

# Pupil premium strategy statement 2023-24

## (plus review of 2022-23)

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	The Jo Richardson Community School
Number of pupils in school	1669
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	L Keane
Pupil premium lead	L Keane
Governor / Trustee lead	D Botterill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£539753
Recovery premium funding allocation this academic year	£154828
School led tutoring grant (National tutoring programme)? Sept 23 – Sept 24	36889
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total amount for 2023-24 academic year	731470

## Part A: Pupil premium strategy plan

### Statement of intent

- We want **success for all** our students. We want all students to make good progress
- In order to ensure this, we want to narrow the gap between our disadvantaged and non-disadvantaged students
- We will strive to remove the barriers for students from disadvantaged backgrounds, ensuring they can access the education we provide
- We want to ensure all students have access to high quality teaching and learning, as we believe this is the best way to enable them to make good progress
- We recognise the need to raise the aspirations of our students and aim to ACHIEVE this through our curriculum, OSHL, trips, visits, CEG, mentoring and a wide range of programmes

We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

- **High quality teaching and learning:** Development of teaching and learning using the latest research. We are currently developing metacognition and self-regulation strategies, reviewing our feedback policy, and developing use of vocabulary in lessons.
- **Targeted interventions:** Use of recovery funding to provide small group targeted interventions for our pupil premium students.
- Providing homework club and a study space for all students
- **Wider strategies:** Improving attendance of pupil premium students through first day calling and timely interventions, working with parents and students to remove barriers to learning. Developing a whole school approach to trauma-informed practice to support our students' mental health and wellbeing, improve behaviour and reduce exclusions.
- **Raising aspirations:** through our ACHIEVE agenda, CEG, trips and OSHL programmes.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Too many of our pupil premium students do not know how to work and revise independently. Some do not have the space, facilities or structure to do so at home.</p> <p>We need to provide our students with structured space and facilities for homework and revision.</p>
2	<p>Need to develop students' independence. Student self-evaluation strategies need to be developed through our feedback policy to ensure all students are aware of what they need to learn and the gaps in their own learning. We need to share with students the knowledge they are required to develop through revision checklists and knowledge organisers. We need to develop metacognition and self-regulation strategies (using thinking hard knowledge retrieval strategies) that are taught within our curriculum.</p>
3	<p>We need to improve the attendance and persistent absence of our disadvantaged students.</p>
4	<p>Significant barriers to learning in terms of high levels of adverse childhood experience. We need to continue to support the mental health and wellbeing of our students. Due to the many challenges our students face at home, this has become an increasing issue for students and the school.</p>
5	<p>Low aspirations of many of our students and families. We need to provide opportunities to build cultural capital, raise students' aspirations and provide high quality CEG to show pupils what is possible.</p>

## 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 ensure all students achieve expected levels of progress at KS3/4 including those who are disadvantaged.	<ul style="list-style-type: none"> <li>- Exam results/outcomes: Performance vs target.</li> <li>- Assessment checkpoints show progress over time.</li> </ul>
We need to provide our students (focus on disadvantaged) with the knowledge and skills to study effectively including how to self-regulate. Structured space and facilities for homework and revision provided.	<ul style="list-style-type: none"> <li>- Monitor use of homework club and student study facilities</li> <li>- Improved attainment and completion of homework from these students as shown in student reports</li> </ul> <p>Students using resources e.g. revision guides, stationery to plan their work and complete it to a high standard</p>
To improve the attendance and persistent absence of our disadvantaged students to minimise lost learning.	<ul style="list-style-type: none"> <li>- Attendance reports whole school show low levels of PA and school averages are high.</li> <li>- Analysis of disadvantaged attendance</li> <li>- Attendance officer to follow-up with PA students to ensure there isn't a gap between PP and other</li> </ul>
To continue to support the mental health and wellbeing of our students through outreach and in-school services. This is to support the significant numbers of students presenting with Behavioural, Emotional and Social difficulties.	<ul style="list-style-type: none"> <li>- Reduced levels of wellbeing concerns raised especially recurring behaviours from groups of students.</li> <li>- Increased levels of wellbeing reported in student surveys</li> <li>- Reduced numbers of internal exclusions for poor behaviour including recurring behaviours</li> </ul>
To expose students to a wide range of opportunities to build cultural capital, raise students' aspirations and provide high quality CIEAG.	<ul style="list-style-type: none"> <li>- High attendance to extracurricular clubs especially by disadvantaged students</li> <li>- High attendance to school trips and visits especially by disadvantaged students</li> <li>- Students access a wide range of careers opportunities with a focus on STEM subjects that they wouldn't naturally have easy access to</li> </ul>

