

# 2019-2020

## Pupil premium strategy statement (review will follow)

1. Summary information					
School	Shaftesbury CE Primary School				
Academic Year	2019-20	Total PP budget	143,000	Date of most recent PP Review	Sept.2019
Total number of pupils	395	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Sept.2020

2. Current attainment (2019 results)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP Dorset</i>	<i>Average National Non-PP</i>
% achieving in reading, writing and maths	60% (KS2)	43%	65%
progress in reading	0.14 (Average Progress)	-1.23	
progress in writing	-0.03 (Average Progress)	-1.42	
progress in maths	1.02 (Above Average Progress)	-2.03	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap
C.	Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for pupils eligible are 95.5% below the targets of 96% for all children. This reduces the school hours and causes them to fall behind on average.

<b>E.</b>	The range of vocabulary used at home may not be as broad as it might be. This can lead to a 'word-gap' that can leave some children without the necessary breadth of vocabulary to succeed at school.
<b>F.</b>	Financial issues for parents are impacting on children having the appropriate PE kits to be able to take part in PE lessons fully and enthusiastically.
<b>G.</b>	Some families are struggling to provide a foundation for their children to reach their full potential (Maslow's Hierarchy of Need)

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for pupil premium in specific year groups, with a particular target on reading and phonics.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. (and continue to make at least the same amount of progress as their peers).  Improve the progress score from -5.74 in 2019 to showing a +ve score in 2020
<b>B.</b>	Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE. Parents engaging with the school increasingly to support their children especially in reading. School is filling the gaps in the children's learning that is missing from home e.g. in reading and maths basic skills	Pupils eligible for PP make as much progress from their prior starting points in Reading, Writing and Maths. Measured by end of year assessments and successful moderation practices within school. Expectations will be that we meet at least National averages.
<b>C.</b>	Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having Special Educational Needs so that they make good progress from their starting points.	Provision for pupils with SEN is well targeted in order that those children make accelerated progress from their starting points.
<b>D.</b>	Increased attendance rates for those pupils eligible for PP from 95.5% to over 96%	% of PP children attendance to be in line with and above 96%.
<b>E.</b>	Create a language rich curriculum in school through trips, visitors, well stocked library, challenging texts, assemblies, theme weeks etc. (INSPIRE 2020 Curriculum)	PP children exposed to a vocabulary rich curriculum resulting in improved language skills and literacy attainment
<b>F.</b>	For all of our children to be able to take part fully in PE lessons (mentally and physically) and achieve well.	<ul style="list-style-type: none"> <li>• All children to have correct and appropriate kit.</li> <li>• All children to be seen to be achieving ARE in PE.</li> </ul>
<b>G.</b>	Provide opportunities for children to access before school and after school provision to receive a proper breakfast, evening snack and time to complete home-learning etc.	Children identified as requiring Pastoral Support to have their needs met so they are in a position to be able to be the best they can be.

## 5. Planned expenditure

**Academic Year: 2019-2020**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A.</b>	<p>1. Whole Class reading/phonics sessions at EYFS, Key Stage 1 and 2 aimed at improving vocabulary.</p> <p>2. Reading texts which challenge and extend childrens' thinking.</p> <p>3. Accelerated Reader purchased which has enriched our library and children have access to good quality texts</p> <p>4. Teachers expose children to good quality texts the whole class reading text</p> <p>6. Guest speakers in assembly or as part of topic work</p> <p>7. Members of the school parliament come together to discuss issues within the school</p> <p><b>£5000 (AR &amp; Texts)</b></p>	<p>Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.</p> <p>Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves</p>	<ul style="list-style-type: none"> <li>Monitoring reading/phonics sessions,</li> <li>analysing Accelerated Reader data,</li> <li>analysing phonics tracking sheets</li> <li>analysing question level analysis at end of KS 2 SATS</li> </ul>	<p>Literacy coordinator</p> <p>SLT</p>	<p>Termly</p>
<b>B.</b>	<p>1. Improved communications with parents. (AFA)</p> <p>2. Staff at the doors each morning talking to parents and listening</p> <p>3. Parent Support Advisor available to meet and talk to parents (FPZ)</p> <p>4. Information afternoons and parent workshops which include expectations for reading and maths, and SATs preparation</p>	<p>Parents need to be involved in their child's learning if the child is to make progress.</p> <p>Parents need to have high expectations of their child.</p> <p>Parents need to be kept informed if they are expected and want to help their child progress. AFA structured conversations.</p>	<p>Feedback from parental questionnaires reviewed and acted upon by SLT.</p> <p>Parents and Governors informed of questionnaire results</p>	<p>SLT</p>	<p>Parental and children questionnaires each year.</p>

