li> <li>- Maths outcomes for PP pupils will have increased across the school.</li> </ul>	<b>End of Autumn 2 '20:</b> <ul style="list-style-type: none"> <li>- Work in Writing Books is of a high standard.</li> </ul>	<b>End of Spring 2 '20:</b> <ul style="list-style-type: none"> <li>- Work in Writing Books continues to show high quality.</li> </ul>	<b>End of Summer 2:</b> <ul style="list-style-type: none"> <li>- EoKS2 combined for PP will have increased on previous year.</li> </ul>



	<ul style="list-style-type: none"><li>- EoKS2 combined for PP will have increased.</li><li>- Difference between combined PP and national others will have continued to diminish.</li></ul>	<ul style="list-style-type: none"><li>- Monitoring of the Writing books demonstrates that standards have improved across the school for PP pupils.</li><li>- The amount of PP pupils who are on track for ARE in the core subjects will have increased.</li><li>- The amount of PP pupils on track for ARE combined will have increased. <b>Y3, 5 and 6.</b></li><li>- There has been an increase in the amount of PP children on track for ARE across the school. <b>Evident in all areas in Y5 and combined in Y6</b></li><li>- Differences between PP and others is diminishing across the core subjects. <b>Maths Y3, 4 and 5 – difference is diminishing.</b></li></ul>	<ul style="list-style-type: none"><li>- Monitoring of Teaching and Learning demonstrates that Teachers have high expectations for all pupils.</li><li>- It is evident in books that PP pupils are receiving feedback that moves their learning forward.</li><li>- The amount of PP pupils on track for ARE in the core subjects will continue to increase. <b>Evident in Y3, Y5 and Y6</b></li><li>- The amount of PP pupils on track for ARE combined will continue to rise across the school. <b>Y6 predicted 65% of PP pupils to achieve ARE combined.</b></li><li>- Differences between PP and others will continue to diminish across core subjects. <b>Y6 difference diminished in Reading and Maths. Y5 diminishing in Reading. Difference increasing in Y4, Diminishing across all core subjects at Y3.</b></li></ul>	<ul style="list-style-type: none"><li>- Difference between PP and other will have continued to diminish. <b>Evident in Reading and Maths in Y6. Writing difference has slightly reduced, but not significantly.</b></li><li>- PP pupils achieving ARE in Maths will have increased. <b>Increased at the EoKS2. From 22% of PP pupils, to 65%</b></li><li>- There will have been an increase in HA PP pupils achieving GDS. <b>(EoKS2) in Reading – 5 pupils achieved GDS @KS1 and 4/5 achieved GDS @ KS2. 3 other PP pupils, who achieved ARE @KS1, progressed to achieve GDS @KS2. Writing – 4 PP pupils achieved GDS @KS1. All pupils achieved S+ or M at end of KS2. Maths – 5 PP pupils achieved GDS @KS1. 2/5 achieved GDS @ KS2.</b></li><li>- Work demonstrates that pupils of all abilities are challenged well and make strong gains in their learning.</li></ul>
--	--	--	---	--