## Activity in this academic year (2023-24)

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: £69379.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking hard strategies taught within the curriculum to support development of metacognition and self-regulation	EEF +7 months High quality teaching and learning with embedded think hard strategies to challenge students to know more and remember more <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1 & 2
Work with cohort managers/pupil premium leads and catch up co-ordinators to support staff in leading best practice strategies with disadvantaged students	Recruitment and retention of teaching staff to develop teaching techniques and embed practice to support disadvantaged students	1-5 Cohort managers TLR2a £3214x 7 = £22498
Embed disciplinary literacy through CPD and appointment of literacy subject leads who drive teaching of literacy in departments	EEF reading comprehension strategies +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> EEF strategy 1 improving literacy levels in departments Helps students to access curriculum.	1&2 Literacy Co-ordinator x2 TLR2b £5353 = £10704
Improve independent work and homework through a whole school approach to HW	CPD on effective HW and implementation across site Use and development of knowledge organisers to support student revision Purchase of online learning platform SENECA EEF HW +5 months <a href="https://educationendowmentfoundation.org.uk/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a>	1 Cost of SENECA £4216.83 Cost of Mathswatch £450

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £70379.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly compulsory homework clubs for targeted group students (report scores for HW are low)	EEF HW +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a>	1 Pastoral assistants accounted for below.
Revision room made available for each KS with student mentors to support with self-study	Use of student mentors and HW EEF +5 months  Peer tutoring +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	1 & 2 £8.50per hr X2 duty, from Nov to EOY, 150 days =£2550
Various intervention sessions run after school and during school holidays, including Easter revision school	Small group tuition EEF +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>  Supporting retrieval of knowledge and building exam skills across the curriculum with a focus on key stage 4.  We have found this an extremely effective way of raising attainment of students, particularly before external exams.	1 & 2 Easter revision  £11726.49
Targeted students receive support with revision strategies to improve metacognition and self-regulation.  Workshops run Wednesday pm through core department teaching for year 11.	Students improve revision strategies and are able to recall more knowledge. Self-regulation improves. Helps metacognition and self-regulation EEF above 7+ months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1&2

Generic study skills workshops for targeted year 9 and 10 students.		
Cohort managers TLR in the core subjects to monitor specific groups of underachieving pupil premium students	Essential roles in monitoring the outcomes of our interventions and having a more focused approach on improving outcomes for our disadvantaged students, with a particular focus on covid catch-up	1 & 2 Accounted for above
<p>Improve reading and literacy for students with the lowest reading age in year 7 through targeted reading intervention in form time and during class (peer to peer)</p> <p>Hodder reading test in yr 7 and then yr8 and 9 to monitor progress of targetted group</p> <p>Intervention of cohort either: SDD cohort for those on register, EAL reading support, Reading age below 8 and reading age below 10.</p> <p>Please see reading intervention plan for more details.</p>	<p>Students reading ages improve which leads to students being able to access work independently.</p> <p>EEF strand 7 improving literacy level in secondary schools  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1666363049">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1666363049</a></p> <p>EEF reading comprehension +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1 & 2 (Lexia)TLR 2A £3214
Use of external tutors through the NTP to close learning gaps across key stage 3 and 4	<p>Provision of one to one or small group tuition to support pupil learning and raise academic attainment by focusing on specific subjects and parts of the curriculum that would benefit from extra attention</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	1 & 2 £36889 +£16,000 (50% school input)



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

**Budgeted cost: £653,494.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring West Ham Hub mentor RPC mentoring to raise aspirations	EEF +2 months, however we have found this an essential part of our work in helping students overcome some of the issues that impact them from outside of school and to improve behaviour so that they can then access education. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>  We see this as a key part of social and emotional learning (+4 months EEF)	4 & 5 Invoice from west ham £22k
Use of pastoral support assistants to work with targeted groups e.g. disadvantaged and support progress	As above EEF +4 Months behaviour interventions, social emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3, 4 & 5  X6 pastoral assistants with oncosts £164745.34
Use of staff in bespoke learning support unit to provide one-to-one support to students with BESD	As above +4 Months behaviour interventions, social emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4 (x4 staff LSU) with oncosts £132741
Attendance officers used to ensure first day calling, chase attendance, provide data for AHT and HOY etc Target specific cohorts disadvantaged students and monitor attendance and PA	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3 (3 staff) with oncosts £126197
Embed trauma-informed practice as a whole school approach:	Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment. +4 months EEF social and emotional learning	3, 4 & 5 £31407 Mentor with oncosts