	<p>5. Behaviour policy ensures children are happy coming to school and feel safe and supported</p> <p>6. Open afternoons for new parents</p> <p>7. Awards are given for achievement via INSPIRE.</p> <p>8. Class open mornings, each term, show parents the work their child has covered (Friendly Fridays)</p> <p>9. School accesses extra support from North Dorset Family support Workers and Social Care</p> <p>10. Achievement For All Days - structured conversations taking place during the school days and into the early evening.</p> <p><b>£2000</b> <b>(AFA Days, INSPIRE Rewards)</b></p>	<p>School instils clear expectations from parents through, taking time to talk to them at parents evenings and having an Open Door Policy, parents visiting classrooms, seeing displays, assemblies and challenging disengagement</p>			
<p><b>C.</b></p>	<p>1. LSM support in each EYFS class</p> <p>2. LSM support in every other year group.</p> <p>3. LSM's used for intervention p.m.</p> <p>4. SENCO able to access specialised support via OT. Speech and Language, Behaviour Support, Educational Psychologists, CAMHs and family Support Workers.</p> <p>5. New SEND Leads carrying out targeted interventions and supervising LSM team in their interventions.</p> <p>6. Excellent PPA/NQT cover in Year 1</p> <p><b>£90,000</b> <b>(SENDCo, SEND Leads, Extra LSM)</b></p>	<p>Children with Special Educational Needs need extra support in order to be able to access the National Curriculum.</p> <p>This support is not always academic support.</p> <p>These children and indeed school will also need regular referrals to outside agencies in order to gain expertise in certain areas.</p> <p>For accelerated progress to occur - teachers need to be deployed to work with specific needs that aren't best met in the classroom.</p>	<p>SENCO regular monitor their data and interventions being implemented to ensure they are effective.</p>	<p>SENCO</p>	<p>Half termly meetings</p>

D.	<ol style="list-style-type: none"> <li>1. Registers monitored regularly</li> <li>2. Agreed letters sent home if attendance falls below 95%, 90% and 85%</li> <li>3. Meetings held with parents and attendance challenged</li> <li>4. No holidays in term time</li> <li>5. 100% awards linked to INSPIRE Mindset.</li> <li>6. 100% Awards at the end of every year.</li> <li>7. Work closely with parents if an issue arise</li> </ol>	<p>Attendance at school is vital if a child is to achieve and not miss out in their learning. Parents are given a clear message when entering school that attendance is important. Children are motivated to be in school and love the competition of the 100% awards</p>	<p>Register checks by Headteacher every half term. If an issue arises. All potential at risk groups are monitored.</p>	<p>Headteacher PST</p>	<p>Half termly</p>
E.	<ol style="list-style-type: none"> <li>1. INSPIRE 2020 Curriculum embedded</li> <li>2. School trips planned for every year group and highlighted on long term planning</li> <li>3. Residential trips for Years 5 &amp; 6</li> <li>4. Trip to London for Year 6</li> <li>5. Variety of visitors in school for workshops and assemblies</li> <li>6. Take part in STEAM project at secondary school.</li> <li>7. Visitors in talking about their careers. Inspire the children.</li> </ol> <p><b>£5000 (INSPIRE 2020 Resources)</b></p>	<p>An enriched curriculum is vital to ensure all children are motivated by school. Motivation is vital in ensuring children attend school and want to be the best they can ever be.</p>	<p>Regular curriculum reviews</p>	<p>Headteacher and class teachers</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£102,000</b></p>

