

Pupil premium strategy statement (primary)

School	Abbey Woods Academy				
Academic Year	2018-19	Total PP budget	£72,600	Date of most recent PP Review	Oct 2017
Total number of pupils	205 (inc NAM)	Number of pupils eligible for PP	55	Date for next internal review of this strategy	July 2019

2. Attainment and Progress

	<i>Pupils eligible for PP (your school)</i>			
	2016	2017	2018	Nat other (2017)
% achieving Expected Standard Plus reading	26	53	44	77
% achieving Expected Standard Plus writing	4	42	33	81
% achieving Expected Standard Plus Maths	37	56	44	80
% achieving Higher Standard reading	7	8	11	29
% achieving Higher Standard writing	0	0	0	21
% achieving Higher standard maths	13	8	11	27

1. 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*)

A.	Low self-esteem, independence confidence and resilience (linked to lack of wider experiences)
B.	Mental health preventing readiness to learn in the classroom
C.	Poor oral language including vocabulary and speech pronunciations
D.	Self-regulation and conflict resolution
E.	There has not been a sharp and effective enough focus on the barriers and the outcomes for disadvantaged children

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	Home Support and deprivation – Parental engagement and confidence in knowing how to support their child's learning especially with reading and homework.
G.	Attendance

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Outcome: Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p> <p>Measure: Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>Pupils eligible for PP will make rapid progress so they will make better than expected progress towards end of year expectations.</p> <p>Self-esteem and motivation of PP children in learning situations will be increasingly consistent.</p>
B.	<p>Outcome: Mental Health needs will be understood, unpicked and appropriate intervention implemented to ensure learning outcomes improve.</p> <p>Measure: Disruption in class and at break as a direct result of the mental health needs of PP and non-PP children will not impact on the learning of others or the child.</p>	<p>Pupils will be able to remain in class and not need to be taken to the silent space and reflection zone to ensure that the learning of others is not disrupted.</p>
C.	<p>Outcome: Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.</p> <p>Measure: Improved outcomes in speech and language in early years goals</p>	<p>In early years outcomes will reflect progress against speech and language early learning goal. Increased percentages achieving expected/exceeding.</p> <p>Oral language skills will not be a barrier to the majority of PP children by the end of the year.</p>
D.	<p>Outcome: Less learning time is lost to resolving issues as self-regulation and conflict resolution are improved.</p> <p>Measure: Monitoring of transition periods and review of behaviour logs.</p>	<p>Fewer incidents recorded involving PP children.</p> <p>Children settle quickly into lessons, focus on learning and therefore make better progress.</p> <p>PP children are able to interact positively with their peers in and out of the classroom and resolve conflicts in a non-aggressive manner.</p>
E.	<p>Outcome: Sharp focus on outcomes for disadvantaged children leads to better progress</p> <p>Measure: High engagement and evidence of impact through PPMs and progress for children in learning, attendance and behaviour is evident through the other measures described above.</p>	<p>Robust PP monitoring, timely action, rapid intervention and incisive feedback lead to children making rapid progress and achieving better outcomes.</p>
F.	<p>Outcome: Parents are more willing to engage with school and better able to support their children with key learning skills e.g. reading, spelling, homework.</p> <p>Measure: Increased number of parents attending workshops and information events.</p>	<p>Pupils eligible for PP will make better progress when families feel more supported, better informed and more confident in helping their children.</p>
G.	<p>Outcome: Attendance rates to continue to increase for PP children and persistent absentee rates will decrease.</p> <p>Measure: Through weekly attendance monitoring and implementation of the attendance tracking strategies.</p>	<p>Children eligible for pupil premium have increased rates of attendance, which are increasingly in line with whole school attendance. A small number of isolated cases may remain.</p>

3. 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.