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	Wellbeing and mental health lead TLR 1b £10719
School councillor two days a week and on site CAMH workers.	<a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a>	4 £180 per session approx. total £14616 for the year
ACHIEVE days. High quality OSHL and trips used to raise aspiration and build cultural capital	EEF Aspirations interventions Although little evidence exists nationally as a school, we feel this is an essential part of our work given the context of the school. Student voice and year 13 exit interviews tell us this. During lockdown when we were unable to run this program it had a real impact on the engagement of students in school. EEF arts participation + 3months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5 OSHL TLR2b £5025  Achieve days £60000
Comprehensive CEG programme, work the world, Aim Higher and visits programmes raise aspirations	EEF Aspiration interventions	5 Careers path coordinator with oncosts £55519.46  Careers Guidance £28000  UNIfrog licence £2525

**Total budgeted cost: £793,253.78**

**Income: £731,470 + £61,783.78 from other school income streams.**

## Part B: Review of outcomes in the previous academic year (2022-23)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Quality of teaching for all			
Action	Intended outcome	Estimated impact / lessons learnt	Cost
Thinking hard strategies taught within the curriculum to support development of metacognition and self-regulation	Improve outcomes, learning walks show that strategies are implemented across the curriculum and are having a positive impact on outcomes.	Learning walks show that staff are using Thinking Hard strategies successfully in lessons.  Need to continue to develop and embed successful knowledge recall strategies that develop long term memory – Knowledge is Power	
Work with cohort managers/pupil premium leads (Recruit in Maths) to support staff in leading best practice strategies with disadvantaged students	Recruit catch-up co-ordinators in Maths and English Improved outcomes for disadvantaged students Cohort identified for support and greater engagement in interventions	Recruitment of co-ordinators Outcomes for disadvantaged students improved from ( Overall from -0.47 to -0.19 English -0.57 to -0.27 and Maths from -0.51 to -0.31).  Continue to embed work of catch up co-ordinators. Focus in year 7 is Reading catchup.	Cohort managers TLR2a £2873 x 5 £14,365 Disadvantage lead £95,000
Embed disciplinary literacy through CPD and appointment of literacy subject leads who drive teaching of literacy in departments	Training provided to staff Literacy leads in each department Departments write literacy action plan for embedding disciplinary literacy	CPD successful and literacy leads have started to work on disciplinary literacy in departments. Literacy co-ordinator maternity leave, need to drive further on return. Continue with training and strategies in department in this years CPD plan.	Literacy Co-ordinator TLR2b £4785
Further improve the quality of differentiation across the curriculum to stretch the most able and support less able.	CPD on adaptive teaching  Use of scaffolding to ensure SEND students able to access work whilst still having high expectations	Effective CPD and examples of good practice observed OFSTED <i>“Pupils achieve well, especially the most disadvantaged and those with special educational needs and/or disabilities (SEND). Parents and carers praise the commitment of staff and are overwhelmingly positive about the support pupils receive.”</i> <i>“Leaders are quick to identify where pupils may need extra help and are rigorous in their efforts to get the right support for each pupil. Pupils with SEND are very well supported. Leaders ensure that staff have the information and training needed to adapt their teaching, and progress is carefully checked. Where gaps in knowledge are identified, they are addressed quickly.”</i>  Continue to embed this approach across the curriculum	
<b>Total budgeted</b>	<b>£114150</b>	<b>Total expenditure</b>	<b>£114150</b>

<b>Targeted support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact / lessons learnt</b>	<b>Cost</b>
Weekly compulsory homework clubs for targeted group students	Students with low HW scores on report improve HW completion improves across the site.	HW clubs introduces Systems for ensuring attendance and monitoring of HW club need to be improved Improve tracking of cohort and gather data on impact. Further engagement with parents would help.	Pastoral assistants x5 with oncosts £174365 (also below
Revision and prep room made available for each year group with student mentors to support with self-study	Sixth form study room is used effectively. KS4 study room set up HW spaces available for all year groups	Low uptake of students using study space. Need to promote further particularly with year 11	£8.50per hr X2 duty, from Nov to EOY, 150 days =£2550
Various intervention sessions run after school and during school holidays, including Easter revision school	Good attendance in Easter revision school. Ensured lost learning caught up and we maintained outcomes in line 2019 and NA despite considerable disruption for yr 11 students.	Student engagement was high and helped to improve outcomes for students. Threshold data in line with NA and 2019 results. P8 score +0.26 is above average	Easter school staff costs £11726.49 –
<p>Targeted students receive support with revision strategies to improve metacognition and self-regulation.</p> <p>Workshops run Wednesday pm through core department teaching for year 11.</p> <p>Generic study skills workshops for targeted year 9 and 10 students</p>	Students improve revision strategies and are able to recall more knowledge. Self-regulation improves. Helps metacognition and self-regulation EEF above 7+ months	Did these occur? Impact?	
Cohort managers TLR in the core subjects to monitor specific groups of underachieving pupil premium students	Essential roles in monitoring the outcomes of our interventions and having a more focused approach on improving outcomes for our disadvantaged students, with a particular focus on covid catch-up	Clearer expectations on monitoring. When and how. Catch up co-ordinators produce a report on impact to include data tracking but also students voice.	Accounted for above
Improve reading and literacy for students with the lowest reading age in year 7 and are through targeted reading intervention in form time and during class (peer to peer)	Students reading ages improve which leads to students being able to access work independently. Reading catch up program in SDD, tracked and monitored Paired, small group reading program with year 7 catch up co-ordinator Reading buddies for identified weaker readers	<p>Year 7 reading age test completed and those requiring support put on appropriate program</p> <p>Year 7 cohort then retested at start of year 8. Reading age improved for 82% cohort who</p>	GL assessment reading test £2850

