

Pupil premium strategy statement

| 1. Summary information | | | | | |
|---|--------------------------|----------------------------------|---|--|--------------------------------------|
| School | Newbridge Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £65940 est | Date of most recent PP Review | July 2018 |
| Total number of pupils | 420 | Number of pupils eligible for PP | 40 (9.5%) | Date for next internal review of this strategy | April 2019 |
| | | | | | End of year review September 2019 |
| 2. Current attainment | | | | | |
| | | | <i>Pupils eligible for PP (your school)</i> | | |
| % achieving in reading, writing and maths | | | 56% | | |
| % making progress in reading | | | 91.6% | | |
| % making progress in writing | | | 66.7% | | |
| % making progress in maths | | | 75% | | |
| % making progress in GPS | | | 75% | | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |

| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
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| A. | Speech and language skills in EYFS and KS1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. | |
| B. | Pupils who are eligible for PP are making less progress than other pupils throughout the school. | |
| C. | Poor reading and comprehension skills. | |
| D. | Social and emotional support is often needed. | |
| E. | Poor numeracy skills need addressing and the development of higher level mathematical skills will support P.P. children's progress in maths. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| F. | Attendance rates for pupils eligible for PP are 95.66% (below the target for all children of 97.6%). This reduces their school hours and contributes to them falling behind. | |
| G. | Lack of parental support for learning in reading and maths | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral language skills for pupils eligible for PP in EYFS and Key Stage 1. | Pupils eligible for PP in EYFS and Key Stage 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| B. | Higher rates of progress across KS1 and KS2 for pupils eligible for PP. | Pupils eligible for PP make as much progress as pupils not eligible for PP at Key Stage 2 in maths, reading, SPAG and writing. Measured by teacher assessments, use of Pira, Puma and SATs data, which is reviewed at Pupil Progress meetings and moderated in school. |
| C. | Improve reading and comprehension skills for pupils eligible for PP. | Pupils eligible for PP make at least as much progress as pupils not eligible for PP at Key Stage 2 in reading, |
| D. | PP pupils have the social and emotional support needed to access learning and make progress. Thrive and nurture activities will support PP pupils to help them be ready to learn and to overcome past experiences. This will be measured by progress in Thrive assessments. | PP pupils will have their social and emotional needs met. Progress will be in line with peers. Progress evidenced in Thrive assessments. Engagement with PP families so that there is a partnership with parents. |
| E. | Improve numeracy skills and the development of higher level mathematical skills which will support P.P. children's progress in maths. | Pupils eligible for PP make at least as much progress as pupils not eligible for PP at Key Stage 2 in maths, |

5. Desired outcomes-External

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|---|
| F. | Attendance and lateness rates for PP children are in line with the school's targets for all pupils. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95.66% to 97.6% in line with pupils not eligible for PP. Support will be given to PP families to enable good attendance rates. |
| G. | Parents are more engaged in supporting learning and PP children receive parental support for learning in reading and maths. Parents will read with children and record in Reading Record logs, support maths homework and use Maths with Parents. Parents attend parents' evening and information meetings. | Parents enabled to value and support reading and maths home learning. Parents meetings, website and meetings with staff support equip parents with the skills to support skills in English and maths. Maths with Parents resource accessed by PP parents. Use of reading record log and home learning. |

| 6. Planned expenditure | | | | | |
|--|---|--|---|--------------------------------|---|
| Academic year | 2018/19 | | | | |
| 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? |
| A. Improved oral language skills in EYFS and KS1 | Teachers use oral rehearsal before writing. Speech and Language Teaching Assistants run groups to develop oracy. Encourage use of: library, stories, pre-tutoring, hearing readers, quality resources, audio books, read and use high quality texts in class, and regular story time. | Evidence suggests the SP and L issues are impacting on progress of PP children. We want to invest some of the PP in longer term change which will help pupils socially and academically. EFF says that studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | Speech and Language and EAL Teaching Assistant to receive and disseminate training from the SLIP. Sendco to provide additional training and monitor outcomes. | Sendco DHT | July 2019 |
| B. Improved progress for PP pupils through strong subject and Phase leadership. Leaders support the teaching of English and maths and monitor teaching and learning of disadvantaged children. | Regular monitoring of teaching, monitoring of PP progress in Pupil Progress meetings 6 times a year. Release time for English and Maths Subject Leaders Release time for Phase Leaders. | Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in writing, reading, SPAG and maths. We want to ensure that PP pupils can achieve progress which is at least as good as that of other pupils. | Use Professional Development Meetings/INSET days to deliver training. SLT to monitor subject leader work. £780 x 2 | English and Maths leads SLT | July 2019 |