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?
<p>A.Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p>	<p>Embed the Silver Star policy throughout the school and in all lessons to continue to raise the profile of disadvantaged children.</p> <p>To introduce a new whole school approach to PSHE which focuses on the specific needs of Abbey Woods: Aspiration, Social Skills, Anger Management, Self Esteem and Friendships.</p> <p>Themes and lesson will be planned well in advance to enable the immersion of PP children into the topic. Events/trips planned to address the balance of experience and preparation for learning.</p>	<p>Teachers regularly identify children's confidence and resilience as a fundamental barrier to PP children's progress. EEF suggests: "On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. However, evidence from the nationwide SEL programme introduced in 2005 does underline the fact that benefits on learning will not be automatically achieved and that the quality of engagement with the SEL approach is likely to affect outcomes." Quality of delivery needs to be under continual review based on the evidence above.</p>	<p>Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>RS</p>	<p>July 2019 overall evaluation (termly monitoring)</p> <p>£800 £1000 £6000</p>
<p>B.Mental Health needs will be understood, unpicked and appropriate intervention implemented to</p>	<p>Daily mile</p> <p>Trial a whole school approach to emotional literacy using My Many Coloured Days. Children identify feelings and follow advice as to how to address</p>	<p>The first study of the popular Daily Mile initiative -- which involves children taking a 15-minute break from class to do physical activity -- has confirmed it improves fitness, body composition and activity levels in participants (University of Stirling and Edinburgh) and evidence</p>	<p>Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p> <p>Student Voice</p>	<p>SLT</p>	<p>Daily mile: initiated Sept 2018 – review January 2019 and July 2019</p> <p>Emotional Literacy: initiated Nov 2018 – review April 2019 and July 2019</p> <p>PSHE: introduce Jan 2019 – review July 2019</p>

<p>ensure learning outcomes improve.</p>	<p>them. Modelled and embraced by all staff.</p> <p>To introduce a new whole school approach to PSHE which focuses on the specific needs of Abbey Woods: Aspiration, Social Skills, Anger Management, Self Esteem and Friendships.</p> <p>Quiet Place “drop-in” area at break time for support and discussion.</p> <p>8:30am Open Doors Policy for children to come in and do quiet activities before school starts. To link in with Magic Breakfast initiative. Existing Breakfast club to continue as last year.</p>	<p>suggests that there are benefits beyond physical health. Regular physical activity, such as The Daily Mile, can lead to improvements in social, mental and emotional health too. Concentration in class is also improved.</p> <p>The impact on a hungry child of eating a nutritious breakfast is not only immediate to see, but it can affect that child's whole path in life. Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.</p>			<p>Drop in and open door 8:30am – introduce Dec 2018 – review April 2019 and July 2019</p> <p>£450 £1500 £426.82</p>
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<p>C.Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.</p>	<p>KS1 – Supported by the Communication and Interaction Team embed the SCERTS communication programme to begin to support whole class the language barriers. KS1/2 - Create a language rich school – learning walk to assess current state and identify actions for future (12/11/18)</p>	<p>SCERTS stands for Social Communication, Emotional Regulation and Transactional Support and is an evidence-based framework with the aim of alleviating some of the core difficulties associated with autism spectrum conditions, including speech, language and communication.</p> <p>The SCERTS Model has been derived from a theoretical as well as empirically based foundation and addresses core challenges of children with ASD as they relate to social communication, emotional regulation, and transactional support. The SCERTS Model also is consistent with empirically supported interventions and it reflects current and emerging “recommended practices” (National Research Council, 2001)</p>	<p>PPM</p> <p>Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p> <p>Data outcomes for children in KS1 and Foundation.</p>	<p>RS and Class Teachers</p>	<p>Model to be introduced following LW in Nov 2018 – review April 2019 and July 2019</p> <p>£1500 £250</p>
<p>E.Sharp focus on outcomes for disadvantaged children leads to better progress</p>	<p>Reinstate TA meetings to reflect on MITA training</p> <p>Clear and focused intervention programme to be introduced using evidence-based interventions (Catch-up literacy and catch-up numeracy).</p> <p>SSIF writing project supported by RF and SS. Tailor made to meet the needs of disadvantaged children in our school with external support.</p>	<p>EEF trials have demonstrated that when TAs are well trained and used in structured setting with high quality support and training they can make a noticeable impact on pupil learning.</p>	<p>PPM</p> <p>Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p> <p>Progress and attainment improvement.</p>	<p>RS/JD/Class teachers</p>	<p>Catch up literacy – review Dec 2018 and then termly.</p> <p>Catch up numeracy – review April 2019 following implementation Jan 2019</p> <p>SSIF – Review July 2019</p> <p>£450 £1100 £550</p>
<p>Total budgeted cost</p>					<p>£14,026.82</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?
<p>A.Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p>	<p>Implement and evaluate appropriate SEAL intervention to develop personal qualities Implement and evaluate appropriate SEAL intervention to develop social skills PP children know the skills to maintain friendships needed through SEAL activities</p> <p>Career fair – for the whole school, using parents and primary futures. Following this put together an aspirational programme of events for all children with specific focus on PP.</p>	<p>Social and emotional learning interventions have a significant impact on attitudes to learning, social relationships in school and attainment itself. EEF (2017) suggests that SEL programmes have benefited disadvantaged pupils more than other pupils, although all pupils have benefited on average.</p> <p>The relationship between aspirations and attainment is complex but, on average, interventions which aim to raise aspirations appear to have little or no positive impact on educational attainment however the evidence base on aspiration interventions is very limited (EEF). We would look to start at school level but then drill down to specific pupil level interventions and aspirations enabling us to focus on the gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p>	<p>Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>RS</p>	<p>SEAL/ELSA activities introduced – Dec 2018 – review April 2019 and July 2019</p> <p>Career fair to take place Spring term 1 and programme following this – review overall impact July 2019</p> <p>£400 £350</p>

