

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Truro Learning Academy
Number of pupils in school	195 (age 2-11)
Proportion (%) of pupil premium eligible pupils	35% (68 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Francesca Humberstone/Andrew Earnshaw
Pupil premium lead	Francesca Humberstone Head of School
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,430
Recovery premium funding allocation this academic year	£7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£82,115

Part A: Pupil premium strategy plan

Statement of intent

Our school motto, 'Aspire to Achieve', applies to all pupils at Truro Learning Academy, and we expect all pupils to achieve their academic, social and emotional potential, no matter their background. We believe wholeheartedly that a high-quality education can transform lives, and ultimately enable all pupils to thrive in modern British society. Through our carefully designed curriculum enacted by expert teachers we aim to progressively develop secure knowledge and skills, allowing all pupils to succeed academically across a broad range of subjects.

The pupils of the school come from a range of backgrounds and we are curious about the barriers that they face in achieving their potential. We show that we are highly ambitious for them by setting high expectations and planning to support them to make rapid and sustained progress. We pride ourselves on knowing all pupils in our community well and treat each child with the same level of acceptance and respect that they deserve. We work hard at building positive relationships with our pupils and families in an environment that is nurturing and emotionally supportive. Through our holistic educational offer, we aim to instil in pupils a readiness to learn, develop resilience and grit, foster independence, and ultimately pave the way for a lifelong love of learning.

This aim has been challenged during the pandemic, and since the evidence suggests that families who already have barriers to overcome, such as lower incomes, have been more profoundly affected by school closures and disruption, our use of the pupil premium is more important now than ever.

Our pupil premium strategy is therefore founded on the following core principles:

- A recognition by all staff that attainment and progress should not be determined by financial background. The nationally recognised marker of 'disadvantaged' does not mean low ability.
- The expectation that all pupils, including those who are identified as 'disadvantaged', achieve the highest possible outcomes.
- Our approach will always be centred around the development of quality first teaching through ongoing professional development.
- Our use of funding is proactive and based on early identification of under achievement.
- Funding should allow all pupils in our community access to opportunities that were previously reserved for those from a more privileged background.
- Actions must be based on the most recent evidence, including learning from the Education Endowment Foundation. We only implement strategies that are known to demonstrably close the attainment gap, with a sharp focus on effective implementation.
- We regularly review our approaches and make changes when actions are no longer serving our aim of closing the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessments suggest that 'disadvantaged' pupils start EYFS with under-developed spoken language skills and vocabulary gaps. These gaps can be seen from EYFS through to KS2 and in general, are more prevalent among our 'disadvantaged' pupils than their peers. This means the children are less able to express themselves and it makes it harder for them to understand the curriculum.
2	Assessments and monitoring suggest that 'disadvantaged' pupils generally have greater difficulties with phonics than their peers, particularly in Year 1. If they don't know their letter sounds, they struggle to read and understand their work. This negatively impacts their development as readers and learners.
3	Assessments and monitoring have identified that pupils' basic arithmetic skills have been significantly impacted following the sustained school closures. This has led to significant knowledge gaps and therefore pupils falling below where they should be. Although progress by the end of KS2 for 'disadvantaged' pupils was good in 2022, progress in basic arithmetic remains a focus for the school for the academic year 2022-23.
4	Due to intermittent school and class closures, children have missed a significant amount of schooling. We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum, particularly in reading and writing and in the early years. These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap between 'disadvantaged' and 'non-disadvantaged' children's achievement is widening. Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)
5	Assessment, observations, and discussions with pupils suggest more 'disadvantaged' pupils have lower self-esteem, poorer social skills and struggle with self-management compared to their peers. Pupil wellbeing has suffered through long periods at home away from school, as evidenced by an increase in referrals to the Early Help hub.
6	Our attendance data over the last three years indicates that attendance among 'disadvantaged' pupils was between 5.3 and 0.99 percentage points lower than for 'non-disadvantaged' pupils. Between 35.4% and 14.9% of 'disadvantaged pupils' have been 'persistently absent' compared to between 23.3% and 5.6% of their peers during that period. (see Glossary 4) Our assessments and observations indicate that absenteeism is negatively impacting 'disadvantaged' pupils' progress.