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| C. Improve reading and comprehension skills for pupils eligible for PP. | Quality first teaching using quality texts. Use of PIRA assessment materials. Phonics Bug and No Nonsense Spelling. Regular reading. Whole class guided reading as appropriate. Teaching Assistant hours. Running Record Training. | EFF says that studies of oral language interventions consistently show positive impact on learning and on reading comprehension. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. | Teacher assessment Pira data Pupil Progress meetings £1000 | Reading lead | July 2019 |
| D.PP pupils have the social and emotional support needed to access learning and make progress. Individual assessments. Support personal development through individualised plan. | Deliver THRIVE to provide specific support for pupils with emotional or social difficulties. 2 days of Sendco time every 6 weeks = £2,967 Sendco renewal of licence (training) = £100 TAs and parents to deliver. | It is noticed that social and emotional needs need addressing so that they are not a barrier to learning. Thrive trained members of staff are equipped to assess and plan activities to match needs. Parents can contribute to addressing needs. | Thrive assessment data Sendco and Thrive TA to plan and monitor Thrive provision. SLT knowledge of pupils. | Sendco | July 2019 |
| E. Pupil Premium children to make at least expected progress in maths. Develop basic numeracy skills and higher level mathematical skills to support P.P. children's progress in maths. | Quality first teaching. Rapid Maths intervention White Rose planning to develop higher level mathematical skills. Maths Subject lead to monitor Pupil Premium progress | The need to prioritise secure basic maths skills in PP pupils in order to enable progress onto using and applying higher level skills. | Hodder Scores Teacher assessment Puma data Pupil Progress meetings Maths subject leader monitoring SLT monitoring | Maths leads SLT | July 2019 |
| Total budgeted cost | | | | | £17809 |
| 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? |

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| <p>A. Improve speech and language skills to support speech and academic progress.</p> | <p>Speech and Language Teaching Assistants run groups to develop oracy. Support delivered to individual pupils by specialist TAs once per week.</p> | <p>Some of the pupils need targeted support to catch up. The programme will be based on activities provided by the SLIP.</p> | <p>Sendco to organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Progress of pupils to be monitored.</p> | <p>Sendco SLT</p> | <p>July 2019</p> |
| <p>B. Improved progress for PP pupils</p> | <p>9 weeks of 9 hours quality teaching support in Year 3 to improve progress in writing and maths (T.1 and 2). 6 weeks of 6 hours quality teaching support in Year 4 to improve progress in writing and maths(T.3) 2 hours a week specialist support to be used for identified PPP children.</p> | <p>We want to provide extra support to ensure progress and high attainment. Small group interventions with highly qualified staff have been shown to be effective as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> | <p>Extra teaching time and preparation time paid for out of PP budget. Impact overseen by English lead. Teaching assistant (TA) CPD for TAs supporting the sessions.</p> | <p>SLT Pupil Premium lead</p> | <p>July 2019</p> |
| <p>B. Trained teaching assistants support learning. Year groups to utilise TA resources within year groups to provide targeted intervention to disadvantaged pupils 1.5 hours per week.</p> | <p>Teaching Assistants support class teaching and interventions. Improving times tables knowledge, comprehension skills and handwriting skills. Reading and phonics interventions including Sound Discovery and Units of Sound.</p> | <p>EEF recommends using teaching assistants to add value to what teachers do. Trained teaching assistants will be used to deliver structured interventions.</p> | <p>Sendco to provide training for TAs in interventions and programmes. Development observations. Teaching Assistant training. Tracking of intervention outcomes. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> | <p>Class teachers Phase leaders HT</p> | <p>July 2019</p> |

