



MEXBOROUGH HIGHWOODS PRIMARY SCHOOL

School Improvement Plan – Pupil Premium Impact Statement

September 2016 – July 2017



Pupil Premium Strategy Statement 2016 - 2017

1. Summary information					
School	Mexborough Highwoods Primary School				
Academic Year	2016/17	Total PP budget	£116,160	Date of most recent PP Review	October 2016
Total number of pupils September 2016	181	Number of pupils eligible for PP	105/179 59% January 2015 Census 88 / 182 48% January 2016 Census	Date for next internal review of this strategy	Jan 2017

2. Current attainment				
Based on July 2016 Outcomes	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
% achieving Good Level of Development end of Reception class	67%		62%	
% achieving expected standard at end of Key Stage 1	Reading	83% (33% exceeding)	Reading	80% (10% exceeding)
	Writing	83% (25% exceeding)	Writing	70% (20% exceeding)
	Mathematics	92% (8% exceeding)	Mathematics	70% (10% exceeding)
	Grammar Punctuation Spelling	58% (8% exceeding)	Grammar Punctuation Spelling	60% (0% exceeding)

% passing phonics screening at Year 1	80%	82%		
% passing phonics screening at Year 2	100%	0%		
% achieving expected standard at end of K.S.2	Children	Children		
	Test outcomes	Test outcomes		
	Reading	24%	Reading	25%
	Writing	71% (Teacher Assessment)	Writing	63% (Teacher Assessment)
	Maths	35%	Maths	25%
	EGPS	35%	EGPS	50%
	Combined Reading Writing & Mathematics	18%	Combined Reading Writing & Mathematics	13%
% making at least expected progress in reading	24%	24%		
% making at least expected progress in writing	25%	17%		
% making at least expected progress in mathematics	25%	17%		
Floor Standards	School did not meet floor standards based on attainment (65% combined reading, writing and mathematics but did meet floor standards based on pupil progress from Key Stage 1 to Key Stage 2			

□

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

In-school barriers

A.	A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment. Year 1 11% , Year 2 30% , Year 3 29% , Year 4 23% , Year 5 30% Year 6 25% compared to non-PP
B.	Early years group on entry have below expectations in reading / writing / oral language and generally poorly developed communication skills. This impacts on grammar, punctuation and spelling in subsequent years. Extra full time staffing is required to diminish differences and therefore has impact on attainment in subsequent years.
C.	Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.

External barriers

D.	Although most parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning. Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development. Limited home school learning support for this group means they access less enrichment experiences outside of school, this can limit progress specifically in reading and writing and maths.
E.	Persistence absentees 2015-2016- 10 out of 27 were PP 37% PP groups attendance 94.9% - below school target of 96.1%
F.	School serves a community which reflects extreme social and economic challenges. The school has an average IMD score of: 52.50 The local authority has an average of: 31.63 The national average is: 21.67. The school is classified as the 3rd most deprived in Doncaster. Limited pre-school and in-school life experiences - this can limit progress specifically in reading and writing and maths, especially vocabulary and use of language. Low parental aspirations.