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
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	Assessments and observations indicate significantly improved oral language among 'disadvantaged' pupils. This should be evident when observing lessons and talking with pupils. The gap between 'disadvantaged' and 'non-disadvantaged' will close in the prime areas, as well as throughout the curriculum.
To improve reading progress and attainment for all pupils including the learning and application of phonics.	Achieve above national average consistently over time in the Phonics Screening Check (PSC), with the aim of 100% of 'disadvantaged' pupils passing the Y1 PSC by 2024/25. (see Glossary 5)
To improve outcomes at the end of KS1 and KS2, preparing all pupils effectively for the next stage of their schooling.	'Disadvantaged' children in our school achieve better than the national 'non-disadvantaged' figures at KS1 and KS2 by 2024/25.
To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.	Assessments and observations will show an increase in confidence, self-awareness and self-regulation. As a result, 'disadvantaged' pupils will better succeed academically and in character.
To achieve and sustain improved attendance for all pupils, particularly our 'disadvantaged' pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Attendance for the year is above 96% for all children, with 'disadvantaged' children above 95%. • The gap between 'disadvantaged' and 'non disadvantaged' persistent absentees is reduced. Rates of persistent absence are better than national averages for both groups.

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: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in phonics through coaching, high staffing levels and regular high-quality training.	<p>There is very extensive evidence from the Education Endowment Foundation (EEF), to support the use of a systematic phonics programme with pupils in Key Stage 1. (see Glossary 6)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 3</p>	2
Embed whole class reading approach for KS2, with a focus on comprehension strategies and vocabulary acquisition.	<p>The EEF toolkit identifies that effective reading comprehension strategies that focus on the learner's understanding of written text using a range of techniques can enable them to make +6 months progress within a year when taught effectively.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>+ 6 months</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 3</p> <p><i>'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms</i>, February 2018</p> <p>Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months of progress with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.</p>	1, 4
Continuous Professional Development to ensure quality first teaching and support from all staff. Rosenshine's principles of	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

<p>instruction ongoing Professional Development. Fund ongoing teacher release time/overtime for support staff to access high-quality training.</p> <p>Coaching programme and bespoke and targeted CPD embedded with a focus on supporting 'disadvantaged' pupils, developing the Talk for Writing approach, NCETM curriculum implementation and curriculum planning in the foundation subjects. (see Glossary 7 and 8)</p>	<p>The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)</p> <p>Rosenshine's principles named as components of high-quality teaching.</p> <p>School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 2</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery training). (see Glossary 9)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Embed Number Sense to improve rapid recall facts and accelerate progress (KS1).</p>	<p>Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p> <p>+6 months progress</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Research Principles informing NSF Number Facts@ Number Sense Maths</p>	3
<p>Improve quality of interactions and vocabulary development for all pupils in the EYFS, through whole class approaches and CPD for</p>	<p>As highlighted in the EEF guidance report Preparing for Literacy: "When done well, high quality interactions often look effortless but they are not easy to do well and professional development is likely to be beneficial."</p>	1

teachers and support staff.	EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional one to one and small group phonics sessions (supported by school-led tutoring) targeted at 'disadvantaged' pupils who require further phonics support. Training accessed through English hub and Read Write Inc (RWI) development days. (see Glossary 12 and 13)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics EEF (educationendowmentfoundation.org.uk) +5 months progress	2
Implementation of programmes (e.g. WellComm, Time to Talk) to improve listening, narrative and vocabulary skills for 'disadvantaged' pupils who have relatively low spoken language skills on entry in EYFS. (see Glossary 14 and 15)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Communication and language approaches EEF (educationendowmentfoundation.org.uk) + 6 months	1
Targeted one to one and small group reading interventions in KS2 (e.g. fluency through repeated reading, small group comprehension). Activity supported by school-led tutoring funding.	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Recommendations 2 and 7	4
Embed use of Number Sense to improve rapid recall facts and accelerate progress, particularly for pupils with SEND (interventions in KS2). (see Glossary 16)	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Recommendation 7	3

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

Budgeted cost: £13,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop role of pastoral and learning support mentor – enabling the school to target approaches for pupils and communicate effectively with parents.	Parental engagement EEF (educationendowmentfoundation.org.uk) + 4 months Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 5, 6
Implement SEL interventions (Lego therapy, Draw and talk, emotional coaching, ELSA) with targeted pupils, to complement whole-school approach and in line with TIS ethos. (see Glossary 17 and 18)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk) + 4 months Trauma informed approaches aim to have a relational understanding of the specific child's needs, focus on building positive relationships and a clear consistently applied whole school approach to rewards and sanctions, along with effective routines. This mirrors the findings and recommendations from the EEF guidance report: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) our mission (traumainformedschools.co.uk)	1, 5
Improve attendance through targeted support for disadvantaged pupils, and taking action in line with DfE guidance.	The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA). Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	6

Total budgeted cost: £82,115

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 2021 to 2022 academic year.