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| C. Improve reading and comprehension skills for pupils eligible for PP. | TAs to use Paired Reading strategies and carefully selected resources to improve reading comprehension | EEF shows value in developing reading comprehension strategies. | Training provided for teachers and teaching assistants to use reading comprehension strategies effectively. SLT and Reading lead to monitor reading outcomes. | Reading lead | July 2019 |
| D. Build confidence and self-esteem of PP children and improve social skills | TA to run social skills group (The Hub Club) for identified pupils 1 x per week. Targeted Social Skills provision by TA for EYFS, KS1 and KS2 (2 hours Teaching Assistant) | Social and emotional needs need addressing so that they are not a barrier to learning. | Sendco to monitor. | Sendco HT | July 2019 |
| A to E. Develop numeracy skills in the 4 operations using Rapid Maths as an intervention. | Maths lead/Sendco to provide training for TAs in interventions and programmes. £ 250 for Rapid Maths training. | Prioritise secure basic maths skills in PP pupils in order to enable progress onto using and applying higher level skills. | Maths lead to monitor maths outcomes. SLT to monitor Puma and teacher assessment data. Pupil Progress meetings | Sendco | July 2019 |
| Total budgeted cost | | | | | £16383 |

| 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>B. Provide teaching staff with clear data on attainment and progress of all disadvantaged children.</p> <p>C/E. Provide data which can track the progress of pupils in reading and maths.</p> | <p>Implement Puma and Pira assessment for Year 1 to Year 5.</p> <p>Use data to analyse specific gaps in pupil learning and provide targeted support.</p> | <p>A whole school assessment system provides a consistent tool with which to assess and analyse progress. It is a tool to inform teacher judgements.</p> | <p>Pupil Progress meetings Milestone data Teacher appraisal SLT monitoring</p> | <p>Pupil Premium lead Class teachers</p> <p>Senior Leadership Team (SLT)</p> | <p>July 2019</p> |
| <p>B. Individual Pupil Premium Target Plans for all Pupil Premium children to be reviewed at Pupil Progress meetings</p> | <p>Teachers create Individual PP targets each term for PP children. Staff support PP children to achieve these targets. Progress reviewed at termly Pupil Progress meetings. 4 days supply = £800</p> | <p>To ensure targeted support and to regularly review PP progress</p> | <p>Pupil Progress meetings Milestone data Teacher appraisal SLT monitoring</p> | <p>Pupil Premium lead Class teachers Senior Leadership Team (SLT)</p> | <p>July 2019</p> |
| <p>B. Receive an external report which analyses school data so that trends can be responded to promptly.</p> | <p>External School Data Analysis</p> | <p>External report analyses school data to identify specific trends</p> | <p>£450</p> | <p>HT DHT</p> | <p>July 2019</p> |
| <p>B. Sendco release time</p> | <p>To liaise with external agencies to support disadvantaged children.</p> | <p>Sendco works closely with external agencies.</p> | <p>HT/DHT to work with Sendco</p> | <p>HT DHT Sendco</p> | <p>July 2019</p> |

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| D. Access Behaviour Panel and provide support to those pupils referred. | Specialist therapists to work for 16 weeks per time per pupil. Behaviour Attendance Panel contribution £44 x 407= £17,908 | Behaviour Panel to access specialist support. | Regular attendance at Behaviour panel. Support accessed to improve outcomes for pupils. | Sendco HT | July 2019 |
| B. Educational Psychologist assessments and appropriate plans accessed to meet needs. | Educational Psychologist visits and reports to support individual learners. | Specialist knowledge will be accessed. | HT/DHT to meet with Sendco and monitor. | Sendco HT | July 2019 |
| A. An increased number of disadvantaged pupils to have the opportunity to take part in activities and events. Provide further opportunities for disadvantaged pupils outside of the classroom | Families of disadvantaged pupils to be able to access funding for extra-curricular activities and music lessons to enable the same opportunities as non-disadvantaged pupils. | Broadening life experiences. | Uptake to be monitored | Finance Officer P.E leads School Business Manager | July 2019 |
| A/ D An increased number of disadvantaged pupils to have the opportunity to take part residential visits. | Families of disadvantaged pupils to be able to access funding for residential visits to enable the same opportunities as non-disadvantaged pupils. Year 5 =£555 Year 6 =£1,050 | Broadening life experiences. | Uptake to be monitored | Finance Officer School Business Manager DHT | July 2019 |
| F. Support family situations and increased attendance levels. | Families of disadvantaged pupils to be able to access funding for wrap around care. | Wrap around care can support school attendance and parents ability to work | Uptake to be monitored | Finance Officer | July 2019 |