2. Language deficit	<ul style="list-style-type: none"><li>- EoKS2 Reading outcomes will see an overall improvement to achieve at least national.</li><li>- Staff will be effectively challenging HA pupils in Reading to further support their development.</li><li>- Higher ability PP pupils will be achieving GDS in Reading.</li><li>- LA and SEND pupils will be effectively supported through the use of Phonic sessions and other interventions so that they make at least expected progress from their starting point.</li></ul>	<p><b>End of Autumn 2:</b></p> <ul style="list-style-type: none"><li>- Pupils are beginning to discuss their learning effectively, some pupils question and respond to questions with depth giving reasoned responses.</li><li>- Most pupils read widely and often resulting in work indicating that they have improved comprehension skills.</li><li>- Pupil voice indicates that most pupils enjoy reading <i>See pupil voice Reading.</i></li><li>- All HA PP pupils on track for ARE in Reading <b>Otrack</b></li><li>- LA and SEND pupils accessing RWI sessions will have made progress, at least in line with advisor's expectations. (see separate RWI analysis)</li></ul>	<p><b>End of Spring 2:</b></p> <ul style="list-style-type: none"><li>- Pupils are able to discuss their learning effectively using a range of key vocabulary discussed during their learning.</li><li>- Pupils are able to respond to questions with increasing depth and reasoning.</li><li>- There will continue to be an increase in HA PP pupils on track for GDS in Reading. Clear increase in Y6. 16% of PP were predicted GDS at end of KS2.</li><li>- LA and SEND pupils accessing RWI will continue to make good progress, with some pupils exiting the programme and continuing to progress in Reading skills. 44% of pupils accessing RWI made more than 2 levels progress within the scheme. This was during 20 weeks of intervention, stopped due to National Lockdown.</li><li>- Pupil voice will continue to indicate that most pupils enjoy reading for pleasure.</li></ul>	<p><b>End of Summer 2:</b></p> <ul style="list-style-type: none"><li>- Pupils will be able to discuss their learning with increasing confidence. Pupil voice completed in all subject areas.</li><li>- Pupils will demonstrate an understanding of the key vocabulary for their learning and there will be some evidence of this in their books. Vocabulary is still developing as the school continues to improve on its research based understanding and use of vocabulary to support learning. Good examples of PP pupils talking to Ofsted with regards to their learning in Geography and using correct terminology.</li><li>- The amount of HA PP pupils achieving GDS in Reading will have increased.</li><li>- (EoKS2) in Reading – 5 pupils achieved GDS @KS1 and 4/5 achieved GDS @ KS2. 3 other PP pupils, who achieved ARE @KS1, progressed to achieve GDS @KS2.</li><li>- The amount of PP pupils achieving ARE at the EoKS2 will have increased in line with national.</li><li>- The majority of Pupils in receipt of RWInc make good progress and exit the programme.</li></ul>
3. Lack of cultural capital	<ul style="list-style-type: none"><li>- 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity.</li><li>- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school.</li><li>- 100% of educational trips will have a</li></ul>	<p><b>End Autumn 2:</b></p> <ul style="list-style-type: none"><li>- As a result of an ambitious curriculum for all, all pupils, particularly Disadvantaged pupils and pupils with SEND are beginning to make strong gains in their learning.</li><li>- At least 50% of disadvantaged</li></ul>	<p><b>End Spring 2:</b></p> <ul style="list-style-type: none"><li>- As a result of an ambitious curriculum for all, all pupils, particularly Disadvantaged pupils and pupils with SEND are beginning to make strong gains in their learning.</li></ul>	<p><b>End of Summer 2:</b></p> <ul style="list-style-type: none"><li>- Work across the curriculum demonstrates that an increasing amount of pupils are performing at age related expectations and above. Although appropriate catch up has been in place, quality first teaching and an adapted</li></ul>



	<p>dedicated secondary focus which augments other areas of the curriculum through enrichment.</p> <ul style="list-style-type: none"> <li>- EoKS2 writing outcomes will see an overall improvement.</li> </ul>	<p>pupils will have attended at least one cultural enrichment activity – organised through school (Years 3 &amp; 4)</p> <ul style="list-style-type: none"> <li>- 100% of trips will have been planned with additional focus on enrichment.</li> <li>- Writing outcomes for PP pupils will be increasing. + 9% in Y5</li> </ul>	<ul style="list-style-type: none"> <li>- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity – organised through school.</li> <li>- At least 80% of Disadvantaged pupils will have accessed at least one after school club.</li> </ul> <p>Both of these were on track to have achieved but halted due to the National Covid-19 lockdown.</p> <ul style="list-style-type: none"> <li>- There will have been an increase in the % of PP pupils accessing Music services.</li> <li>- Writing outcomes for PP pupils will continue to increase. This has continued to increase in Y3, 5 and 6.</li> </ul>	<p>curriculum – Covid-19 has had a significant impact on pupils gaps in learning. Each subject leader has supported staff in planning for gaps in learning and using this before moving forward. This planning of the ‘recovery curriculum’ will continue into 2021-22.</p> <ul style="list-style-type: none"> <li>- 100% of disadvantaged pupils will have attended at least one cultural enrichment activity – organised through school.</li> <li>- Pupil voice will demonstrate children are positive about their enrichment activities.</li> <li>- All disadvantaged pupils will have taken part in an after school club.</li> </ul> <p>This has been affected by restrictions in place regarding ‘bubbles’ and Covid-19. All year 5 PP pupils were invited to an afterschool Gymnastics club during Summer Term.</p> <ul style="list-style-type: none"> <li>- There will have continued to be an increase in the % of PP pupils accessing Music services.</li> <li>- Writing outcomes for PP pupils will be at least in line with national.</li> </ul>
4. Attendance	<ul style="list-style-type: none"> <li>- Overall attendance for PP pupils will be on an upward trend (94.19% 2018/19)</li> </ul>	<p><b>End Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Pupils are beginning to be more resilient learners. They show good</li> </ul>	<p><b>End of Spring 2:</b></p> <ul style="list-style-type: none"> <li>- The vast majority of pupils are resilient learners. They show good</li> </ul>	<p><b>End Summer 2:</b></p>