Desired outcome	Progress made	Lessons learned and implications																									
A. To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the curriculum in Reception and Year 1 and beyond.	<p>Of the five 'disadvantaged' pupils in the small Reception cohort (13), four achieved the Listening, Attention and Understanding ELG and three achieved the Speaking ELG (national for all pupils was 79.5% in communication and language).</p> <p>Reading spine developed across the EYFS with a 'five a day' approach embedded.</p> <p>NELI intervention took place across 2021-22 with the Reception cohort.</p> <p>Early identification of children needing SALT with referrals made in nursery from 2 and up.</p> <p>Vocabulary lesson implemented across KS2 as part of whole class reading.</p> <p>Vocabulary progression in selected subjects.</p>	<p>To ensure pupils are able to use 'recently introduced vocabulary', explicit teaching of vocabulary will form part of delivery of our reading and nursery rhyme spine (builds on successful vocabulary teaching in KS2).</p> <p>Vocabulary triangles to be used effectively in nursery and Reception with progressive vocabulary modelled by adults in each area of the provision.</p> <p>In line with rest of trust, implement a consistent intervention across the EYFS for speech, language and communication (WellComm).</p> <p>Subject leaders to continue to map vocabulary progression and all subjects to include key vocabulary in lesson design.</p>																									
B. To improve reading progress and attainment for all pupils including the learning and application of phonics.	<p>By December 2021, 89% of 'disadvantaged' pupils in the Y2 cohort passed the delayed Y1 screening check. By end of Y2 (June 2022), 78% of 'disadvantaged' pupils had passed the screening check (in line with national 'disadvantaged'). By end of Y1 (June 2022), 67% of 'disadvantaged' pupils had passed the screening check, compared to 81% of their peers.</p> <p>Catch up tutoring in place for all pupils below expectation.</p> <p>Regular, high-quality training in place through access to RWI training online and English hub. Successfully graduated from English hub programme.</p>	<p>Phonics to continue for targeted pupils into Years 3 and 4, including for pupils with SEND who did not pass screening check in KS1.</p> <p>Secure QFT across all phonics groups, with continued high staffing levels to ensure homogeneous groupings. Ensure weekly coaching has high impact.</p> <p>Accelerate progress of Reception cohort to ensure more pupils are able to read and access the curriculum in KS1.</p> <p>Continue using catch up funding for 'disadvantaged' pupils who have fallen behind in phonics in Years 1 and 2.</p>																									
C. To improve outcomes at the end of KS1 and KS2, preparing all pupils effectively for the next stage of their schooling.	<p>KS1 and 2 'disadvantaged' summer 2022 data summary:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">KS1</th> <th colspan="2">KS2</th> </tr> <tr> <th></th> <th>EXS</th> <th>GDS</th> <th>EXS</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>88%</td> <td>25%</td> <td>46%</td> <td>-1.17</td> </tr> <tr> <td>W</td> <td>63%</td> <td>25%</td> <td>55%</td> <td>0.70</td> </tr> <tr> <td>M</td> <td>75%</td> <td>25%</td> <td>64%</td> <td>3.37</td> </tr> </tbody> </table> <p>All KS1 data is above or in line with national for 'non-disadvantaged' pupils and indicates that we have successfully</p>		KS1		KS2			EXS	GDS	EXS	Progress	R	88%	25%	46%	-1.17	W	63%	25%	55%	0.70	M	75%	25%	64%	3.37	<p>KS2 reading suffered the greatest effects of the pandemic. Continue to develop consistent approach to the teaching of reading across the key stage, led by subject leader for English.</p> <p>Reading intervention to be developed across KS2, using EEF recommendations for improving literacy in KS2. Increase parental engagement in reading at home, with parental workshops and increased communication with home.</p>
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	<p>achieved outcome C within the first year of our strategy plan.</p> <p>KS2 writing and maths in line with 'disadvantaged' pupils nationally, and maths progress is significantly above national. Improving data suggests impact of consistent, quality first teaching and use of catch-up funding.</p> <p>'Disadvantaged' pupils' mean score on multiplication check was 17 (national disadvantaged 17.9).</p>	<p>Continue to ensure quality first teaching in maths through second year of implementing NCETM curriculum and Number Sense for fluency. Ensure fluency including times tables progression is mapped across KS2.</p> <p>Further develop IEPs and SMART targets to ensure support is impactful on outcomes for 'disadvantaged' pupils with SEND.</p>
<p>D. To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.</p>	<p>Of the five 'disadvantaged' pupils in the small Reception cohort (13), four achieved the Self-Regulation and Managing Self ELGs and three achieved the Building Relationships ELG (national for all pupils was 83% in PSED).</p> <p>Motional assessments and targeted interventions used to track progress for pupils with SEMH needs.</p> <p>Use of trauma-informed approaches developed with newly qualified TIS practitioner. All staff understand the need for adopting a PACE (playful, accepting, curious, empathic) approach which has allowed many pupils to develop greater confidence and self-esteem.</p> <p>Social skills and self-esteem interventions took place e.g. Lego therapy, with impact reviewed.</p>	<p>Implement WellComm intervention in Reception – improve pupils' early communication and interaction skills to improve behaviour and emotional regulation.</p> <p>Develop SEL approaches to have greater impact on a higher proportion of 'disadvantaged' pupils.</p> <p>Targeted interventions training for proven strategies that have impact e.g. Draw and Talk, Lego therapy, ELSA.</p> <p>Implement 'We Thinkers' in Reception class and with targeted Y1 pupils (see Glossary 19).</p> <p>Action feedback development across KS2, supporting pupils to develop their self-management skills.</p>
<p>E. To achieve and sustain improved attendance for all pupils, particularly our 'disadvantaged' pupils.</p>	<p>Attendance for 'disadvantaged' pupils in 2020-21 increased by 4.2 percentage points, whilst attendance for all pupils increased to be in line with national averages.</p> <p>In 2021-22, attendance for 'disadvantaged' pupils was lower than the previous year at 91.24% ('other' pupils' attendance was 92.23%), with 30.77% of 'disadvantaged' pupils persistently absent (compared to 23.26% of 'other' pupils). This included high levels of authorised absence for illness.</p> <p>Trust policy has been implemented, led by pastoral and learning support mentor.</p> <p>Referrals to Early Help hub have supported individual families to attend school more regularly.</p>	<p>Rigorous monitoring of attendance, particularly for 'disadvantaged' children, implementing the trust policy and working closely with EWO.</p> <p>Teachers to meet with parents as soon as concerns or patterns arise.</p> <p>Targeted support for 'disadvantaged' persistent absentees, including following absence due to illness to support a swift return.</p> <p>This could include funded breakfast club places, in particular to support with punctuality.</p>