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.	<p>1. Speech and Language specialists visit the school.</p> <p>2. Read Write Inc. in EYFS</p> <p>3. Read Write Inc. in KS1</p> <p>4. Interventions set out by SEND team.</p>	<p>1. Lack of specialised/available NHS Speech and Language teachers. NHS target complex needs only. Research shows that Speech and Language issues need to be addressed at an early age if to be effective</p> <p>2. Success proven intervention for children with poor language skills</p> <p>3 NHS advice which needs following up in school and at home</p>	<p>SENCO to monitor with regular meetings. Class teachers and TAs meet regularly with therapist</p> <p>SENCO meet with TA and EYFS staff running interventions.</p> <p>Literacy coordinator ensures right children are targeted for support NHS therapist monitors and updates programmes to be delivered</p>	SENCO TA and EYFS staff Maths and Literacy coordinators	<p>Children reviewed termly</p> <p>Termly updates</p> <p>Termly updates regularly with therapist</p>
B.	<p>1. Ensure parents are aware of the support that is available.</p> <p>2. Identify families that need support.</p>	Families can often struggle and it is important that they feel and their children feel they have network of support	Pastoral Support Team to get regular feedback from families	Headteacher PST	Yearly
C..	<p>1. 1:1 support after school</p> <p>2. Small group work</p> <p>3. Individual interventions</p> <p>4. EP support</p> <p>5. SENSS assessments and programmes</p> <p>6. OT programmes - Learn to move/fun fit</p> <p>7. Transition support to secondary school- extra transition visits, work with ELSA</p> <p>8. P.P. books always part of the discussion during book scrutiny.</p>	Working with children in smaller groups ensures that their needs are more fully met. Often PP children thrive on this attention. Providing the correct intervention and support ensures they make good progress.	SLT monitor those children who receive interventions through pupil progress meetings.	SENCO	End of K. S. tests in July
D.	<p>1. Attendance manager to work with parents whose children's attendance fall below 90% and those who are regularly late for school</p> <p>2.. ELSA support for social and emotional impacts on attendance</p> <p>3. Targeted behaviour support for those who are at risk of exclusion or not attending regularly</p> <p>4. Financial help with school uniform</p> <p><b>£1,000 (Uniform)</b></p>	To challenge parents decision to keep their child at home. Peer pressure children. Instilling in the children the importance of being at school. Residential trips develop independence and a range of social/life skills away from home.	Monitoring of registers half termly. Governors monitor attendance at FGB.	Attendance manager Headteacher PST	Termly

E. & F.	<p>1. Financial help with individual music lessons if it will have impact.</p> <p>2.. Financial help with school related resources</p> <p>3. Financial help with school trips especially residential in Years 5 and 6.</p> <p>4. PE kits provided for all (no discrimination in provision).</p> <p><b>£10,000</b> <b>(PE Kits, Residential Support, Other School related Provision)</b></p>	Children and families can feel isolated if not able to take part in all school events	<p>Finance department/PST to keep a record of all families helped and how much.</p> <p>Trip organisers to be aware of P.P. children to ensure they are signed up to take part.</p>	PST	Half termly
G.	<p>1. Free Buzz Club (am and pm)</p> <p>2..Church reading club.</p> <p>3. Home-learning Club</p> <p>4. Free Clubs</p> <p><b>£5,000</b> <b>(Buzz Club)</b></p>	Maslow's Hierarchy of Need.	<p>Admin team to set this up so we can just refer.</p> <p>Outcomes measured at assessment drops.</p>	Headteacher	Half-termly.

**£16,000**

**Total budgeted cost**

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved social, emotional and mental health outcomes for PP children	<p>ELSA support given to identified children</p> <p><b>£20,000</b> <b>(ELSA &amp; PST)</b></p>	Data shows correlation of underperformance with social and emotional health problems	ELSAs meet 6 x a year with Educational Psychologist for contact along with ELSAs from other local schools	PST/SENCO	Half termly
High pupil to adult ratio in	Adults are able to talk to children about their work and ensure it's marked while children are with them.	High quality feedback to pupils on how they can improve their work is a key factor in helping children make rapid progress	Book scrutiny happens regularly in school by SLT.	SLT	Half termly

EYFS/KS 1 enables staff to work individually with children every day	Staff are asked to ensure PP children's books are monitored carefully.		Lesson observations by SLT feedback on use of adults in the room.		
Volunteer helpers	PP children are targeted when volunteers come in to read to ensure they read regularly to an adult	Children who read regularly aloud to an adult, who in turn use high quality inference questioning, make rapid progress	SLT to ensure the correct children are being targeted at Year group meetings	Literacy coordinator	Termly reviews
<b>Total budgeted cost</b>					<b>£20,000</b>