	<ul style="list-style-type: none"> <li>- Persistent absences for PP pupils will have reduced (15.33% 2018/19)</li> <li>- Overall school attendance will have improved to be in line with national.</li> </ul>	<p>attitudes to learning and pride in their work and school.</p> <ul style="list-style-type: none"> <li>- Attendance overall is in line with national. <b>93.92%</b></li> <li>- The attendance of disadvantaged pupils is in at least in line with that seen nationally for that groups of pupils. <b>92.71% (compared to 94.87 non dis)</b></li> <li>- PA is in line with that seen nationally. <b>21% (Dis 29.5%, Non Dis 15.52%)</b></li> </ul>	<p>attitudes to learning and pride in their work and school</p> <ul style="list-style-type: none"> <li>- The attendance of disadvantaged pupils is in at least in line with that seen nationally for that groups of pupils</li> <li>- PA is better than that seen nationally</li> </ul> <p>Both have been impacted by Covid-19.</p> <p><b>At present (23.11.20) our whole school attendance is 96.7%</b></p> <p><b>Attendance for PP is currently 96.01%</b></p> <p>Persistent absentees for PP is currently at 10.6% so there has been a decrease – but this needs to be a continued focus. When you take out 3 cases (Specific circumstances) this does drop to 8.6%.</p>	<ul style="list-style-type: none"> <li>- Attendance overall is above national overall attendance - <b>96.11%</b></li> <li>- The attendance of disadvantaged pupils is in at least in line with that seen nationally for that groups of pupils</li> </ul> <p><b>Attendance of PP pupils 94.87%</b> which is a significant increase, but still a gap to non dis which was 97.12</p> <ul style="list-style-type: none"> <li>- PA is better than that seen nationally. Although there has been a significant decrease from previous data, this is still higher than NA. Persistent absence for PP pupils was 13.75%. Compared to 3.07% for non-PP pupils.</li> </ul>
5. Emotional Well- being	<ul style="list-style-type: none"> <li>- Children will know where they can get emotional support.</li> <li>- Key children are identified by class teachers and referred to the nurture provision in school.</li> <li>- Less behaviour incidents across school due to the support children receive.</li> </ul>	<p><b>End Autumn 2:</b></p> <ul style="list-style-type: none"> <li>- Most children will be able to identify where they could go for emotional support.</li> <li>- Children identified and taken part in nurture support in school will have improved attendance and</li> </ul>	<p><b>End Spring 2:</b></p> <ul style="list-style-type: none"> <li>- All children will be able to identify where they could go for emotional support.</li> <li>- Children identified and taken part in nurture support in school will have continue to have improved</li> </ul>	<p><b>End Summer 2:</b></p> <ul style="list-style-type: none"> <li>- All children will be able to identify where they could go for emotional support.</li> <li>- All children will be able to identify positives about their learning experiences.</li> </ul>