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| D/G. Improve understanding of needs so school can engage families, offer stability, supporting attendance and progress. | Leadership time dedicated to attending meetings with agencies and supporting families. £ 6000 | Need to improve the attendance of PP pupils. | HT/DHT/Sendco plus Phase Leaders to include and support PP families. | HT DHT Sendco | July 2019 |
| F. Increased attendance rates for pupils eligible for PP. | Monitoring of attendance by office staff and DHT. Meeting time to discuss, follow up and write letters to those whose attendance is below target. Work with CMEO Work to support families. | PP attendance as of July 2018 is 95.66 % which is below the school target for all pupils of 97.6% Office staff employed to monitor pupils' attendance and follow up quickly on absences. First day response provision. Children need to be in school for them to make progress. NFER briefing for school leaders identifies addressing attendance as a key step. | Attendance of PP pupils to be in line with the school target of 97.6% Office staff and Pupil Premium lead to follow school policy to support attendance | Office staff Pupil Premium lead | July 2019 |
| G. Parents engage in the education of their child. Parents support learning in reading and maths | Support with uniform Build relationships Support parents to attend parents' evening. Support parents to get involved in home learning. Wednesday mornings- parents/toddlers coffee and library after Everyone Active on alternate weeks. | PP parents confident to be involved in school life and support their child's progress. | Regular opportunities for PP families to be involved in school life. Monitor uptake. | HT/DHT | July 2019 |
| Total budgeted cost | | | | | £31748 |

7. Review of expenditure

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. Improved oral language skills in EYFS and KS1 | Teachers use oral rehearsal before writing. Speech and Language Teaching Assistants run groups to develop oracy. Encourage use of: library, stories, pre-tutoring, hearing readers, quality resources, audio books, read and use high quality texts in class, and regular story time. | Oral rehearsal and pre-tutoring have evident impact in supporting writing. Continue. Speech and Language groups, after training from SALT benefit pupil oracy. Continue. Access to high quality texts (such as CLPE) enhanced engagement and teaching. Continue. | |
| B. Improved progress for PP pupils through strong subject and Phase leadership. Leaders support the teaching of English and maths and monitor teaching and learning of disadvantaged children. | Regular monitoring of teaching, monitoring of PP progress in Pupil Progress meetings 6 times a year. Release time for English and Maths Subject Leaders Release time for Phase Leaders. | Release time for Phase and English and Maths leaders ensured development of the subject, monitoring of teaching and of pupil progress. Continue in line with SDP priorities. | |
| C. Improve reading and comprehension skills for pupils eligible for PP. | Quality first teaching using quality texts. Use of PIRA assessment materials. Phonics Bug and No Nonsense Spelling. Regular reading. Whole class guided reading as appropriate. Teaching Assistant hours. Running Record Training. | Access to high quality texts (such as CLPE) enhanced engagement and teaching. Continue. PIRA assessment materials supported tracking of pupil progress. Continue. Running Record Training encouraged accurate assessment. Continue. Whole class reading. To be reviewed. | £1000 |

