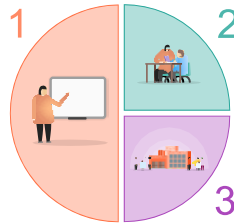




This tiered model is designed to enable school leaders to consider where best to invest time, energy and resources for the benefit of their particular pupils.



"The pandemic brought with it a period of huge disruption, but also, real innovation—with all school staff working tirelessly, despite their responsibilities expanding well past the norm, to meet the needs of their pupils"



Professor Becky Francis, CEO, EEF

"Schools should treat implementation as a major commitment and prioritise appropriately. Schools should probably make fewer, but more strategic, choices and pursue these diligently. Reviewing and stopping some existing practices may be required before delivering new ones." **Putting Evidence to Work: A School's Guide to Implementation—EEF**



1. HIGH QUALITY TEACHING

To ensure access to high quality teaching, we plan to...

Monitor and review curriculum provision, planning and enrichment opportunities for all children to ensure they have the knowledge, skills and cultural capital required for future learning:

- Review the curriculum offer, with a focus on the enrichment element.
- Monitor curriculum content and delivery in order to improve provision for all classes.
- Monitor how children are building on their prior knowledge of concepts, skills, ideas and attitudes in order to achieve the demands of the curriculum year on year.
- Monitor and evaluate the effectiveness of continuous provision in KS1.

Review and strengthen the teaching of English across the school so that all children learn to read fluently, spell confidently and write with enjoyment by the end of the Key Stage 2.

Review and strengthen the teaching of Science across the school so that all children make good progress by the end of each Key Stage.

Continue to strengthen provision in EYFS and to track progress of all children in areas where gaps are identified, putting in support at the earliest opportunity

Integrate the use of technology to further enhance our curriculum offer.

2. TARGETED ACADEMIC SUPPORT

To deliver impactful targeted support, we plan to...

Deliver targeted interventions in English and mathematics across Key Stage 2.

Deliver targeted interventions in Phonics across EYFS, KS1 and KS2.

Embed the 'launchpad for literacy' approach across EYFS and where needed in KS1 and KS2.

3. WIDER STRATEGIES

To remove non-academic barriers to attainment, we plan to...

Reduce the % of pupils persistently absent from school term on term through positive intervention.

Positively engage with the DfE Resilient school's project.

Positively engage parents and other stakeholders in our curriculum offer.