4. Desired outcomes □		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at-point-of-learning intervention/feedback and diminishing differences interventions.</p> <p>Further develop staff who can deliver and cascade interventions such as 1stClass@Number, Working Memory, Read Write Inc. 1-1 tuition</p> <p>Invest in extra support in EYFS and KS1 to support the cohort and aid transitions</p> <p>Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme</p>	<p>Support staff are well trained and able to deliver high quality support / interventions to children across the school.</p> <p>Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage.</p> <p>PP pupils making further progress to diminish the differences between themselves and their peers.</p> <p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p>
B.	<p>Children have enrichment opportunities that have a direct impact upon their vocabulary development, writing and reading as well as basic skills development.</p> <p>Invest in extra support in the cohort where EGPS is weak due to historical curriculum change to diminish the differences</p> <p>Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme</p>	<p>Increased % of children achieving GLD in EYFS.</p> <p>Increased % of children achieving Phonics check at both Year 1 and Year 2 re-checks.</p> <p>GPS improved outcomes across school, but particularly in Year 3.</p> <p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p>
C.	<p>For children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional & behavioural incidents and to ensure they make progress in their learning.</p> <p>Pupils' well-being evidenced through PASS survey, pupil questionnaire, behaviour monitoring and drop-in session feedback.</p>	<p>Children and families supported through difficult times.</p> <p>Learning Mentor has targeted behavioural interventions for identified pupils leading to less conflict and seeking solutions to problems before they escalate.</p> <p>Children engaged with school.</p> <p>Children have a trusted person they can self-refer to and raise and discuss any worries or concerns.</p> <p>PASS survey indicating which children require support – support implemented</p> <p>Pupil questionnaire highlighting those with issues – these issues being addressed</p>
D.	<p>Develop the engagement with parents through work done via the Learning Mentor and Inclusion team, Early Help and school events. Develop the network of parents who can access school in order to engage with more reluctant parents. Continue with the re-modelling parents' consultation sessions so more parents can attend and engage more in supporting their children. Deliver information meetings to show how they can work with their child, particularly in the area of reading and our introduction of Read Write Inc., also in maths where methods of calculation may differ from parents' experience.</p> <p>Where children are not reading at home, invest in support staff time into working individually with these children regularly in the week and to introduce 'reading leaders' from older year groups to listen to younger children read.</p>	<p>Parents feel more engaged with school and the value it can give to their child.</p> <p>Parents are supported in how they can help their child at school and this is developed in a workshop way.</p> <p>Improved parental attendance at consultation meetings.</p> <p>Parents having more input into SEND support plans.</p> <p>Children having opportunities to read to their peers – implementation of 'Reading Leaders'</p>

	<p>Continue to further develop our work on positive learning behaviours and extend this to Growth Mindsets – developing in children an empowering perspective on learning - focusing on improvement and see effort as a way to build their abilities.</p> <p>Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme thus impacting on the reading culture in school and ultimately attainment outcomes.</p>	<p>Children who have a growth mind-set respond differently in challenging situations and do better in school over time.</p> <p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p>
E.	<p>Continue to refine the school's attendance procedures and work with outside agencies such as EWO/legal team to improve children's attendance in school thus impacting on outcomes.</p>	<p>PP children with poor attendance and punctuality show an improvement and progress improves as a result of this.</p> <p>Attendance for this group continues to be in line with other pupils but is at the school's target of 97%.</p> <p>Increased numbers of pupils taking part in the attendance reward visits at the end of the year.</p>
F.	<p>Improve the outcomes of children by providing access to extra-curricular activities which are externally provided; access to first-hand active learning through educational visits; giving opportunity to Years 5 and 6 to participate in the 5 day residential to London; giving opportunity to Years 3 and 4 to participate in the 2 day local residential; giving opportunity participate in experiencing live theatre.</p> <p>Provide access to breakfast club & 'wake-and-shake' activities leading to improved attendance.</p> <p>Providing access for Years 5 and 6 to attend a healthy eating club – Let's Get Cooking – to provide healthy recipes and cooking experiences – sharing these with parents and highlighting the need for healthy choices and widening food experiences.</p> <p>Work with the Wider Opportunities programme to enable children to play a musical instrument and perform as part of a group.</p>	<p>Children being able to access extra-curricular activities / experiences which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social aspects of their heritage.</p> <p>Children having a good start to the day – a satisfying breakfast and activities to get them energised for the day ahead so as to be fully engaged in learning.</p> <p>Children developing their musical and performance skills. Performing in the end of year celebration.</p>