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| D.PP pupils have the social and emotional support needed to access learning and make progress. Individual assessments. Support personal development through individualised plan. | Deliver THRIVE to provide specific support for pupils with emotional or social difficulties. 2 days of Sendco time every 6 weeks = £2,967 Sendco renewal of licence (training) = £100 TAs and parents to deliver. | THRIVE has been developed this year. Review and continue. THRIVE Assessment is ongoing and shows how individuals receiving 1:1 input are progressing against developmental targets. THRIVE has been placed within an overview of SEMH provision, which begins with Quality First Teaching approaches. It is hoped that this will help manage expectations for parents and staff in terms of THRIVE support. Currently THRIVE is being offered to Pupil Premium Plus pupils and those <i>in crisis</i> (at risk of placement breakdown.. | £2,967 £100 |
| E. Pupil Premium children to make at least expected progress in maths. Develop basic numeracy skills and higher level mathematical skills to support P.P. children's progress in maths. | Quality first teaching. Rapid Maths intervention White Rose planning to develop higher level mathematical skills. Maths Subject lead to monitor Pupil Premium progress | Quality first teaching of Maths using White Rose Maths scheme has supported pupil progress. Continue. Use of the Concrete, Pictorial and Abstract approach has secured mathematical understanding. Continue. Rapid Intervention – data shows benefits. | |
| Total budgeted cost | | | £17809 |

| 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 |
| A. Improve speech and language skills to support speech and academic progress. | Speech and Language Teaching Assistants run groups to develop oracy. Support delivered to individual pupils by specialist TAs once per week. | Speech and Language groups, after training from SALT benefit pupil oracy. Continue. Speech and Language progress is reviewed termly by external Therapists and Newbridge staff who deliver the sessions. School is developing additional systems to measure progress and to align assessment of progress against speech targets with other, existing school systems. | July 2019 |

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| <p>B. Improved progress for PP pupils</p> | <p>9 weeks of 9 hours quality teaching support in Year 3 to improve progress in writing and maths (T.1 and 2). 6 weeks of 6 hours quality teaching support in Year 4 to improve progress in writing and maths (T.3) 2 hours a week specialist support to be used for identified PPP children.</p> | <p>This model was successful and was extended to support Y2 and Y6. Continue with priority year groups. Specialist support benefitted identified PPP children. Continue.</p> | <p>£6937</p> |
| <p>B. Trained teaching assistants support learning. Year groups to utilise TA resources within year groups to provide targeted intervention to disadvantaged pupils 1.5 hours per week.</p> | <p>Teaching Assistants support class teaching and interventions. Improving times tables knowledge, comprehension skills and handwriting skills. Reading and phonics interventions including Sound Discovery and Units of Sound.</p> | <p>Teaching Assistants supported disadvantaged pupil learning. Following a review of interventions and work with Inclusion Expert as part of the BANES project Teaching Assistants will work with all learners and support learning in class wherever possible.</p> | <p>(Part of £149,208 spent on TAs)</p> |
| <p>C. Improve reading and comprehension skills for pupils eligible for PP.</p> | <p>TAs to use Paired Reading strategies and carefully selected resources to improve reading comprehension</p> | <p>Regular reading opportunities supported Pupil Premium pupil progress in reading.</p> | <p>July 2019</p> |

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| D. Build confidence and self-esteem of PP children and improve social skills | TA to run social skills group (The Hub Club) for identified pupils 1 x per week. Targeted Social Skills provision by TA for EYFS, KS1 and KS2 (2 hours Teaching Assistant) | Teachers of the pupils involved in the sessions have reported (at Pupil Progress Meetings) that all children involved are better at waiting their turns, sharing and listening to instructions. | July 2019 | | |
| A to E. Develop numeracy skills in the 4 operations using Rapid Maths as an intervention. | Maths lead/Sendco to provide training for TAs in interventions and programmes. £ 250 for Rapid Maths training. | TAs trained and used Rapid Maths to support PP progress in maths of those targeted at Pupil Progress meetings. Use of the Concrete, Pictorial and Abstract approach has secured mathematical understanding. Continue. | £ 250 for Rapid Maths training. | | |
| Total budgeted cost | | | £16383 | | |
| 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? |
| B. Provide teaching staff with clear data on attainment and progress of all disadvantaged children. | Implement Puma and Pira assessment for Year 1 to Year 5. Use data to analyse specific gaps in pupil learning and provide | Puma and Pira have provided teaching staff with clear data on attainment and progress of all disadvantaged children in reading and maths. Continue. . | | | |