6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 7. Additional detail

# 2018-2019

## Pupil premium strategy statement & subsequent review

### 8. Summary information

<b>School</b>	Shaftesbury CE Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	155,640	<b>Date of most recent PP Review</b>	Sept.2018
<b>Total number of pupils</b>	410	<b>Number of pupils eligible for PP</b>	107	<b>Date for next internal review of this strategy</b>	Sept.2019

### 9. Current attainment (2018 results)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	50% (KS2)	64%

### 10. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

	Language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
	Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap

<b>C.</b>	Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for pupils eligible are 95.5% below the targets of 96% for all children. This reduces the school hours and causes them to fall behind on average.	
<b>11. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for pupil premium in specific year groups, with a particular target on reading.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Improve the progress score from -5.74 in 2018 to showing a +ve score in 2019
<b>B.</b>	Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE. Parents engaging with the school increasingly to support their children especially in reading. School is filling the gaps in the children's learning that is missing from home e.g. in reading and maths basic skills	Pupils eligible for PP make as much progress from their prior starting points in Reading, Writing and Maths. Measured by end of year assessments and successful moderation practices within school. Expectations will be that we meet at least National averages.  Maths progress 2018 was - 4.04 whereas the National average for non-disadvantaged children is -0.6 Reading - 5.74 whereas National averages was -0.7 Writing for Pupil Premium children - 2.67 compared to a National score of -0.4
<b>C.</b>	Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having Special Educational Needs so that they make good progress from their starting points.	Provision for pupils with SEN is well targeted in order that those children make good progress from their starting points.
<b>D.</b>	Increased attendance rates for those pupils eligible for PP from 95.5% to over 96%	% of PP children attendance to be in line with and above 96%.
<b>E.</b>	Create a language rich environment in school through trips, visitors, well stocked library, challenging texts, assemblies, theme weeks etc.	PP children exposed to a vocabulary rich environment resulting in improved language skills

## 12. Planned expenditure

**Academic year**

**2018-2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A. Improved language skills for pupils eligible for pupil premium in specific year groups</b>	1. Guided reading sessions at Key Stage 1 and 2 aimed at improving vocabulary. 2. Guided reading texts which challenge and extend children thinking. 3. Accelerated Reader purchased which has enriched our library and children have access to good quality texts 4. Teachers expose children to good quality texts the whole class reading text 5. Talk for writing in Key Stage 1 6. Guest speakers in assembly or as part of topic work 7. Members of the school parliament come together to discuss issues within the school	Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.  Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves	Monitoring reading sessions, analysing Accelerated Reader data, analysing question level analysis at end of KS 2 SATS	Literacy coordinator  SLT	Termly

<p><b>B. Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap.</b></p>	<ol style="list-style-type: none"> <li>1.Improved communications with parents.</li> <li>2. Staff at the doors each morning talking to parents and listening</li> <li>3. Parent Support Advisor available to meet and talk to parents</li> <li>4. Information afternoons and parent workshops which include expectations for reading and maths, and SATs preparation</li> <li>5. Behaviour policy ensures children are happy coming to school and feel safe and supported</li> <li>6. Open afternoons for new parents</li> <li>6. Reading challenges and times table challenges engages parental involvement</li> <li>7. Awards are given for achievement via INSPIRE.</li> <li>8. Class open mornings,each term, show parents the work their child has covered</li> <li>9. School accesses extra support from North Dorset Family support Workers and Social Care</li> <li>10. Achievement For All - structured conversations</li> </ol>	<p>Parents need to be involved in their child's learning if the child is to make progress.</p> <p>Parents need to have high expectations of their child.</p> <p>Parents need to be kept informed if they are expected and want to help their child progress. AFA structured conversations.</p> <p>School instils clear expectations from parents through, taking time to talk to them at parents evenings and having an Open Door Policy, parents visiting classrooms, seeing displays, assemblies and challenging disengagement</p>	<p>Feedback from parental questionnaires reviewed and acted upon by SLT.</p> <p>Parents and Governors informed of questionnaire results</p>	<p>SLT</p>	<p>Parental and children questionnaires each year.</p>
<p><b>C. Often pupils who are eligible for pupil premium and are not making good progress</b></p>	<p>1.Year 6 group for maths have a specialist teacher to ensure children are</p>	<p>Children with Special Educational Needs need extra support in order to be able to access the National Curriculum. This support is not always academic support. These</p>	<p>SENCO regular monitor their data and interventions being implemented to ensure they are effective.</p>	<p>SENCO</p>	<p>Half termly meetings</p>