5. Planned expenditure

Academic year		2016/17			
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	Impact
<p>Support staff are well trained and able to deliver high quality support / interventions to children across the school.</p> <p>Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage.</p> <p>PP pupils making further progress to diminish the differences between themselves and their peers.</p>	<p>Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at-point-of-learning intervention/feedback and diminishing differences interventions.</p> <p>Pre-teach sessions accessible to all to enable children to access first-quality teaching</p> <p>Support staff undertaking Level 3 qualifications and being allocated study support time.</p>	<p>A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment. Year 1 - 11%, Year 2 - 30%, Year 3 - 29% ,Year 4 - 23%, Year 5 - 30% & Year 6 -25%</p> <p>Early years group on entry have below expectations in reading / writing / oral language and generally poorly developed communication skills. This impacts on grammar, punctuation and spelling in subsequent years.</p> <p>Extra full time staffing is required to diminish differences and therefore has impact on attainment in subsequent years compared to non-PP</p>	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Lesson observations • Support staff appraisals • Drop-ins • Pupil Interview • Work scrutiny • Pupil Progress Meetings 	<p>GR</p>	<p>Support staff attended Outstanding Teaching Assistants programme – high quality training brokered through school to school support enabling them to deliver high quality support / interventions to children across the school. Observations showed the impact of this training and were very favourable in external observations.</p> <p>EYFS children were school ready and outcomes at end of Year 1 matched the outcomes at end of EYFS.</p> <p>Phonics at Y1 77% - approaching national benchmark 81%</p> <p>School PP 75% National PP 84%</p> <p>Year 2 to Year 3 maintained their attainment:</p> <p>PP Reading 79% ARE+ Non PP Reading 64% ARE+</p> <p>PP Writing 69% ARE+ Non-PP Writing 67% ARE+</p> <p>PP Maths 85% ARE+ Non-PP Maths 73% ARE+</p> <p>KS1 Results Reading School PP 77% EXS+ National PP 79% EXS+</p>

				<p>Greater Depth Reading School PP 23% GDS National PP 28% GDS</p> <p>KS1 Results Writing School PP 69% EXS+ National PP 72% EXS+</p> <p>Greater Depth Writing School PP 0% GDS National PP 18% GDS</p> <p>KS1 Results Maths School PP 92% EXS+ National PP 79% EXS+</p> <p>Greater Depth Maths School PP 23% GDS National PP 23% GDS</p> <p>KS2 Results Reading School PP 87% EXS+ National PP 77% EXS+</p> <p>Greater Depth Reading School PP 8% GDS National PP 29% GDS</p> <p>KS2 Results Writing School PP 83% EXS+ National PP 81% EXS+</p> <p>Greater Depth Writing School PP 17% GDS National PP 21% GDS</p> <p>KS2 Results Maths School PP 100% EXS+ National PP 80% EXS+</p> <p>Greater Depth Maths School PP 42% GDS National PP 27% GDS</p> <p>KS2 Results EGPVS School PP 83% EXS+ National PP 82% EXS+</p> <p>Greater Depth EGPVS</p>
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					School PP 25% GDS National PP 36% GDS
<p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p> <p>Classrooms and school shows the value we place on reading.</p>	<p>Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme.</p> <p>Strategies within school to promote reading.</p>	<p>Some children do not read at home or complete home learning tasks in order to support their learning.</p> <p>Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development.</p> <p>Outcomes at Key Stage 2.</p> <p>Increased demands of the curriculum</p>	<p>English lead to attend LA Training sessions and disseminate</p> <p>English lead to attend subject leader networks</p> <p>30-day action plans for reading</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Lesson observations • Drop-ins • Pupil Interview • Work scrutiny • Learning Walks • Pupil Progress Meetings 	GR RMc	<p>KS2 Results</p> <p>▣</p> <p>Reading Expected Standard School PP 87% EXS+ National PP 77% EXS+</p> <p>Greater Depth Reading School PP 8% GDS National PP 29% GDS</p> <p>Progress scores for disadvantaged pupils 0.58 compared to National non-disadvantaged pupils 0.33</p> <p>Pupil voice shows pupils are more interested in reading for pleasure.</p> <p>Learning Walks show that there is more emphasis placed on the value we place on reading.</p> <p>English curriculum delivery is based on a quality core text approach – these core texts have been reviewed and new books have been purchased that are better fit for purpose and are more challenging.</p>
<p>Improvement in the richness in children's vocabulary both in discussion and written work.</p>	<p>Children have enrichment opportunities that have a direct impact upon their vocabulary development, writing and reading as well as basic skills development.</p>	<p>Outcomes across school in terms of GPS.</p> <p>Limited vocabulary in written and discussion work.</p>	<p>30-day action plans for GPS</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Lesson observations • Drop-ins • Pupil Interview • Work scrutiny • Learning Walks • Pupil Progress Meetings 	RMc	<p>KS2 Results EGPVS School PP 83% EXS+ National PP 82% EXS+</p> <p>Greater Depth EGPVS School PP 25% GDS National PP 36% GDS</p> <p>Across the rest of the school the EGPVS scores are improving.</p>

