

## Epworth Education Trust Pupil Premium Strategy 2022-2023

<u>Audience</u>	<u>Focus</u>	<u>Date</u>
New to role senior leaders Aspiring Senior Leaders	Aspiring Senior Leaders Course (8 days)	14 <sup>th</sup> October 2022 17 <sup>th</sup> November 2022 9 <sup>th</sup> December 2022 12 <sup>th</sup> January 2022 27 <sup>th</sup> January 2023 2 <sup>nd</sup> March 2023 19 <sup>th</sup> April 2023
	Tier 1 - Teaching (professional development, recruitment and retention)	
DSLs and pastoral teams.	Advanced Safeguarding (Andrew Hall)	6 <sup>th</sup> October 2022 – up to 3 delegates per school All day
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Pastoral team	Attendance - Team around the Trust to discuss attendance and support strategies	Half termly meeting. Led and co-ordinated by Abbie Rowson (next date set at end of each meeting)
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Senior leadership team	Writing an effective School Development Plan (ECM)	14 <sup>th</sup> September 2022
	Tier 1 – Teaching (professional development).	
Headteachers	Headteacher Conference	13 <sup>th</sup> & 14 <sup>th</sup> July 2022

	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Headteacher and senior leaders	Christian Leadership – Julie Ann Hewitt	12 <sup>th</sup> October 2022 (9.30am start – part of HT meeting)
	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Headteachers	1:1 Leadership Coaching (supporting shape thinking within the role) Della Bartle – Professional coach.	Termly coaching for Headteachers (up to 1.5 hours per session) Dates to be arranged between HT and Della
	Tier 1 - Teaching (professional development, recruitment and retention)	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Whole school staff	Epworth Specialist Leaders support (ESLs)	5 days per school  ESL training sessions: 29 <sup>th</sup> September 2022, 16 <sup>th</sup> March 2023
	Tier 1 – Teaching (professional development).	
	Tier 2 – Targeted Academic support	
	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	
Mathematics subject leaders / Headteachers to be in attendance.	Subject leader pedagogy and subject leadership training (Mathematics Consultant, Tara Loughran)	Termly Subject Leader training days - with information and training resources to disseminate into school. 7 <sup>th</sup> November 2022 7 <sup>th</sup> February 2023 14 <sup>th</sup> June 2023 <b>Compulsory for NG, WLM and BHM Headteachers to attend all dates.</b>
	Tier 1 - Teaching (professional development)	

	Tier 1 - Teaching (professional development, support for ECTs)	
Teachers	Year 2 & 6 Writing Moderation (External - Becky Wood)	12th December 2022 (all day) 27 <sup>th</sup> March 2023 (all day) 13th June 2023 (all day) <b>Teachers to share key messages with Headteachers.</b>
	Tier 1 - Teaching (professional development, recruitment and retention)	
Senior Leaders	Effective coaching and mentoring support within the classroom.	Wednesday 23 <sup>rd</sup> November 2022 4.00pm - 5.30pm Jodie Lomax
	Tier 1 - Teaching (professional development, recruitment and retention)	
EYFS Teachers and TAs	Pedagogical training and Moderation (Julie Whittaker)	13 <sup>th</sup> October 2022 (3.45pm – 5pm) Summerseat 23 <sup>rd</sup> March 2023 (3.45pm – 5pm) 15 <sup>th</sup> June 2023 (1.30pm – 4pm) Wesley
	Tier 1 - Teaching (professional development, recruitment and retention)	
Whole school staff	Elklan training - all schools to be Elklan Accredited. Elklan Trainer Speech and communication programme – year 2 of programme	
	Tier 1 - Teaching (professional development, support for ECTs)	
	Tier 2 – Targeted Academic support	
Whole school staff	SEND – supporting children with SEND (Best Practice) Julie Whittaker	30 <sup>th</sup> November 2022 – Teams 3.45pm - 5pm
	Tier 1 - Teaching (professional development, support for ECTs)	
Teaching Assistants / Teachers	Using effective questioning to facilitate learning. Amy Burkes	28 <sup>th</sup> November 9.30am – 11.30am (Teams)