<p>B.Mental Health needs will be understood, unpicked and appropriate intervention implemented to ensure learning outcomes improve.</p>	<p>Dedicated time given to specific PP children by key adults every morning to support a settled start.</p> <p>Teachers to refer using referral system to identify the most effective well-being intervention for them: ELSA, Nurture, Worry programme or Drawing and Talking</p>	<p>There is an established relationship between attachment and academic achievement. This has been demonstrated for all age groups from the primary school stage through to school leaving age and beyond (Jacobsen, Edelstein and Hofmann (1994)). The National Nurture Group Network states that "being able to build trusting relationships with reliable and consistent adults and with their peer group establishes a foundation for healthy emotional development, enhancing children's self-confidence and their ability to take responsibility for their own behaviour which increases chances of educational success."</p>	<p>Through outcomes as well as score on S and D questionnaire and improvements on the Boxall profile.</p>	<p>RS/MD</p>	<p>Dec 2018 and then termly.</p> <p>£17,000</p>
<p>C.Improved oral language skills in reception to equip with the communication skills required for the rest of their educational career and life.</p>	<p>Small group and 1:1 provision – delivering structured speech and language targeted programmes</p>	<p>Evidence: Overall studies of oral language interventions consistently show positive benefits on learning including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over a year. EEF Toolkit (2017).</p>	<p>Progress during speech and language interventions. Teachers to report the success of the intervention strategies in the classroom.</p>	<p>RS</p>	<p>Termly in alternate PPMs</p> <p>£3515.80</p>