<p>Children are more motivated, more engaged in the classroom having a positive impact on children's learning, attainment and, more importantly, understanding of the learning process.</p>	<p>Continue to further develop our work on positive learning behaviours and extend this to Growth Mindsets – developing in children an empowering perspective on learning - focusing on improvement and see effort as a way to build their abilities.</p> <p>Staff Training In class resources</p>	<p>Lack of resilience and 'stickability' when facing challenges.</p> <p>Demand of the curriculum – mastery</p> <p>Children avoiding challenges and choose activities that they find easy.</p> <p>Children not realising they learn from mistakes – having a go and failing first time is a key point in the learning process.</p>	<p>Action research feedback from staff.</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Lesson observations • Drop-ins • Pupil Interview • Learning Walks 	<p>GR</p>	<p>Pupils are using the growth mindset vocabulary.</p> <p>Classroom displays reinforce this language.</p> <p>Through lesson observations / learning walks, pupils are seen to be motivated and keen to learn.</p> <p>There is still more work to do on independence and stickability</p>																						
<p>By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.</p>	<p>Effective PHSCE programme delivered by Learning Mentor</p>	<p>Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.</p> <p>Low aspirations and self-esteem</p>	<p>PASS survey</p> <p>Pupil questionnaire</p>	<p>HM</p>	<p>Annual Pass Survey highlights those pupils who are needing additional emotional / pastoral support. This is provided by the Learning Mentor. Relevant welfare / pastoral issues are shared with staff as a whole – it is a standing agenda item on all professional development meetings</p> <p>Pupils Questionnaire Spring 2017</p> <table border="1" data-bbox="1744 890 2101 1437"> <tr> <td>I enjoy school</td> <td>88%</td> </tr> <tr> <td>I feel safe when I am at school</td> <td>93%</td> </tr> <tr> <td>I think children behave well in my class</td> <td>58%</td> </tr> <tr> <td>I learn a lot in lessons</td> <td>97%</td> </tr> <tr> <td>My teacher expects me to work hard and try my best</td> <td>99%</td> </tr> <tr> <td>I think other children are friendly in school</td> <td>84%</td> </tr> <tr> <td>I know who I can speak to if I have a problem</td> <td>95%</td> </tr> <tr> <td>The adults in my school care about me</td> <td>98%</td> </tr> <tr> <td>Adults at school are interested in my views</td> <td>95%</td> </tr> <tr> <td>I know how well I am doing at school</td> <td>91%</td> </tr> <tr> <td>Adults explain to me how to improve my work</td> <td>98%</td> </tr> </table>	I enjoy school	88%	I feel safe when I am at school	93%	I think children behave well in my class	58%	I learn a lot in lessons	97%	My teacher expects me to work hard and try my best	99%	I think other children are friendly in school	84%	I know who I can speak to if I have a problem	95%	The adults in my school care about me	98%	Adults at school are interested in my views	95%	I know how well I am doing at school	91%	Adults explain to me how to improve my work	98%
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					My school helps me to get ready to move into my next class	95%
					Mr Rhodes and the senior staff in my school do a good job	100%
					I know what to do to keep healthy	95%
					I would recommend Highwoods Primary School to other children.	94%
Total cost						£45,000