Externally provided programmes

Programme	Provider
Number Sense	Number Sense Maths
Curriculum Prioritisation in Primary Maths	NCETM
Read Write Inc. Fresh Start	Ruth Miskin's Read Write Inc
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Accelerated Reader	Renaissance Learning
Trauma Informed Schools training	TIS UK
Talk for Writing	Talk for Writing
Jigsaw	Jigsaw PSHE Ltd
WellComm	GL Assessment

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See desired outcome C
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in progress and catch up with peers.

Glossary

1. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. 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.
2. The recovery premium provides additional funding for state-funded schools in the 2022 to 2023 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.
3. Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and Pupils who have left care through a formal route such as adoption.
4. Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.
5. The Phonics Screening Check (PSC) is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher.
6. EEF The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
7. Talk for Writing is an approach to teaching writing that encompasses a three-stage system: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.
8. NCETM (National Centre for Excellence in the Teaching of Mathematics). They exist to support anyone who teaches maths, and who wants to be even better at it. The NCETM is funded by the Department for Education (DfE).
9. Sustaining Mastery Training - This is training for all primary schools who have previously been involved in teaching for mastery via a Development or Embedding Work Group, or who are Mastery Specialist schools. It brings together schools across the Maths Hubs Network that are working on continued development to sustain their teaching for mastery approach to mathematics. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.
10. Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.
11. Early Excellence are an established national leader of pedagogy, provision and practice, specialising in young children's education. They champion the development of inspirational learning and teaching, offering expert advice, support and training to schools and settings across the UK.
12. English Hubs are funded by the Department for Education to offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.
13. Read, Write Inc (RWI) is a nationally recognised and funded scheme that aims to teach every child to read and write, and to keep them reading.
14. WellComm The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.
15. Time to Talk is a Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One.

16. Number Sense is a systematic and structured programme enabling children to develop both a deep understanding of number and number relationships and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.
17. Trauma Informed Schools (TIS) A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. The organisation supports schools, communities, and other organisations in providing relationships for these children that heal minds, brains, and bodies. Key conversational skills in addressing and making sense of what has happened are central to the work as is a major shift in whole school/organisation/community culture.
18. ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.
19. We Thinkers is a social thinking intervention. The 'We Thinkers' curriculum has been developed to teach children the skills they need to think about themselves, and others and it teaches this in an explicit way. The children will learn about the social mind, social expectations, their own thinking and that of others to help them make better decisions and be better learners and interact successfully with their peers.