<p>D.Less learning time is lost to resolving issues as self-regulation and conflict resolution are improved.</p>	<p>Dedicated time given to specific PP children by key adults every morning to support a settled start.</p> <p>Teachers to refer using referral system to identify the most effective well-being intervention for them: ELSA, Nurture, Worry programme or Drawing and Talking.</p> <p>Launch trial “drop in” session on a Tuesday afternoon for any KS2 PP child that would like to come and chat. Aim: Build relationship with staff member in a “safe environment”</p> <p>Create inside provision for children at lunch and break as an alternative to outside play.</p>	<p>Social and emotional learning interventions have had a significant impact on attitude to learning, social relationships in school and attainment itself. EEF, 2017, suggests that programmes have benefited disadvantaged pupils more than others although all pupils benefit on average.</p> <p>There is an established relationship between attachment and academic achievement. This has been demonstrated for all age groups from the primary school stage through to school leaving age and beyond (Jacobsen, Edelstein and Hofmann (1994)). The National Nurture Group Network states that “being able to build trusting relationships with reliable and consistent adults and with their peer group establishes a foundation for healthy emotional development, enhancing children’s self-confidence and their ability to take responsibility for their own behaviour which increases chances of educational success.”</p>	<p>Monitoring of transition periods and review of behaviour logs.</p> <p>Evidence from S and D questionnaires and Boxall profile.</p>	<p>RS/MD/JH</p>	<p>Termly</p> <p>£1500</p>
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<p>E.Sharp focus on outcomes for disadvantaged children leads to better progress</p> <p>G.Attendance rates to continue to increase for PP children and persistent absentee rates will decrease.</p>	<p>Attendance focus – robust tracking and monitoring of attendance for PP children.</p> <p>Raise the profile of attendance through assemblies. Individual plans for high priority target children Breakfast club implemented (free for PP children) to encourage improved attendance and punctuality</p> <p>Clear and focused intervention programme to be introduced using evidence-based interventions (Catch-up literacy and catch-up numeracy).</p> <p>Progress tracked during half termly PPM that focuses on data and outcomes of specific children.</p>	<p>If children are not in school then they are not accessing learning. Analysis of attainment data and attendance data demonstrates a clear link between the two for a small number of children.</p> <p>Both interventions are based on rigorous academic research (EEF) and are targeted to the needs of individual learners. They involve 15-minute individual sessions delivered twice a week by teaching assistants, teachers or mentors.</p> <ul style="list-style-type: none"> • Achieve double the normal rate of progress in learners' Reading and Number Ages • Maximise effectiveness of support staff, trained to deliver proven interventions • Improve learners' confidence, behaviour, and engagement with the whole curriculum • Encourage learning through success with interventions targeted to individual needs 	<p>Through weekly attendance monitoring and implementation of the attendance tracking strategies.</p>	<p>RS</p>	<p>Termly</p> <p>£31,435.96</p>
Total budgeted cost					£54,201.76
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?
<p>E.Sharp focus on outcomes for disadvantaged children leads to better progress</p>	<p>PP Monitoring Cycle to be set up and maintained (RS) Pupil Premium Strategy document is rigorously reviewed and updated to include forensic detail of plans, costs, analysis and impact</p>	<p>Ofsted said leaders focus on key groups [such as disadvantaged pupils] is still not sharp enough. Leaders and governors do not check carefully enough what difference their spending of additional funding makes.</p>	<p>High engagement and evidence of impact through PPMs and progress for children in learning, attendance and behaviour is evident through the other measures described above.</p>	<p>RS</p>	<p>July 2019</p> <p>£600</p>

	<p>Individual pupil plans with specific strategies and targets shared in PPMs. Cycle of PPMs to assess and review impact of individual plans (data focus)</p> <p>Career fair – for the whole school, using parents and primary futures. Following this put together an aspirational programme of events for all children with specific focus on PP.</p>	<p>The relationship between aspirations and attainment is complex but, on average, interventions which aim to raise aspirations appear to have little or no positive impact on educational attainment however the evidence base on aspiration interventions is very limited (EEF). We would look to start at school level but then drill down to specific pupil level interventions and aspirations enabling us to focus on the gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p>			
<p>A.Children will feel more confident, determined and empowered. They will be able to solve problems and resolve difficulties through collaboration and positive relationships</p>	<p>Identify and demarcate a safe zone – for “Time out” purposes Provide a variety of options for outside playground activities, with support of ELSA, and adult to engage with the children on the activity (target PP). Continued training for lunch time supervisors concerning positive behaviour management and engaging children in play Use behaviour policy at lunch and break to allow consistency. Lunch time supervisors to use behaviour book to communicate more effectively with teachers and ensure consequences are followed through (Target PP) Launch trial “drop in” session on a Tuesday afternoon for any KS2 PP</p>	<p>Rationale is to encourage PP children to work collaboratively and cooperatively to achieve a common goal. Evidence EEF show that collaborative learning approaches are consistently positive however will require an approach that includes structured approaches and well-designed tasks (Arbojo). A focus for training will be to ensure that:</p> <ul style="list-style-type: none"> - Approaches that promote talk and interaction between learner tend to result in the best gains - A focus on encouraging lower achieving pupils to talk and articulate their thinking (as they may contribute less). 	<p>Progress will be reviewed through pupil progress meetings and the school cycle of monitoring and evaluation.</p>	<p>RS</p>	<p>July 2019</p> <p>£950 £500 £1600</p>