<p><b>are also classed as having Special Educational Needs.</b></p>	<p>targeted. SEND pupils have high pupil to adult support where needed in the mornings.  2. TA support in every class  3. TAs used for intervention p.m.  4. SENCO able to access specialised support via OT. Speech and Language, Behaviour Support, Educational Psychologists, CAMHs and family Support Workers.</p>	<p>children and indeed school will also need regular referrals to outside agencies in order to gain expertise in certain areas.</p>			
<p><b>D. Increased attendance rates for those pupils eligible for PP</b></p>	<p>1. Registers monitored regularly  2. Agreed letters sent home if attendance falls below 95%, 90% and 85%  3. Meetings held with parents and attendance challenged  4. No holidays in term time  5. 100% awards every term at school  6. 100% Awards at the end of every year.  7. Work closely with parents if an issue arise</p>	<p>Attendance at school is vital if a child is to achieve and not miss out in their learning. Parents are given a clear message when entering school that attendance is important. Children are motivated to be in school and love the competition of the 100% awards</p>	<p>Register checks by attendance manager and Headteacher every half term. If an issue arises. All potential at risk groups are monitored.</p>	<p>Attendance manager  headteacher  PST</p>	<p>Half termly</p>
<p><b>E. Create a language rich environment in school through trips, visitors, well stocked library, challenging texts, assemblies, theme weeks etc.</b></p>	<p>1. School trips planned for every year group and highlighted on long term planning  2. Residential trips for Years 5 &amp; 6</p>	<p>An enriched curriculum is vital to ensure all children are motivated by school. Motivation is vital in ensuring children attend school and want to be the best they can ever be.</p>	<p>Regular curriculum reviews</p>	<p>Headteacher and class teachers</p>	<p>Termly</p>

	<p>3. Trip to London for Year 6</p> <p>4. Variety of visitors in school for workshops and assemblies</p> <p>5. Take part in STEAM project at secondary school.</p> <p>6. visitors in talking about their careers. Inspire the children.</p>				
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<b>Total budgeted cost</b>					£90,000
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**v. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved language skills for pupils eligible for pupil premium in specific year groups	<p>Speech and Language specialists visit the school.</p> <p>2. Narrative therapy Intervention in EYFS</p> <p>3. Reading Inference with T.A.s who are trained either 1:1 or in small groups</p> <p>4. Y1 speech and language programmes monitored by Deputy head.. Timetabled interventions.</p>	<p>1. Lack of specialised/available NHS Speech and Language teachers. NHS target complex needs only. Research shows that Speech and Language issues need to be addressed at an early age if to be effective</p> <p>2. Success proven intervention for children with poor language skills</p> <p>3 NHS advice which needs following up in school and at home</p>	<p>SENCO to monitor with regular meetings. Class teachers and TAs meet regularly with therapist</p> <p>SENCO meet with TA and EYFS staff running interventions.</p> <p>Literacy coordinator ensures right children are targeted for support NHS therapist monitors and updates programmes to be delivered</p>	<p>SENCO TA and EYFS staff Maths and Literacy coordinators</p>	<p>Children reviewed termly</p> <p>Termly updates</p> <p>Termly updates regularly with therapist</p>
B. Support to ensure families have a network of help	<p>1.Ensure parents are aware of the support that is available.</p> <p>2. Identify families that need support.</p>	<p>Families can often struggle and it is important that they feel and their children feel they have network of support</p>	<p>SENCO to get regular feedback from families</p>	<p>SENCO</p> <p>Headteacher</p> <p>PST</p>	<p>Yearly</p>
C. Often pupils who are eligible for pupil premium and are not making good progress are also	<p>1. 1:1 support after school</p>	<p>Working with children in smaller groups ensures that their needs are more fully met. Often PP children thrive on this attention.</p>	<p>SLT monitor those children who receive interventions through pupil progress meetings.</p>	<p>SENCO</p>	<p>End of K. S. tests in July</p>