	<ul style="list-style-type: none"><li>- Children who are accessing or have accessed the support over the year will be making expected progress from their starting point.</li><li>- Staff will have evidence of progress in this area through the Boxall profiling.</li><li>- positive feedback from parents/carers regarding nurture support</li><li>- pupil voice.</li></ul>	<p>academic progress will be increasing. <b>100% expected progress from their starting point in R, W. 83% in Maths. 1 child has gone from a school refuser to 100% attendance since starting the Power programme.</b></p> <ul style="list-style-type: none"><li>- Behaviour incidents in school will continue to be on a reducing trend.</li><li>- Boxall profiles will have been completed and analysed for all pupils accessing nurture provision.</li><li>- Positive feedback from parents and carers during parent questionnaire regarding behaviour in school and support. 97% agreed (+) their child is happy in school. 97% agree (+) good range of subjects. 87% agree (+) school supports wider personal development. 90% agree (+) that behaviour is good at school.</li></ul>	<p>attendance and academic progress will be increasing.</p> <ul style="list-style-type: none"><li>- Behaviour incidents in school will continue to be on a reducing trend.</li><li>- Boxall profiles will have been completed and analysed for all pupils accessing nurture provision and interventions adjusted.</li></ul> <p>Due to national lockdown, further data is not available for this period. New SEMH interventions will be monitored to support the return to school.</p>	<ul style="list-style-type: none"><li>- Children identified and taken part in nurture support in school will have continue to have improved attendance and academic progress will be increasing.</li><li>- Behaviour incidents in school will continue to be on a reducing trend.</li></ul> <p>On return to school, there are some cohorts that have required additional support regarding their behaviour for learning. This could be due to the lengthy periods of absence from the classroom and the need to be 'reintroduced' to the correct behaviour for learning. The school have identified that many pupils are requiring additional support in this area and their SEMH needs. A new HLTA will be in post in September 2021. This is in order to create a positive impact on behaviour choices, but also enable the current PSA to further support SEMH needs more effectively and converse with parents/carers.</p> <ul style="list-style-type: none"><li>- Boxall profiles will have been completed and analysed for all pupils accessing nurture provision and interventions adjusted.</li></ul> <p>Provision has been disrupted due to staff absence and bubble's closing throughout the Autumn, Spring 2 and Summer terms.</p> <ul style="list-style-type: none"><li>-Positive feedback from parents and carers during parent questionnaire regarding behaviour in school and support.</li></ul>
When will we undertake the next full impact review of our strategy & spending?			Impact will be reviewed at least termly.	



### How much money do we have to address the identified barriers to learning?

<b>Number of Eligible Pupils</b>	151	<b>Total Pupil Premium Budget</b>	£200,560 (Predicted Spending: £209,079)
----------------------------------	-----	-----------------------------------	--

### How will we spend this money to address the identified barriers to learning?

<b>Identified barrier and what we hope to achieve</b>	<b>Approaches to be implemented</b>	<b>What evidence do we have that this approach has the potential to be successful?</b>
	Quality of Teaching for all	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' The EEF Guide to Pupil Premium
1. Progress from KS1	Talk for Writing – continued CPD and support for Staff from Outstanding primary school and Literacy Specialist.	EEF – Improving Literacy in Key Stage 2 – document states: Teaching writing composition strategies through modelling and supported practice. There is extensive evidence to support this method of teaching and this is part of the Talk for Writing sequence, in which teachers are receiving specific CPD.
	Effective Maths – CPD rolled out across the school for implementing Effective Maths and its specific techniques from Maths Specialist and Effective Maths Creator.	EEF – Improving Mathematics in Key Stage 2 and 3. Use Manipulatives and representations. This is a fundamental aspect of Effective Maths.
	Greater depth – CPD on how to challenge the more able pupils in school	Training to be delivered by Independent School Advisor , due to her experience and knowledge of the Primary curriculum.
	Scaffolding training for staff and support staff (F Riley)	In Standard 4, the framework states that guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases. The Early Career Framework (DfE, January 2019)
	Additional management time for Disadvantaged champion – monitor interventions, complete data tracking, upskill by attending Disadvantaged networking	To ensure we can follow a plan-do-review cycle. Enabling timely monitoring and then change where necessary, with the learners needs/progress at the forefront.
	Management time for DHT – Monitoring: Quality of Teaching and Learning.	
	Year 5 and Year 6 – 4 classes. EEF + 3months.	EEF + 3months.



