

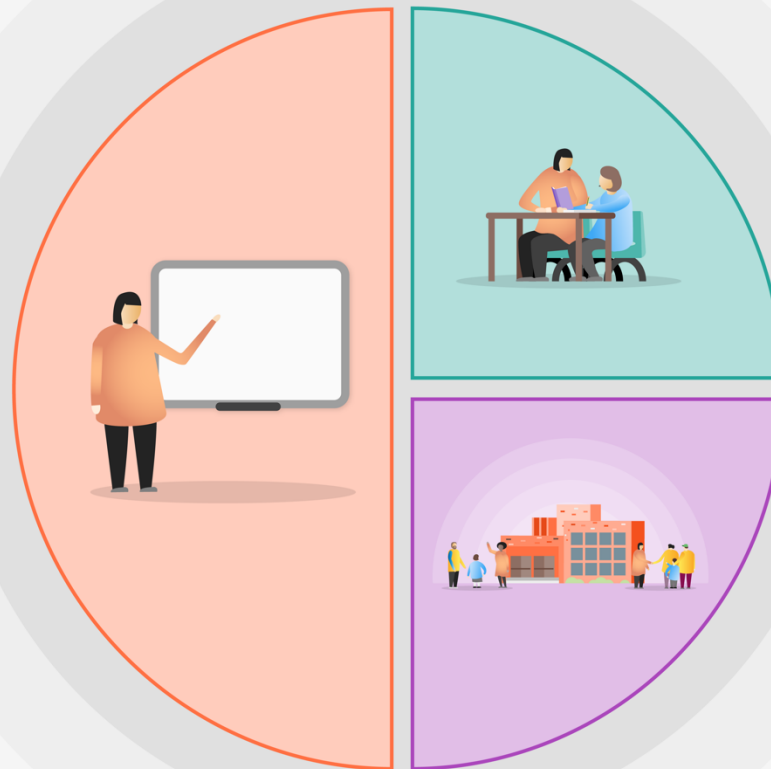
DISADVANTAGED CHILDREN TIERED MODEL

Vernon Primary School



1 Teaching

- Quality First Teaching – this is the fundamental principle that underpins teaching in our school. All children will receive this in order to make at least good progress.
- Phonics teaching – systematic, synthetic phonics is taught through the Early Years and Key Stage One (Little Wandle Letters and Sounds Revised). All teaching staff across the school have received up to date training in order to deliver this revised programme of phonics effectively.
- Additional reading support - the lowest 20% of readers i.e. those children who are making the slowest progress - receive additional support and reading opportunities daily.
- Continuing Professional Development – in order to maintain a high standard of teaching, teachers receive the latest CPD opportunities to ensure skills are further enhanced.



2 Targeted academic support

- Focused phonics groups – during the day and after school ('keep up'.
- Reading interventions delivered by TAs and teachers.
- Maths interventions – focusing on mental calculation strategies using programmes such as Numbots and Timestables Rockstars.
- Nessy phonics – 1:1 sessions looking at enhancing phonic knowledge further.

3 Wider strategies

- Access to all extra-curricular activities offered by the school including those by outside agencies.
- Subsidising of residentials and educational visits.
- Session with the Pastoral Manager either 1:1 or in a small group to address specific needs that have been identified.