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| C/E. Provide data which can track the progress of pupils in reading and maths. | targeted support. | | |
| B. Individual Pupil Premium Target Plans for all Pupil Premium children to be reviewed at Pupil Progress meetings | Teachers create Individual PP targets each term for PP children. Staff support PP children to achieve these targets. Progress reviewed at termly Pupil Progress meetings. 4 days supply = £800 | Individual Pupil Premium Target Plans for all Pupil Premium children have ensured specific focus on pupil learning needs and ensured regular review. | 4 days supply = £800 |
| B. Receive an external report which analyses school data so that trends can be responded to promptly. | External School Data Analysis | Analysis was carried out by leaders within school. Discontinue. | |
| B.Sendco release time | To liaise with external agencies to support disadvantaged children. | Sendco has been released time to access training, Behaviour Panels, meet with professionals and parents to ensure needs are met. | |
| D.Access Behaviour Panel and provide support to those pupils referred. | Specialist therapists to work for 16 weeks per time per pupil. Behaviour Attendance Panel contribution £44 x 407= £17,908 | Behaviour Panel support has been a useful resource. Review cost and value for money. | £44 x 407= £17,908 |
| B. Educational Psychologist assessments and appropriate plans accessed to meet needs. | Educational Psychologist visits and reports to support individual learners. | Educational Psychologist expertise has been used to support individual learners. | |

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| <p>A. An increased number of disadvantaged pupils to have the opportunity to take part in activities and events. Provide further opportunities for disadvantaged pupils outside of the classroom</p> | <p>Families of disadvantaged pupils to be able to access funding for extra-curricular activities and music lessons to enable the same opportunities as non-disadvantaged pupils.</p> | <p>Extra curricular activities have been promoted to disadvantaged pupils.</p> | <p>£826 – music £748 - sport</p> |
| <p>A/ D An increased number of disadvantaged pupils to have the opportunity to take part residential visits.</p> | <p>Families of disadvantaged pupils to be able to access funding for residential visits to enable the same opportunities as non-disadvantaged pupils. Year 5 =£555 Year 6 =£1,050</p> | | <p>Cost Year 5 £290 Year 6 £1520</p> |
| <p>F. Support family situations and increased attendance levels.</p> | <p>Families of disadvantaged pupils to be able to access funding for wrap around care.</p> | | <p>£153</p> |
| <p>D/G. Improve understanding of needs so school can engage families, offer stability, supporting attendance and progress.</p> | <p>Leadership time dedicated to attending meetings with agencies and supporting families. £ 6000</p> | <p>Leaders have been released to access training, meet with professionals and parents to ensure needs are met.</p> | <p>£ 6000</p> |
| <p>F. Increased attendance rates for pupils eligible for PP.</p> | <p>Monitoring of attendance by office staff and DHT. Meeting time to discuss, follow up and write letters to those whose attendance is below target. Work with CME0 Work to support families.</p> | <p>PP attendance as of July 2019 is 95.05% which is below School attendance of 96.54% and the school target for all pupils which is 97.6%.</p> | |

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| G.Parents engage in the education of their child. Parents support learning in reading and maths | Support with uniform Build relationships Support parents to attend parents' evening. Support parents to get involved in home learning. Wednesday mornings- parents/toddlers coffee and library after Everyone Active on alternate weeks. | Skip has provided uniforms for families. Carry forward the parent/toddler meeting plan. | |
| Total budgeted cost | | | £31748 |

Percentage of PUPIL PREMIUM pupils who met/exceeded the age related expectations (ARE) in 2019.

| Percentage of PUPIL PREMIUM pupils who met/exceeded the age related expectations (ARE) in 2019. | | | | | |
|---|--------------------|-------|---------|---------|-------|
| Year | Number of children | Maths | Reading | Writing | EGPAS |
| EYFS | 6 | 0% | 0% | 0% | n/a |
| Year 1 | 5 | 40% | 40% | 20% | n/a |
| Year 2 | 8 | 37.5% | 50% | 25% | n/a |
| Tear 3 | 6 | 33.3% | 33.3% | 16.7% | n/a |
| Year 4 | 3 | 100% | 66.7% | 33.3% | n/a |
| Year 5 | 7 | 85.7% | 85.7% | 71.4% | n/a |
| Year 6 | 6 | 66.7% | 50% | 66.7% | 66.7% |