	Tier 1 - Teaching (professional development, support for ECTs)	
Teachers	High quality teaching of reading and developing comprehension skills (Maddie Barnes?) Tier 1 - Teaching (professional development, support for ECTs)	Spring term tbc
Teachers	Writing - Developing subject pedagogy of SPaG (school progression) Tier 1 - Teaching (professional development, support for ECTs)	Delivered by A Burkes / ESL Spring term twilight tbc
<a href="https://www.highspeedtraining.co.uk/courses/?gclid=Cj0KCQjw1vSZBhDuARIsAKZlijTYaApzqmd_D8XPCwWIPmRBYdLaYTYklrz1JYyieNnD0SLPHRu_IO4aAjg5EALw_wcB">https://www.highspeedtraining.co.uk/courses/?gclid=Cj0KCQjw1vSZBhDuARIsAKZlijTYaApzqmd_D8XPCwWIPmRBYdLaYTYklrz1JYyieNnD0SLPHRu_IO4aAjg5EALw_wcB</a>		
<p>The following training needs to be booked directly by schools from the website  <a href="https://www.kingsbridgeinstitute.co.uk/professional-and-leadership-development/cpd">https://www.kingsbridgeinstitute.co.uk/professional-and-leadership-development/cpd</a>  An training costs incurred will be paid for by the Trust  The vast majority of events are virtual</p>		
Inclusion Manager, SLT and teachers at all phases.	SEND Guidance report Tier 1 - Teaching (professional development, support for ECTs)	Twilight session will explore the EEF's five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas to be implemented.  10 <sup>th</sup> October 4pm
Inclusion Manager, SLT and teachers at all phases.	Metacognition Guidance Report Tier 1 - Teaching (professional development, support for ECTs)	Twilight to look at how the EEF Guidance Report can offer some practical tools for supporting a metacognitive rich approach at your school.  13 <sup>th</sup> March 2023 4pm
Pastoral Team, SLT and teachers at all phases	Parent Engagement Guidance Report	Twilight will explore the evidence in the EEF's guidance report, designed to support primary and secondary schools to work with parents – particularly those from disadvantaged homes. We will explore

	Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	the clear and actionable recommendations which we hope will support an evidence-informed approach.  26 <sup>th</sup> June 2023 4pm
SLT	Sir David Carter – The School Improvement Landscape Tier 1 - Teaching (professional development, support for ECTs)	“What is Next for School Improvement?” What are the factors that drive improvement? How can we build the culture for effective school improvement? What questions should school leaders have in mind when measuring the impact of their strategies?  23 <sup>rd</sup> November 2023 9.30am -11.00am FREE
SLT	Mary Myatt Curriculum Review Conference Tier 1 - Teaching (professional development, support for ECTs)	Curriculum Focus  30th November 2023 9.00am – 12.30pm
English Leaders, teachers, SLT	Alex Quigley Closing the Writing GAP Tier 1 - Teaching (professional development, support for ECTs)	This session will explain seven critical steps to improve children's writing.  With the goal of giving every teacher the knowledge and skill to teach writing with confidence, it makes sense of the history and ‘science’ of writing, synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful writers.  27th Jan 2023 9,30am -3.00pm  Kingsbridge EIP SCITT, Wigan
Teachers	Tom Bennett - Running the Room  Tier 3 – Wider Strategies (non-academic barriers to success in school, safeguarding and social and emotional support)	Behaviour is a curriculum. This simple truth is the beginning of creating a classroom culture where everyone flourishes: pupils and staff.  Running the Room is the teacher's guide to behaviour. Practical, evidence-informed, and based on the expertise of great teachers from around the world, it addresses the things teachers really need to know to build the classrooms children need.