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	Impact
<p>Targeted interventions resulting in rapid progress and the diminishing of differences between vulnerable group and their peers.</p> <p>Improved progress for higher attaining pupils.</p>	<p>1stClass@Number</p> <p>Working Memory</p> <p>Read Write Inc. 1-1 Tutoring</p> <p>Support staff 'catch –up' interventions in an afternoon.</p> <p>Guided reading activities Reciprocal reading</p> <p>In-class support for the higher attainers and support via Senior TA</p>	<p>A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment.</p> <p>Outcomes at end of Key Stage 2</p> <p>Higher attainers need more challenge.</p>	<p>Impact of interventions</p> <p>Short term targets and review</p> <p>Monitoring of interventions by support staff & records kept</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Lesson observations • Drop-ins • Pupil Interview • Work scrutiny • Learning Walks • Pupil Progress Meetings 	<p>RMc</p> <p>LN</p> <p>VL</p> <p>GR</p> <p>TC</p>	<p>KS2 Results Reading School PP 87% EXS+ National PP 77% EXS+</p> <p>Greater Depth Reading School PP 8% GDS National PP 29% GDS</p> <p>KS2 Results Writing School PP 83% EXS+ National PP 81% EXS+</p> <p>Greater Depth Writing School PP 17% GDS National PP 21% GDS</p> <p>KS2 Results Maths School PP 100% EXS+ National PP 80% EXS+</p> <p>Greater Depth Maths School PP 42% GDS National PP 27% GDS</p> <p>KS2 Results EGPVS School PP 83% EXS+ National PP 82% EXS+</p> <p>Greater Depth EGPVS School PP 25% GDS National PP 36% GDS</p>

<p>Increase in the reading outcomes.</p> <p>Pupils enjoying reading experiences more.</p> <p>Quality of discussion around reading improves.</p> <p>Children's reading choices widen.</p>	<p>'Reading Leaders' deployed to read with younger, vulnerable children.</p> <p>Senior TA to oversee</p> <p>Training provided for Reading Leaders</p> <p>Time given for this support – assembly time</p>	<p>Some children do not read at home.</p> <p>Some children do not have access to books at home.</p>	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Pupil Interview: Reading Leaders & vulnerable children receiving support 	<p>RMc</p> <p>TC</p>	<p>Year 6 and Year 5 pupils deployed to read with identified PP pupils in Years 2 to 4.</p> <p>PP pupils reading on a regular basis to their peers.</p> <p>Pupils enjoyment of reading increasing and reading confidence.</p>
<p>Improvement in speaking and listening impacting on attainment, the gap between these children and rest of class narrowed.</p>	<p>Targeted speech & language sessions</p>	<p>Children identified as having speech and language problems – may be through internal assessments or work with external agencies eg Speech and Language Therapist</p>	<p>Analysis of outcomes</p>	<p>SS</p> <p>Support Staff</p>	<p>Identified children receiving targeted speech & language interventions.</p> <p>Whole school focus on oracy.</p>
<p>Improved Year 6 Reading outcomes</p>	<p>1 to 1 Tuition Year 6 delivered by qualified teachers using planned programme</p> <p>Easter Revision Club</p>	<p>Disappointing outcomes KS2 2016</p> <p>Early Y6 baseline shows several children just under age-related outcomes so booster sessions should secure.</p>	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Pupil Progress Meetings • Tracking 	<p>RMc</p> <p>Teaching Staff</p>	<p>KS2 Results Reading</p> <p>School PP 87% EXS+ National PP 77% EXS+</p> <p>Greater Depth Reading School PP 8% GDS National PP 29% GDS</p> <p>The gap at GDS remains a focus for next year.</p>
<p>Improved Year 6 maths outcomes</p>	<p>1 to 1 Tuition Year 6 delivered by qualified teachers using planned programme</p> <p>Easter Revision Club</p>	<p>Disappointing outcomes KS2 2016</p> <p>Early Y6 baseline shows several children just under age-related outcomes so booster sessions should secure.</p>	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> • Analysis of outcomes • Pupil Progress Meetings • Tracking 	<p>RMc</p> <p>Teaching Staff</p>	<p>KS2 Results Maths</p> <p>School PP 100% EXS+ National PP 80% EXS+</p> <p>Greater Depth Maths School PP 42% GDS National PP 27% GDS</p>