		This had a positive impact on Y6 last year and due to the high numbers of disadvantaged in Y5, and the need for accelerated progress, has moved to include Y5 and y6 this academic year.
	Targeted support	
	Lexia – for Reading intervention	A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report.
	Pixl therapies – TAs to be trained and then deliver pixl therapies across year groups.	Using pixl to assess and then complete the Gap analysis provides staff with clear areas of need for each pupil. This can then be supported through the 'therapies' section of the Pixl website.
	Times table Rockstars and Purple Mash subscriptions	Improving Mathematics in KS2 and KS3 (EEF) 'Use stories and problems to help pupils understand mathematics' 'Encourage pupils to take responsibility for, and play an active role in, their own learning' 'Ensure that pupils develop fluent recall of facts'
	<b>Budgeted Cost</b>	£211,965
2. Language deficit	Quality of Teaching for all	
	Quality texts for whole class reading – with a clear focus on language development and understanding words in context.	EEF Guide for Pupil Premium states: language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.
	Curriculum training for Teachers, so that they are aware of the need to teach key vocab and make explicit the transferrable vocabulary in their topic/ theme. Curriculum CPD. School Advisor to support	Evidence suggests that vocabulary and knowledge is key to closing that gap [for disadvantaged pupils]
	Targeted Support	
	Pixl therapies	Using pixl to assess and then complete the Gap analysis provides staff with clear areas of need for each pupil. This can then be supported through the 'therapies' section of the Pixl website.
	Read, Write, Inc phonics training for all support staff. Continued support from a beacon RWI school. Resources for these sessions. 2 day RWI training course.	EEF + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.

	<b>Budgeted Cost</b>	£3331
3. Lack of cultural capital	Quality of Teaching for all	
	School to source a wide range of clubs for children to access. Yoga Boxing Dance etc.	To provide a full and broad range of Arts, Cultural and Sporting activities for pupils across KS2.
	Visitors in to school – specialists. MakerEd, Lego Stem Workshops, STEM workshops,	Visitors to school, are specialists in their chosen area. They are able to bring the curriculum to life for the children and provide ideas for Teaching staff.
	School Visits – London	Ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted.
	<b>Budgeted Cost</b>	£1029
4. Attendance	Quality of Teaching for all	
	Increased positive communication between home and school through the use of Class Dojo	Parental engagement +3months To share positive experiences of learning and children’s work. Share information with parents/carers about up and coming events in school or curriculum learning.
	Targeted Support	
	Admin attendance support	Continuous analysis of individual pupil attendance and of the whole school can give scope for strategic planning. By identifying those levels which the school considers are indicators of persistent absenteeism or irregular attendance, it is possible to identify the extent of the problem. The school can then target time provided by the education welfare officer and pastoral staff more effectively. (Strategies for schools to improve attendance and manage lateness)
	Breakfast Club	Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast before school and this affects concentration and energy levels.
	<b>Budgeted Cost</b>	£2951
5. Emotional Well- being	Quality of Teaching for all	
	PSA employed by the school to aid communication between school and parents/carers.	EEF Parental Engagement. + 3 months EEF Guidance states: ‘Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents’ efficacy— that they are equal partners and can make a difference.’ Our PSA works as a close link between parents and teachers to help support a positive relationship and build on this.
	Re-brand of the school’s nurture provision due to the increase in SEMH needs.	EEF toolkit Social and Emotional Learning +4 months.



# EAST RIDING

OF YORKSHIRE COUNCIL

	Targeted Support		
	ELSA sessions		EEF toolkit Social and Emotional Learning +4 months. EEF Guidance on Social and Emotional learning states that it is important for schools to ensure that they teach self-awareness – expand the child’s emotional vocabulary and support them to express their emotions. It also states that we should teach self-regulation techniques for self-calming and positive self-talk. Both of which are provided for children during the ELSA sessions, which is a planned series of lessons to teach skills in a dedicated time.
	Resources for Nature Friendly Outdoor sessions		
	Boxall profiling for assessing		EEF guidance on Social and Emotional learning states that it is essential to assess the child’s Social and Emotional Learning needs. The school have adopted the Boxall profiling method for this.
	<b>Budgeted Cost</b>	£11,363	