		<p>Bursting with strategies, tips and solid advice, it brings together the best of what we know and saves teachers, new or old, from reinventing the wheels of the classroom.</p> <p>13th February 2023 time TBC Virtual</p>
SLT	<p>Bennie Kara - Diversity in the Curriculum</p> <p><b>Tier 1</b> - Teaching (professional development, support for ECTs)</p>	<p>In this session, Bennie delivers an in depth look at practical ways in which you can diversify the curriculum.</p> <p>The session includes:</p> <p>An overview of the social and moral imperative behind diversity in the curriculum</p> <p>19<sup>th</sup> April 2023 4pm- 6pm Virtual</p>

## MAST Training offer



Watching over one another in love

### MAST webinar/training programme 2022-2023

**Please note:**

All of our training, unless stated, is online  
 \* No booking required - join via link sent on morning.  
 \*\* A fee will be incurred if you cancel your attendance less than 24 hours prior to the Webinar.

Focus	Date	Time	Lead	Suggested audience	Outline
*Safeguarding	Tuesday 20 <sup>th</sup> September	3.30-4.30pm	Katherine Howard Stonewall	DSLs, HTs, Govs, everyone	KCSI changes, themes, trends, governance
New Heads	Tuesday 27 <sup>th</sup> September	10am-12 noon	Barbara Easton	Heads new to Methodist schools	<b>ZOOM</b> Welcome Induction to MAST
SIAMS Inspection Process and planning Invitation only	Friday 30 <sup>th</sup> September	10am-12.00	Charlotte Taylor	Leaders/governors /CEOs/chaplains	<b>This is for schools in the inspection window only</b> Focus/purpose of the day How the inspector gathers evidence both prior to and during the day. What meetings will be requested and how to manage this:- possible questions Documents to have ready
**Curriculum Design and Long-Term Memory  Booking form:	Thursday 13 <sup>th</sup> October	Full Day	Chris Quigley	HT, SLT	The latest cognitive science research into how we learn and its implications for curriculum design and implementation (teaching).

Focus	Date	Time	Lead	Suggested audience	Outline
<a href="#">Curriculum Design and Long-Term Memory</a>					<p>The course will centre around the premise that learning is a change to long-term memory; it takes a long time to happen and is invisible to see in the short term.</p> <p>This will be explored through 5 cognitive principles:</p> <p>Cognitive Principle 1: We are naturally curious but poor at thinking</p> <p>Cognitive Principle 2: Knowledge is the basis for creativity</p> <p>Cognitive Principle 3: We remember what we think about</p> <p>Cognitive Principle 4: Proficiency takes practice</p> <p>Cognitive principle 5: Most students think and learn in a similar way</p> <p>The course is teaming with examples to help you think about your curriculum and the way that it is taught</p> <p>Includes 76 practical take-aways to help implement the ideas in your school</p>
<p><b>*Religious Education</b></p> <p><i>Purpose, vision, intent</i></p>	Tuesday 1st November	3.30-4.30pm	Adam Robertson RE Today	RE leads, HTs, Gobs, teachers Circuit superintendents	<p>What is the purpose of RE how can it link to your school vision? What role does RE play in the life of your school? How can we ensure it is academically demanding and inspiring? In this session you will think about the place of RE in the curriculum with some practical and thoughtful ideas to inspire teachers in your school. Linked to this some resources and materials for the classroom for pupils to reflect on their own worldview</p>