<p>Effective impact of the Schools Learning Mentor</p> <p>For children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional & behavioural incidents and to ensure they make progress in their learning.</p> <p>Develop the engagement with parents through work done via the Learning Mentor and Inclusion team, Early Help and school events.</p> <p>Develop the network of parents who can access school in order to engage with more reluctant parents.</p>	<p>Lunchtime Club – Drop In Access to Learning Mentor</p> <p>Small group circle time</p> <p>Social skills group</p> <p>Rainbow group</p> <p>Anger Management Techniques</p> <p>Access to Learning Mentor – Individual counselling</p> <p>PASS Survey</p> <p>Roots of Empathy Year 4</p> <p>Individual behaviour Programmes</p> <p>Parent Support work</p>	<p>Some children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional & behavioural incidents which can be barriers to their learning.</p> <p>Some hard-to-reach parents do not fully engage with school and hence do not support children with home-learning or know how to support their child.</p>	<p>Pupils' well-being evidenced through PASS survey, pupil questionnaire, behaviour monitoring and drop-in session feedback</p>	<p>HM</p>	<p>Learning Mentor continues to be very effective in her role.</p> <p>Children with emotional and /or behavioural difficulties receive targeted interventions / support to reduce emotional & behavioural incidents and to ensure they make progress in their learning.</p> <p>A huge focus is working with parents – signposting parents to support required.</p> <p>The work of the newly formed inclusion team is becoming more effective.</p>
<p>Total budgeted cost £41,900</p>					

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	Impact
<p>Improved Attendance</p> <p>School Achieves its target of 97.1%</p> <p>Pupil Premium achieve this target</p> <p>Improved punctuality</p> <p>Increased numbers taking part in the attendance reward visits.</p>	<p>Weekly Attendance Monitoring</p> <p>Immediate actions from the above for children falling below target</p> <p>Involvement of EWO</p> <p>Unauthorising of all holidays in term time (expect exceptional circumstances)</p> <p>Informing parents monthly of attendance figures</p> <p>Review of attendance policy</p> <p>Rewarding good attendance</p>	<p>Attendance and punctuality of pupil premium children improved last year and are in line with national expectations.</p> <p>PP attendance 94.9% - below school target of 96% but better compared to non-PP attendance 94.1%</p>	<p>Weekly Attendance Monitoring</p> <p>Working with EWO to improve practise and procedures</p> <p>End of year attendance data</p>	BF	<p>School PP absence 3.7%</p> <p>National PP absence 5.4%</p> <p>School PP attendance 96.3%</p> <p>School non-PP attendance 97.1%</p> <p>Persistent Absence</p> <p>School PP persistent absence 9.8%</p> <p>National PP persistent absence 15.6%</p> <p>School non-PP persistent absence 2.4%</p>
<p>Children are occupied at lunchtime using provided equipment properly</p> <p>Well trained lunchtime supervisors / play leaders</p>	<p>Lunchtime supervisors receive quality training</p> <p>Resources provided for children to play with at lunchtime</p> <p>Lunchtime supervisors leading & teaching play /games activities</p>	<p>Children do not know how to play traditional games.</p> <p>Behaviour incidents are prevalent at lunchtime</p> <p>New lunchtime supervisors</p>	<p>Monitoring of behaviour referrals at lunchtime</p> <p>Feedback from lunchtime supervisors</p> <p>Feedback from children</p>	BF KS PR	<p>Less behaviour incidents at lunchtime</p> <p>Children using equipment appropriately</p> <p>Older children playing with the younger children</p>
<p>Parents feel more engaged with school and the value it can give to their child.</p> <p>Parents are supported in how they can help their child at school and this is</p>	<p>Workshop sessions focussing on the following topics:</p> <p>Read Write Inc</p> <p>Maths methods</p> <p>Listening to your child read</p>	<p>Although most parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning. Some of these issues may</p>	<p>Attendance at sessions</p> <p>Feedback from parents attending the sessions</p>	GR VL RMc RM LN	<p>Parental take-up on the workshops was low.</p> <p>We will repeat the offer next year.</p>

