

Most effective interventions based on research	What issue have we identified?	What actions we will be taking?	How will we measure impact?
Effective feedback on learning	Feedback is not always constructive enough or related directly to the LO	Increase in the number of iPads available to support effective feedback by using work from the children to be discussed	Pupil progress against ARE
Metacognition and self-regulation (teaching children strategies to motivate, plan and evaluate)	Children do not always "own" their learning	Roy Leighton training for staff, children and parents	Children will be able to discuss the impact of the Learning Line on their progress
Targeted interventions	Some PPG/FSM children were coming to school without having eaten an appropriate meal. They need somewhere they can start the day in a calm way with a supportive, trained adult.	Targeted nurture based breakfast club 5hrs/week Children are "invited" based on their "vulnerability". Emphasis is placed on the social aspects of the meal and high expectations are placed on their behaviour in the group.	PPG children have a more settled start to the day- Feedback from children, Learning Mentor and class staff
	Some PPG children need support to develop their social skills appropriately, with role models to follow.	Targeted social and emotional interventions from the Behaviour and Learning Mentors for children with low self-esteem, and poor social skills. (Social stories)	SDQ before and after intervention (10 weeks)
	SEMH skills in PPG children were below those of their non PPG peers	Forest school training undertaken by 2 members of staff and targeted PPG children encouraged to lead peers to develop their self-esteem (weekly withdrawal group with)	SDQ before and after intervention
Targeted dedicated teacher time	Although the gap is narrowing, PPG/FSM children perform at a lower level than their non- PPG counterparts	UPS 3 teacher delivering visual arts and literacy throughout school UPS 3 teacher targeting UKS2 vulnerable groups Assistant Head targeting groups in EYFS Main scale teacher targeting within KS1 Deputy Head Teacher non class based (0.2 teaching commitment) providing regular systematic whole school data checking leading to identification of key groups.(1.5 days targeted	Outstanding progress should be seen against new National Curriculum year group objectives. Less PPG children will be functioning at the level of a younger age group

		PPG support within LKS2)	
Arts participation	PPG/FSM children do not usually have a high uptake of music lessons	Music lessons whole class and individual Targeted weekend music groups	More PPG children will take up the offer of peripatetic music lessons
Small group tuition	Basic skills are limited with some PPG/FSM children	Targeted small (1-4 max) group tuition in basic skills throughout school – based on ongoing assessments and time limited – evaluated each half term	ARE levels should increase
Cluster Family Support Worker	PPG families have more issues which need support from a named keyworker who is onsite	Part funding along with Alwoodley Cluster	Support for the parents should mean that less stress is placed upon the children in the home
Enhancement of the curriculum	PPG/FSM families find paying for trips etc more difficult	The school minibus and training drivers will reduce cost of trips for lower income families and make it less problematic to transport to after school sports fixtures and other visits. Subsidise class visits. Subsidise Y6 residential.	Curriculum enhancement is more apparent and families are expected to pay less for their children to take part