	child that would like to come and chat. Aim: Build relationship with staff member in a “safe environment”				
F.Parents are better able to support their children with key learning skills e.g. reading, spelling, homework.	Construct a programme of parent sessions that engage and inform (e.g. musical and learning celebration and talk about vision) HSLW to invite personally and call PP families to ensure attendance Invite PP families to “Support child with learning at home” sessions Track attendance of PP parents at Parents’ evenings.	Although parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families (EEF 2018). Understanding this our rationale for keeping parental engagement on our plan is more concerned with building positive relationships with the community and providing support to families that may need it ensuring more positive holistic outcomes.			£721.42
Total budgeted cost					£4371.42

4. Review of expenditure				
Previous Academic Year		2017-2018		
i. 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
A. Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.	<p>Implement "Silver Star". Target PP children identify areas of interest and professionals invited in to talk to class/school and inspire</p> <p>To ensure that PSHE is taught regularly and integrated throughout the curriculum. PP know the skills to maintain friendships needed through SEAL/PSHE activities</p>	<p>Review of Impact: Robust Pupil Progress Meetings majority focus on PP children detailed specific barriers to learning for individual children and identified relevant and aspirational targets to diminish the difference. Approximately 80% children were removed from the PPM cycle following their intervention as they had achieved their target set. Overall progress for PP children was in line with non PP children in KS1 however is not yet in line with expected progress. Overall progress in KS2 for PP children was not in line with expected however individual case studies show examples of accelerated progress.</p> <p>Review of Impact: Children accurately identified through PPM cycles and interventions effective in addressing need. KS1 experienced greater rates of success as the need has been addressed earlier. KS2/KS1 will continue to implement handwriting as an intervention to ensure we maintain the level of presentation expected and balance out the lack of input in the home environment.</p> <p>Review of Impact: The training experienced positive results however impact was not immediate. The balance appeared to swing the other way and following a learning walk with the OXSIT advisor, training was revisited to ensure maximum impact. TAs being fully aware about the detrimental impact of the "Velcro" TA spent too much time with a variety of different groups rather than focusing and scaffolding the support for the children effectively in one group. Following second wave of training TAs felt more confident with the approach and further learning walks and observations evidenced a more cohesive and structured approach to supporting the children and meeting their needs.</p>	<p>This approach will continue as it has had positive impact on pupil performance and progress. Additionally, it raised the profile of the disadvantaged pupils and gave them quality teaching and nurture time with their teachers. Aspiration remains low throughout the school and next year more work needs to be done on careers and inspiring children to want to work for something.</p>	£3598.18
B. Writing will be improved through a focus on handwriting and fine motor skills.	<p>Correctly identify children with specific barrier Implement appropriate intervention and evaluate impact</p>	<p>Review of Impact: The training experienced positive results however impact was not immediate. The balance appeared to swing the other way and following a learning walk with the OXSIT advisor, training was revisited to ensure maximum impact. TAs being fully aware about the detrimental impact of the "Velcro" TA spent too much time with a variety of different groups rather than focusing and scaffolding the support for the children effectively in one group. Following second wave of training TAs felt more confident with the approach and further learning walks and observations evidenced a more cohesive and structured approach to supporting the children and meeting their needs.</p>	<p>Inconsistencies in the skill of teachers to identify the fine motor need and then make time to implement appropriate intervention. All staff shown resources on system from OT and encouraged to use them regularly with targeted groups. Not always implemented however unless identified in PPM strategy.</p>	£800.63
E. Sharp focus on outcomes for disadvantaged children leads to better progress	<p>To improve teaching assistant skill and knowledge to maximise impact and add value to teaching (MITA training)</p>	<p>Review of Impact: The training experienced positive results however impact was not immediate. The balance appeared to swing the other way and following a learning walk with the OXSIT advisor, training was revisited to ensure maximum impact. TAs being fully aware about the detrimental impact of the "Velcro" TA spent too much time with a variety of different groups rather than focusing and scaffolding the support for the children effectively in one group. Following second wave of training TAs felt more confident with the approach and further learning walks and observations evidenced a more cohesive and structured approach to supporting the children and meeting their needs.</p>	<p>Important to ensure that all TAs understand the purpose of the training and the changes that they need to make. Important to include follow up training following initial input to reinforce.</p>	£4995