developed in a workshop style.		be a result of parents needing help on how to support their child effectively in their learning and development. Limited home school learning support for this group means they access less enrichment experiences outside of school, this can limit progress specifically in reading and writing and maths.			
Parents supporting early reading activities at home	Children to take home Read Write Inc. reading books so they can work with parents.	Although most parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning.	Increase in the number of children being supported at home	VL	Read Write books being taken home by the majority of the children. Majority of parents working and supporting their child at home. Rising trend in phonics outcomes Phonics at Y1 77% - approaching national benchmark 81%
Each child in Year 2 to learn a musical instrument, developing music appreciation, social skills, creative skill, self-esteem and confidence	Wider Opportunities programme	School serves a community which reflects extreme social and economic challenges. Paying for music tuition would place extra burden on family finances.	Quality teaching from qualified peripatetic teacher.	SA LN	Children engaged with the programme. Pupils all learned to play the recorder. Performance for parents at the end of the year was well received. A group of children now engaging with lunchtime recorder lessons.
Access to affordable breakfast to start the day well-fed. Wake and shake activities to get the brain engaged and motivated Extended schools provision	Breakfast Club Subsidy / Wake & Shake	School serves a community which reflects extreme social and economic challenges. Subsidising breakfast club would ease demands on family finances and support working families with child care.	Attendance at breakfast club is open to all.	BF TC	Breakfast Club has proved to be very successful. Numbers have peaked around the 40 pupils figure – this is 25% of the school. Wake and Shake is popular with the children – we have had to separate it into two sessions KS1 & KS2

<p>Access to affordable after-school clubs that develop social, creative, sporting skills, as well as life skills</p> <p>Extended schools provision</p>	<p>Arts and Craft Clubs Christmas Crafts Book Club Gardening Club After school child care Homework club Sports clubs</p>	<p>School serves a community which reflects extreme social and economic challenges.</p> <p>Subsidising would ease demands on family finances and support working families with child care.</p>	<p>Attendance at after school clubs</p>	<p>BF</p>	<p>After-school clubs are popular and often over-subscribed.</p> <p>Next year we are looking to an external provider so we can increase pupil numbers attending the clubs.</p>
<p>Providing access for Years 5 and 6 to attend a healthy eating club – Let's Get Cooking – to provide healthy recipes and cooking experiences</p>	<p>Let's Get Cooking Club</p> <p>Fund resources, ingredients and equipment</p>	<p>School serves a community which reflects extreme social and economic challenges.</p> <p>It is important to educate children about making healthy food choice, provide healthy recipes and cooking experiences – sharing these with parents and highlighting the need for healthy choices and widening food experiences.</p>	<p>Attendance at Let's Get Cooking</p>	<p>TN</p>	<p>Let's Get Cooking Club is very popular and often over-subscribed.</p> <p>Pupils keen to share their cooking experiences at home after taking the recipes provided home.</p>
<p>Children being able to access extra-curricular activities / experiences which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social aspects of their heritage.</p> <p>Parents are not put in a difficult financial position when children need to access extra-curricular activities which are externally provided.</p>	<p>All children have access to visits to enable them to access first-hand experiences.</p> <p>Subsidising all educational school visits.</p> <p>Subsidising the Year 5 and Year 6 residential</p> <p>Subsidising the visit to the pantomime to experience live theatre</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>Monitoring of children accessing educational visits, residential and live theatre.</p>	<p>BF</p>	<p>Majority of children access extra-curricular activities / experiences.</p> <p>School subsidises all visits.</p> <p>Families with more than one child eligible for the visits / residential are offered favourable terms.</p> <p>Residential opportunities now extended to Year 3 and Year 4 – Austerfield visit.</p> <p>As an Academy we no longer qualify for board and lodging reimbursement from the Local Authority – this will now have to be part of the subsidy from the school / pupil premium funding.</p>
Total budgeted cost					£29,260

6. Additional detail

We will review our strategy for how we use the premium in July 2018, at the Pupil Premium Committee which will then report to the full Governing Body.

Information on how we spent last year's pupil premium money can be found on the school's website.

Information on how we spent this year's pupil premium money and the impact will be published by the 1st November 2018 on the school's website.