<p>classed as having Special Educational Needs.</p>	<p>2. Small group work 3. Individual interventions 4. EP support 5. SENSS assessments and programmes 6. OT programmes - Learn to move/fun fit 7. Transition support to secondary school- extra transition visits, work with ELSA 8. P.P. books always part of the discussion during book scrutiny.</p>	<p>Providing the correct intervention and support ensures they make good progress.</p>			
<p>D. Increased attendance rates for those pupils eligible for PP</p>	<p>1. Attendance manager to work with parents whose children's attendance fall below 90% and those who are regularly late for school 2.. ELSA support for social and emotional impacts on attendance 3. Targeted behaviour support for those who are at risk of exclusion or not attending regularly 4. Financial help with school uniform</p>	<p>To challenge parents decision to keep their child at home. Peer pressure children. Instilling in the children the importance of being at school. Residential trips develop independence and a range of social/life skills away from home.</p>	<p>Monitoring of registers half termly. Governors monitor attendance at FGB.</p>	<p>Attendance manager Headteacher PST</p>	<p>Termly</p>
<p>E. Ensure finances are not a barrier to actively taking part in all the school has to offer.</p>	<p>1. Financial help with individual music lessons if it will have impact. 2.. Financial help with school related resources 3. Financial help with school trips especially residential in Years 5 and 6.</p>	<p>Children and families can feel isolated if not able to take part in all school events</p>	<p>Finance department/PST to keep a record of all families helped and how much. Trip organisers to be aware of P.P. children to ensure they are signed up to take part.</p>	<p>PST</p>	<p>Half termly</p>

					£25,000
<b>Total budgeted cost</b>					
<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved social, emotional and mental health outcomes for PP children	ELSA support given to identified children	Data shows correlation of underperformance with social and emotional health problems	ELSAs meet 6 x a year with Educational Psychologist for contact along with ELSAs from other local schools	PST/SENCO	Half termly
High pupil to adult ratio in EYFS/KS1 enables staff to work individually with children every day	Adults are able to talk to children about their work and ensure it's marked while children are with them. Staff are asked to ensure PP children's books are monitored carefully.	High quality feedback to pupils on how they can improve their work is a key factor in helping children make rapid progress	Book scrutiny happens regularly in school by SLT.  Lesson observations by SLT feedback on use of adults in the room.	SLT	Half termly
Volunteer helpers	PP children are targeted when volunteers come in to read to ensure they read regularly to an adult	Children who read regularly aloud to an adult, who in turn use high quality inference questioning, make rapid progress	SLT to ensure the correct children are being targeted at Year group meetings	Literacy coordinator	Termly reviews
<b>Total budgeted cost</b>					£45,000

13. Review of expenditure				
Previous Academic Year				
iv. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See above		<p>Accelerated reader continues to be a success. Reading progress finally in the right direction.</p> <p>SAT's went well for PP and Non-PP (SEND not good though.)</p> <p>Attendance for disadvantaged - still lags.</p> <p>Residential trips a massive success again.</p>	<p>AR to continue. Interventions around reading to continue as long as there is a gap. (Though we still need more in EYFS and KS1) Preparation and mindset for SAT's was correct.</p> <p>Attendance Manager was off sick for a lot of the year - this impacted on ability to act as quickly as they might. Next year we won't have one at all... this needs serious thought. Residential need repeating and extending to other year groups.</p>	90000
v. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See above		<p>SENDCo wasn't impacting on outcomes for SEND children... new approach next year.</p> <p>Family support worker great for those who engaged.</p> <p>AFA extremely successful (look at SAT's results) - we need to target those in danger early on in schooling.</p>	<p>New approach needed for SEND.</p> <p>Continue the link with FPZ (though there are changes happening here).</p> <p>AFA continues into Year 2... more parents needed to engage though.</p>	25000
vi. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

See above	Volunteer readers benefited those children they worked with. We need more and they need to be trained as they were this year.  High ratio has worked well in pastoral needs... but this can't continue as we have had to restructure. There has been a negative impact on children's ability to be independent in Early Years.	Reading Army to continue!  EYFS needs for high ratio continues - but we can only afford 1 LSM per class next year.	45000
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<b>14. Additional detail</b>
No additional detail.