ii. 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
<p>A. Children will feel more confident, determined and empowered. Learning outcomes will accelerate as a direct result.</p>	<p>Identify vulnerable PP children through S and D questionnaire Implement and evaluate appropriate SEAL intervention to develop personal qualities Implement and evaluate appropriate SEAL intervention to develop social skills PP children know the skills to maintain friendships needed through SEAL activities</p>	<p>Review of Impact: SEAL activities delivered through a variety of means including, PSHE, Breakfast Club, the reflection zone, worry programme and drawing and talking. Increased attendance overall for pupil premium children demonstrates an improved engagement with school (according to our attendance tracker 96.23%). Reduction in the number of PP children involved in incidents at break and lunch however no change in terms of frequency as small core group of PP children continually displaying challenging behaviours.</p>	<p>Lack of the S and D questionnaire resulted in lack of quantitative data and therefore over reliant on student and staff voice. A more systematic and rigorous approach needed to identify the children that specifically require the SEAL/Welfare interventions.</p>	<p>£1785.28</p>
<p>B. Writing will be improved through a focus on handwriting and fine motor skills</p>	<p>Correctly identify children with specific barrier implement appropriate intervention and evaluate impact. Target groups according to need.</p>	<p>Review of Impact: In KS1 progress was in line with non-pupil premium children and the handwriting was effective. KS2 progress needs to be an area of focus next year as in some classes, year 5, writing progress for pupil premium children is behind the rest of the class.</p>	<p>Inconsistencies in the skill of teachers to identify the fine motor need and then make time to implement appropriate intervention. All staff shown resources on system from OT and encouraged to use them regularly with targeted groups. Not always implemented however unless identified in PPM strategy.</p>	<p>£3762</p>
<p>C. Improved oral language skills</p>	<p>Small group and 1:1 provision – delivering structured speech and language targeted programmes</p>	<p>Review of Impact: 100% success in children under the speech and language therapist meeting their targets for their intervention. The speech and language therapist visits regularly and updates targets. The communication and interaction team supported in reception = effective provision.</p>	<p>Great communication between TA and therapist ensured smooth transfer of information and strategies (refer to e-mail).</p>	<p>£2515.80</p>
<p>D. Less learning time is lost to resolving issues as self-regulation and conflict resolution skills are improved.</p>	<p>Pastoral support for individual pupils from SENCO/PP lead/staff support team/HSLW. Refer to actions identified below regarding playground improvements. Training for staff on the 5 points scale.</p>	<p>Review of Impact: Individual successes using the 5-point scale Lunchtimes and break times recorded a reduction in the number of negative behaviours logged for PP children.</p>		

<p>G. Attendance rates increase for PP children and persistent absentee rates will decrease.</p>	<p>Launch SOL attendance initiative Employ a home school link worker to liaise with admin and focus specifically on attendance of disadvantaged children including home visits Raise the profile of attendance through assemblies, SOL diamond in the classroom, summer surprise (reception) Rigorous tracking through the spreadsheet and identification of pupils not improving attendance and hitting target – individual plans for high priority target children Breakfast club implemented (free for PP children) to encourage improved attendance and punctuality</p>	<p>The school has purchased SOL attendance consultancy to track and motivate improved attendance and inform the schools attendance action plan. <u>Review of impact:</u> <i>We recognise that this remains a priority area and needs to remain a focus.</i> <i>The school have taken further steps to ensure that this data improves this year. Teachers are working with admin staff to ensure a consistent approach using the SOL consultancy guidance. A Home school link worker has been employed to encourage direct engagement with persistent absentees and we will be working closely with the EWO to work out a process of fining parents who consistently take their child out of school for leisure activities such as holidays.</i> Overall this year attendance rates have increased – whole school reached 95.41 % and according to our in school SOL tracker disadvantaged attendance rates reached 96.23%</p>	<p>Attendance rates will only improve with our continued monitoring and support.</p>	<p>£2500 (SoL) £21,962 (HSLW) £31,435.96 (Breakfast club – staff, resources, food)</p>
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iii. Other approaches