Focus	Date	Time	Lead	Suggested audience	Outline
<b>Governance</b>  <i>What governors need to know about the school curriculum.</i>	Tuesday 15 <sup>th</sup> November	6.00-7.15pm	Gillian Simm	Govs, HTs	An overview of the school curriculum including the national curriculum. What the three phases of curriculum development involve - Intent, Implementation and Impact. How governors can be sure their school is providing a broad, balanced and ambitious curriculum and how they can confidently talk to Ofsted about this.
<b>**Headteacher Briefing</b>  <a href="mailto:tracy.davis@drbignite.co.uk">tracy.davis@drbignite.co.uk</a>	Friday 18 <sup>th</sup> November	10am-12.00	DRB's Andrew Pickering	HTs	National update. All you need to know. <i>They do the reading so we don't have to.</i> Not to be missed!
<b>*Religious Education</b>  <i>Implementing RE- Ordering and sequencing</i>	Tuesday 17 <sup>th</sup> January	3.30-4.30pm	Adam Robertson RE Today	RE leads, HTs, Govs, teachers Circuit superintendents	What does quality RE look like? How can we ensure that pupils build up a rich knowledge of religions and worldviews in your school? What sort of tasks will enable them to become confident and knowledgeable about religion and worldviews? This session will examine how pupils can encounter religions and worldviews, build up their knowledge and understanding with lots of practical resources to use in the classroom
<b>*Governance</b>  <i>Effective Governance (part 2)</i>	Tuesday 7 <sup>th</sup> February	6.00-7.15pm	Gillian Simm	Govs, HTs	What makes a governing board effective in carrying out its core functions with a particular focus on the aspects of Strategic Leadership, Accountability and Compliance? The importance of governing board self-evaluation and ways in which the governing board can carry this out.
<b>**EYFS</b>  <b>Booking form:</b>	Wednesday 15 <sup>th</sup> February	9.30-12.30	Mark Carr	HTs, Govs, New EYFS leads	A crash course in EYFS. For those who want to know key headlines in quality provision.

Focus	Date	Time	Lead	Suggested audience	Outline
<a href="#">Early Years Foundation Stage</a>					
<b>**Headteacher Briefing</b> <a href="mailto:tracy.davis@drbignite.co.uk">tracy.davis@drbignite.co.uk</a>	Friday 17 <sup>th</sup> March	10am-12.00	DRB's Andrew Pickering	HTs	National update. All you need to know. <i>They do the reading so we don't have to.</i> Not to be missed!
<b>*Religious Education</b>  <i>Assessment</i>	Tuesday 25 <sup>th</sup> April	3.30-4.30pm	Adam Robertson RE Today	RE leads, HTs, Govs, teachers Circuit superintendents	Assessing learning in RE - what is the impact? How can we help pupils to progress and know more and remember more in RE? What is the knowledge pupils are gaining and how can we design tasks to allow them to show what they know? In this session, you will look at a variety of tasks and methods to help build up knowledge and investigate different lenses to understand different types of knowledge in RE
<b>*Governance</b>  <i>Governor Visits to School</i>	Tuesday 13 <sup>th</sup> June	6.00-7.15pm	Gillian Simm	Governors, HTs	What the benefits are, for both school and governors, in carrying out planned visits. What the protocols and procedures are for visiting school and what should be included in a Governor Visits to School Policy. What sorts of things to look for on a visit and pitfalls to avoid
<b>**Headteacher Briefing</b> <a href="mailto:tracy.davis@drbignite.co.uk">tracy.davis@drbignite.co.uk</a>	Friday 16 <sup>th</sup> June	10am-12.00	DRB's Andrew Pickering	HTs	National update. All you need to know. <i>They do the reading so we don't have to.</i> Not to be missed!

Focus	Date	Time	Lead	Suggested audience	Outline
<b>**Self-evaluation Summary</b>  <b>Booking form:</b> <a href="#">Self-evaluation Summary</a>	Friday 23 <sup>rd</sup> June	Full Day	Mark Mullin ECM	HTs, SLT	<p>Would you like to secure the first draft of your succinct self-evaluation summary (SES formerly SEF) in a day? (5-6 pages)</p> <p>This training will support leaders to write their NEW SES in a day (up to 4 delegates per school)</p> <p>SCHOOL IMPACT By the end of the course delegates will:</p> <ul style="list-style-type: none"> <li>• Be familiar with the updates to the School Inspection Handbook (SIH)</li> <li>• Complete the first draft of your entire Succinct SES summary;</li> <li>• Use an UPDATED set of materials to support a high quality, systematic and succinct approach to your SES using the Inspection Framework- strengths &amp; areas for development;</li> <li>• Have defined a clear blueprint for your key priorities for the next academic year to offer succinct clarity to governors, external support &amp; inspectors.</li> </ul>