		<p>engaged in the program. Report available with case studies.</p> <p>Support to continue in year 8 with identified cohort and then throughout KS3/4</p> <p><i>OFSTED "Leaders' sharp focus on supporting weaker readers has been further developed through the school's literacy strategy. Testing is used effectively to identify those most in need. Year 7 pupils now also benefit from having Year 11 'reading buddies'"</i></p>	
Use of external tutors through the NTP to close learning gaps across key stage 3 and 4	Provision of one to one or small group tuition to support pupil learning and raise academic attainment by focusing on specific subjects and parts of the curriculum that would benefit from extra attention	<p>Improved outcomes in terms of progress for the targeted group.</p> <p>Targetted high attaining disadvantaged students P8 score improved.</p> <p>Sci VA High disadv from -1.1 to -0.7</p> <p>Ma P8 high disadv from -0.93 to -0.68</p> <p>Sometimes attendance was sporadic. Improve monitoring of attendance of cohort to tutoring sessions. More sessions occurring in school to limit network issues.</p>	<p>Pearson - LED - digital service</p> <p>£12150</p>
<b>Total Budgeted</b>	<b>£250,000</b>	<b>Total expenditure</b>	<b>£203,641.49</b>
<b>Wider strategies</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact / lessons learnt</b>	<b>Cost</b>
West Ham Hub mentor RPC mentoring to raise aspirations	Improve behaviour and increase engagement in school	Attendance to sessions is good. Student voice suggests students find mentoring process beneficial	£22000
Use of pastoral support assistants to work with targeted groups e.g. disadvantaged and support progress	Improve behaviour and increase engagement in school	Yes spreadsheet monitors interventions	<i>Pastoral Support staff £166418</i>

			<i>with oncosts</i>
Use of staff in bespoke learning support unit to provide one-to-one support to students with BESD	Improve behaviour and increase engagement in school  Tracking of internal isolations monitors repeats and effectiveness of interventions.	Yes spreadsheet monitors interventions	(2 staff LSU) £72097 with oncosts
Attendance officers used to ensure first day calling, chase attendance, provide data for AHT and HOY etc Target specific cohorts disadvantaged students and monitor attendance and PA	Improve PA and attendance		(3 staff) £116589 with oncosts
Embed trauma-informed practice as a whole school approach:	Support student mental health and wellbeing and improve engagement and attendance in school Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment.		£25466 Mentor  Wellbeing and mental health lead TLR 1b £10208
School councillor two days a week and onsite CAMHS workers	Support student mental health and wellbeing and improve engagement and attendance in school		<i>Actual spend</i> £10220
ACHIEVE days. High quality OSHL and trips used to raise aspiration and build cultural capital	Raise aspirations and increase engagement in school	Use of Evolve to monitor engagement in OSHL	OSHL TLR2b £4785 with oncosts Achieve days £49991.44
Comprehensive CEG programme, work the world, Aim Higher and visits programmes raise aspirations	Raise aspirations and increase engagement in school	Issues with work experience provider finding quality placements for students. Look at possible other activities outside of work experience to meet Gatsby benchmarks.	Work Experience £16817 Careers Guidance £28000 Enterprise /CEG TLR2A £3985  UNIfrog licence £2525

			KS5 UCAS TLR2b £4785 with oncosts
<b>Total budgeted</b>	<b>£450,000</b>	<b>Total Expenditure</b>	<b>£533,886.44</b>

<b>Total budgeted 2022-2023</b>	<b>£812,668</b>
<b>Total expenditure 2022-2022</b>	<b>£851,535.44</b>
<b>Total pupil premium allocation 2022-2023</b>	<b>£525,990</b>

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Online tutoring	Connex
Maths tutor	Teach First

## Further information

Development of literacy. Please also refer to our literacy strategy which also contributes to raising the attainment of students.

- Year 7 use Lexia software regularly, which provides a personalised reading development programme for all students
- Comprehensive reading catch up strategy
- Key curriculum vocabulary taught and highlighted in Knowledge Organisers and Schemes of Work. Whole-school strategy for teaching subject specific vocabulary
- Right to Write programme across the curriculum to develop extended writing