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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<p>E. Sharp focus on outcomes for disadvantaged children leads to better progress</p>	<p>An external review of the school's use of the pupil premium should be undertaken. (GM/RS to broker) PP Monitoring Cycle to be set up and maintained (RS) (See Appendix plan) Pupil Premium Strategy document is rigorously reviewed and updated to include forensic detail of plans, costs, analysis and impact Individual pupil plans with specific strategies and targets shared in PPMs. Cycle of PPMs to assess and review impact of individual plans (data focus)</p>	<p>Review of Impact: Robust Pupil Progress Meetings majority focus on PP children detailed specific barriers to learning for individual children and identified relevant and aspirational targets to diminish the difference. Approximately 80% children were removed from the PPM cycle following their intervention as they had achieved their target set. Overall progress for PP children was in line with non-PP children in KS1 however is not yet in line with expected progress. Overall progress in KS2 for PP children was not in line with expected however individual case studies show examples of accelerated progress.</p> <p>External review was very positive and could see the merit in the strategies being implemented and the impact.</p>	<p>PPMs need to remain focused and specific however also take into account the range of needs of the other children in the class. Teachers sometimes reported the focus on the PPM children resulted in a lack of focus on other "on track" children who then dropped. Balance imperative to get right to ensure all children have the opportunity to make accelerated progress.</p>	<p>£1500 (External review x 2 days)</p>
<p>F. Parents are better able to support their children with key learning skills e.g. reading, spelling, homework.</p>	<p>Construct a programme of parent workshops that engage and inform (e.g. musical and learning celebration and talk about vision) HSLW to invite personally and call PP families to ensure attendance Invite PP families to "Support child with learning at home" sessions Track attendance of PP parents at Parents evenings. Set-up and facilitate "Real-Play" sessions targeted at PP families to engage</p>	<p>Review of Impact: This remains a priority. Milestones for this aspect of the plan were not met throughout the year and therefore actions were not implemented fully. Parent events were organised throughout the year however impact limited numbers attending were low.</p> <p>Attendance for PP children at parent's evening was lower than that of non PP children despite phone calls being made to any PP families that had not signed up for a slot.</p> <p>Real play sessions were unable to be implemented due to the play leader going on maternity leave.</p>	<p>Events needs to be organised at the beginning of the year and mapped out so that there is a good spread of events for parents to attend and all are advertised well in advance. Need to get the children involved in the events and excited about them so that they will then encourage their parents to attend.</p>	<p>£186.56 £68.28 £68.28 £398.30</p>

<p>A. Children will feel more confident, determined and empowered. They will be able to solve problems and resolve difficulties through collaboration and positive relationships.</p>	<p>RS to attend Playground ideas workshop at conference Identify and demarcate a safe zone – for “Time out” purposes Provide a variety of options for outside playground activities and adult to engage with the children on the activity (target PP) Training for lunch time supervisors concerning positive behaviour management and engaging children in play “Play leader” each session to initiate and engage in a variety of games (modelling correct behaviour) Use behaviour policy at lunch and break to allow consistency. Lunch time supervisors to use behaviour book to communicate more effectively with teachers and ensure consequences are followed through (Target PP) Launch trial “drop in” session on a Tuesday afternoon for any KS2 PP child that would like to come and chat. Aim: Build relationship with staff member in a “safe environment”</p>	<p>Review of Impact: Lunch time games were reviewed and rotas put in place for year groups in KS2. This resulted in most children playing more positively and appropriately with each other. Competitive games such as football still have the potential to escalate.</p> <p>Trim trail added to the KS2 playground area – this has helped enrich their lunch time activities.</p> <p>Lunch time supervisors more confident in managing behaviour and reporting concerns to an appropriate adult whom can then take the appropriate course of action to support the children involved.</p>	<p>Review of lunch time needs to take place for Sept 2018. Shorter lunch for upper KS2 this will also allow more time to include the daily mile which will be part of our mental health and well-being plan.</p> <p>Greater SLT presence required to model behaviour policy for lunchtime staff.</p>	<p>£500 (Playground focus) £120 (training and resources) £402.50</p> <p>Total: £1022.50</p>
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5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk