



The pupil premium provides funding for children:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- Who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- Pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA Virtual School Head accessed via PEP return )
- Whose parents are currently serving in the armed forces (£300 per child)
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Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

At St. Aidan's we are concentrating our efforts on equipping our staff with quality CPD to ensure classroom teaching is precise and of a high quality to meet the needs of all pupils, including those that are disadvantaged pupils. We focus on inspiring children to learn, equipping them with the skills, knowledge, and understanding necessary to be autonomous learners who reach their full potential academically, socially and spiritually regardless of their background. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners. We are extremely committed to supporting greater opportunities to develop cultural capital within school to remove barriers to accessing and understanding the wider curriculum that we believe do contribute to the gap in learning outcomes. (Please see our Experiences Matrix). The targeted and strategic use of the pupil premium grant will support school in raising the attainment of the most vulnerable pupils so that they are in line with, or exceeding age related expectations.

Our population (ASP Online 2018):

The school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium, who have SEN and are at CIN/CAF/TAF which brings some complex challenges. However, all staff are committed to ensuring that these challenges are mitigated, if not removed, so that all pupils can reach their full potential. We believe there is no "one size fits all" so we have identified individual and whole school barriers in order to provide personalised, targeted support so that our children can flourish. (Please see our Pupil Premium intervention timetables)

**PROPOSED SPEND OF PUPIL PREMIUM 2019 – 2020**

**The current funds available for April 2019–2020 are £146,194 this figure is subject to change once final figures are released and does not include Pupil Premium Plus monies.** Using research and evidence (from the Sutton Trust and the EEF toolkits); meetings with educational experts (to gain advice and support) and knowledge of the context of the school through the analysis of ASP we propose to use the funding to:

- To diminish the difference between pupil premium and non-pupil premium pupils
- To support families so pupils attitudes and attendance at school is improved, aspirations are raised and cultural capital is enhanced
- To have focussed interventions and support for pupils identified of 'at risk' of falling behind in RWM
- To improve social and emotional learning and curriculum engagement

Anticipated figures for each group are as follows:

|                              |                     |
|------------------------------|---------------------|
| <b>DEPRIVATION</b>           | <b>£146,194</b>     |
| <b>SERVICE CHILDREN</b>      | <b>0</b>            |
| <b>LOOKED AFTER CHILDREN</b> | <b>1</b>            |
| <b>PREV LOOKED AFTER</b>     | <b>3</b>            |
| <b>PUPIL PREMIUM PLUS</b>    | <b>Not included</b> |

|                                                                              |       |                 |
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| Place2be Counselling                                                         | TA    | 26,500          |
| Family Support Worker and CP/CAF attendance                                  | JT    | 25,170          |
| Sports mentor                                                                | SH    | 6,510           |
| Emotional Literacy Support Assistant and Nurture Club                        | RR    | 2849            |
| Shine (Speech and Language Therapy)                                          | AW    | 9,576           |
| Tuition in Year 4 and Year 6                                                 | JB    | 2,748           |
| Subsidised trips and experiences                                             | DG/SE | 10,000          |
| FFT intervention                                                             | LB    | 2,776           |
| Year 6 revision texts                                                        | CS    | 130             |
| Educational Psychologist (Additional service)                                | DG    | 1000            |
| Children's University (Limitless learning beyond the classroom)              | SB    | 1060            |
| Grow your mind-set (Staff CPD and workshops)                                 | DG    | 3215            |
| Yoga instructor                                                              | KH    | 350             |
| Targeted reading intervention (KS2)                                          | DJ    | 4,165           |
| Breakfast Club                                                               | DA    | 2,156           |
| DHT targeted support in Year 6 and Coaching for quality first teaching (DHT) | KH    | 14,607          |
| Library loan service (LCC)                                                   | CS    | 1640            |
| Listening stations                                                           | CS    | 500             |
| Behavioural and emotional support (Heights)+days                             | DG    | 500             |
| Attendance reward incentives                                                 | DG    | 150             |
| CPD Supply cover                                                             | DG    | 2000            |
| Lancashire consultant days x3                                                | DG    | 1673            |
| Uniform fund                                                                 | AW    | 100             |
| Teaching assistant salary                                                    | DG    | 20,000          |
| <b>TOTAL</b>                                                                 |       | <b>£139,375</b> |

## Pupil Premium Strategy Statement

| 1. Summary information                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |           |                                                       |                      |          |
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| <b>School</b>                                                                                            | St Aidan's Primary School                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                         |           |                                                       |                      |          |
| <b>Academic Year</b>                                                                                     | 2019 - 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Total PP budget</b>                  | £146, 194 | <b>Date of most recent PP Review</b>                  | Sept 2019            |          |
| <b>Total number of pupils</b>                                                                            | 184                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of pupils eligible for PP</b> | 108       | <b>Date for next internal review of this strategy</b> | Sept 2020            |          |
| 2. Current attainment – 2018 – 2019 End of KS2                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |           |                                                       |                      |          |
|                                                                                                          | EXP+                                                                                                                                                                                                                                                                                                                                                                                                                                                             | National EXP+                           | GDS       | National GDS                                          | Average scaled score | Progress |
| Reading                                                                                                  | 54%                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 73%                                     | 11%       | 26%                                                   | 100                  | +0.2     |
| Writing                                                                                                  | 47%                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 78%                                     | 0%        | 20%                                                   |                      | -3.7     |
| GPS                                                                                                      | 64%                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 78%                                     | 29%       | 36%                                                   | 103                  |          |
| Maths                                                                                                    | 61%                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 78%                                     | 18%       | 27%                                                   | 101                  | +0.2     |
| RWM                                                                                                      | 43%                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 65%                                     | 0%        | 11%                                                   |                      |          |
| 3. Barriers to future attainment (for pupils eligible for PP)                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |           |                                                       |                      |          |
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |           |                                                       |                      |          |
| <b>A</b>                                                                                                 | Starting points – assessment on entry to the foundation stage shows many children have poorly developed communication skills and poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. Gaps become harder to close.                                                                                                                                                 |                                         |           |                                                       |                      |          |
| <b>B</b>                                                                                                 | Attendance, punctuality and high mobility issues                                                                                                                                                                                                                                                                                                                                                                                                                 |                                         |           |                                                       |                      |          |
| <b>C</b>                                                                                                 | Large % of pupils with SEND especially emotional difficulties with low self-esteem, confidence and aspirations. Many children have mental, emotional and social health well-being needs                                                                                                                                                                                                                                                                          |                                         |           |                                                       |                      |          |
| <b>D</b>                                                                                                 | Lack of vocabulary and limited reading, speech and language skills                                                                                                                                                                                                                                                                                                                                                                                               |                                         |           |                                                       |                      |          |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |           |                                                       |                      |          |
| <b>E</b>                                                                                                 | Parental engagement and social care needs – High percentage of families supported historically or currently by Social Care. Parents need support from school to help them to address their needs and to support their children's learning– a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions that impact on the emotional literacy of the children and their learning skills. |                                         |           |                                                       |                      |          |

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| F                                                                                  | Access to books, libraries, resources and life experiences                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Success criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| A.                                                                                 | <p>To diminish the difference between pupil premium and non-pupil premium pupils<br/>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills and not overlook 'non-negotiables'<br/>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p> | <ul style="list-style-type: none"> <li>▪ Gap narrows between pupil premium and non-pupil premium pupils</li> <li>▪ Pupils will meet (or exceed) age related national expectations in RWM</li> <li>▪ All staff will receive appropriate CPD to facilitate development and high quality teaching.</li> <li>▪ Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need.</li> <li>▪ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spellings, reading and maths</li> <li>▪ Support staff will support learning effectively.</li> <li>▪ Additional intervention sessions will take place, based on gaps/need.</li> </ul>                                                                                             |
| B                                                                                  | To support families so pupils attitudes and attendance at school is improved.                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>▪ Improved attendance for core families</li> <li>▪ All our disadvantaged pupils attendance will match or exceed national averages for non-disadvantaged pupils</li> <li>▪ Parents will be informed each term of their child's colour coded attendance bands and attendance will be displayed on the weekly newsletter</li> <li>▪ The school will contact parents daily if attendance slips and FSW will go to the child's house</li> <li>▪ Families to engage with FSW</li> <li>▪ Breakfast club will be free to all pupil premium children.</li> <li>▪ Children showing resilience in greater depth challenges in maths books</li> <li>▪ Rise in trips, experiences and visitors offered in school</li> </ul>                                              |
| C                                                                                  | <p>Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions. Pupils will be proactive, organised and enthusiastic learners. All children will be able to meet the challenges of growing up by being equipped with the skills of self-awareness and emotional resilience to achieve good mental health.</p>                                                                                            | <ul style="list-style-type: none"> <li>▪ Progress of SEN disadvantaged pupils will be accelerated.</li> <li>▪ Any gap between SEN disadvantaged pupils and SEN non-disadvantaged pupils will be diminishing.</li> <li>▪ Pupils will demonstrate a growth mind-set.</li> <li>▪ All pupils will be aware of Place2talk and access regularly</li> <li>▪ Some children will be accessing counselling on a regular basis as identified by class teacher</li> <li>▪ Some children will be targeted by in school by our ELSA (Emotional Literacy Support Assistant) to support their emotional development further</li> <li>▪ Behaviour monitoring will show that pupils are 'ALWAYS' following the school rights</li> <li>▪ High quality and an appropriate quantity of work produced will be</li> </ul> |

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|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>evident in book scrutinies.</p> <ul style="list-style-type: none"> <li>▪ Children the chance to explore their problems through talking, creative work and play, in order to help them cope with current stresses and distress and help prevent more serious mental health and behavioural problems in later life and enable them to benefit fully from their learning opportunities in school.</li> <li>▪ Targeted support aimed at developing the mental health and wellbeing of children facing the greatest disadvantage, provided by skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility</li> <li>▪ Educational Psychologist advice bought in extra when needed</li> </ul>                                                                              |
| <b>D</b> | <p>To have focussed interventions and support for pupils at risk of falling behind in RWM</p> <p>To develop opportunities for oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>Pupils read regularly and have access to high quality texts within guided reading</p> <p>Pupils will receive effective feedback to improve these pieces.</p> | <ul style="list-style-type: none"> <li>▪ Children in key groups make good progress and the gap between them and their peers closes</li> <li>▪ Shine speech and language bought in to provide for those children with speech and language needs</li> <li>▪ Oracy lessons will take place in each class.</li> <li>▪ Teachers will provide structure and scaffolding for speaking and listening.</li> <li>▪ Pupils read regularly outside of normal class reading.</li> <li>▪ Pupils (who need to) will have opportunities for additional reading in school.</li> <li>▪ Guided reading sessions will include elements of retrieval, meaning and inference.</li> <li>▪ Quantity/quality of reading will be tracked each week and celebrated</li> <li>▪ Teachers will give pupils precise feedback, which the pupils can respond to each week.</li> </ul> |
| <b>E</b> | <p>Parents will understand how they can support their children better at school.</p> <p>Early help strategies will be offered to families. FSW will make appropriate referrals.</p> <p>To improve social and emotional learning and curriculum engagement</p>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>▪ Increased attendance at parent consultations and workshops</li> <li>▪ Increased opportunities for parents to learn how their children are taught e.g. phonics workshops, reading workshops and staying safe online workshops</li> <li>▪ Children with mental health, social and emotional issues make good progress</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>F</b> | <p>School will deliver an engaging, broad and varied curriculum to increase cultural capital.</p>                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>▪ Pupils will remember what has been taught, and why</li> <li>▪ Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| 5. Planned expenditure                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |                                                                                                                                                          |                |                                                             |
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| Academic year                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2019 - 2020                                                                                                                                                                                                                                                                    |                                                                                                                                                          |                |                                                             |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies and meet the key objectives above. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |                                                                                                                                                          |                |                                                             |
| 1. Quality of Intervention and Support for Teachers and Pupils                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                |                                                                                                                                                          |                |                                                             |
| 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) To use CPD to ensure teaching is of an excellent standard                                                                                                                                                               | To facilitate additional and focused CPD for teaching staff led by SLT, middle leaders and experts.<br><br>To facilitate DHT weekly meetings during PPA                                                                                                                                                                                                                                                                                                          | July 2016 DfE Standard for teachers' professional development state that: 'Professional development must be prioritised by school leadership.'                                                                                                                                 | All foci are part of ADP and SEF                                                                                                                         | Deputy Head    | Half-termly through impact of staff training questionnaires |
| A) To have rigorous basic skills approaches in place for RW and M                                                                                                                                                          | Pupils will complete weekly spellings tests and times tables tests to assess their command of all of the National Curriculum strands for their year group. Teachers will use formative assessment information for this to respond to and adapt teaching. Pupils participate in 3x spelling activities. A progression document of skills ensures correct pitch and range of activities. Pupils will use 'Times Table Rock stars' each week to consolidate tables. | Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i><br><br>Regular practise ensures consolidation. | These strands will be monitored weekly by teachers and celebrated using Spelling, Phonics tracker and Times Table Rock stars data each week in assembly. | Teachers CS/KR | Weekly                                                      |

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| <p>A) Pupils read regularly and have access to high quality texts within guided reading</p>                                                       | <p>Teachers will choose engaging texts and plan learning based on all content domains.</p> <p>Lancashire library book loan service</p>                                   | <p>Psychologists found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> | <p>Teachers will deliver 5 x guided reading sessions per week based on shared texts.</p> <p>All classes have a text read to them at 3:00 to model fluency and expression.</p> | <p>CS<br/>All teachers</p>           | <p>Ongoing basis as part of English management timetable.</p> |
| <p>A) Effective feedback to improve pieces of work across the curriculum.</p>                                                                     | <p>Teachers will give effective feedback, and give the pupils guidance and time to react/respond to this during FIX IT.</p>                                              | <p><i>'Good literacy skills underpin academic success in every subject.'</i><br/><i>'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p>                                                                                         | <p>Moderation will ensure consistency.</p>                                                                                                                                    | <p>DHT</p>                           | <p>Ongoing basis as part of management timetable.</p>         |
| <p>C) Improvement in learning behaviours where children will be able to emotionally self regulate and engage with adults and peers positively</p> | <p>Whole school approaches such as 'Grow your Mindset' and Maths Challenge Hub used to model resilience and support specific emotional needs of vulnerable children.</p> | <p><i>Links made with parents to discuss emotional needs of children prior to support commencing.</i><br/>EEF Toolkit – Social and Emotional Learning +4 months additional progress</p>                                                                                                                                                                                               | <p>CPD in each half term for a chance to embed this approach alongside experts</p>                                                                                            | <p>DG</p>                            | <p>Throughout the year</p>                                    |
| <p>F) School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.</p>           | <p>To teach foundation subjects using the 'Effective Learning' approach and become Historians and Geographers by gaining knowledge and understanding through the use</p> | <p>Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire</p>                                                                                                                                                                                                                                         | <p>DHT<br/><br/>The school management timetable will continuously evaluate</p>                                                                                                | <p>HT/ DHT<br/><br/>All teachers</p> | <p>Ongoing basis as part of school management timetable.</p>  |

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|                                                                                                            | of a wide range of skills.                                                                                                                 | knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.                                                                                                                                                                                                                    | provision.                                  |     |                         |
| D/F) All pupils to access the school library at least once a week and EYFS to access the community library | School library will open the library once a week after school and allow pupils to read and change books and do<br><br>Library loan service | It is important to ensure that all pupils read regularly.<br><br>Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa.                                                                                                                                                                         | Timetabled.                                 | HT  | On a half termly basis. |
| D) To develop opportunities for oracy across the school.                                                   | Teachers will teach using true dialogic approaches that encourage questioning, debate and critical thinking.                               | Research has shown that there can be a significant difference in vocabulary of different groups.<br><br><u>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</u><br><br>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words<br>Vocabulary (at age 3) of a child from a professional family: 1,100 words<br><br>It is important to develop and increase all pupils' vocabularies. | Resources and training<br>DHT and Voice 21. | DHT | Ongoing basis           |



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| <p>E) Parents will understand how they can support their children with their learning</p> | <p>Various workshops planned to show parents the new methods and examples of children's work.<br/>Weekly 'Stay and Play' sessions in EYFS.</p> | <p>EEF Toolkit – Parental involvement +3 month's additional progress.</p> | <p>Attendance records to be kept for any event parents are invited to and evaluations completed.<br/>Parent surveys completed on Parents' Evening.<br/>Reading records monitored by class teachers.</p> | <p>DG</p> | <p>Throughout the year</p> |
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| 2. Targeted Support for Pupils                                                                             |                                                                                                                                                                                |                                                                                                                                                                                           |                                                   |                |                                      |
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| 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) For selected pupils to be supported in accessing ready and early reading.                               | 1:1 support for disadvantaged pupils in Year 1 and Year 2 who require help with reading and writing through Fischer Family Trust                                               | The EEF toolkit states that: 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.' | Progress of pupils will be checked every 10 weeks | TAs- LB, EV,KE | Half-Termly                          |
| A) For identified gaps in learning to be addressed. Progress is accelerated towards national expectations. | Varied interventions ( <i>according to need</i> ) to be provided by DHT. Initially in Year 6.<br><br>Extra tuition also provided by JB for children at risk of falling behind. | Gaps identified in formative assessment allow precisely targeted teaching to remedy these.<br>EEF toolkit – +4 months additional progress for Small Group Tuition                         | Progress will be checked half-termly.             | HT             | Half-Termly                          |
| A) Children to develop learning habits at home in preparation for high school.                             | To purchase high quality revision and homework books for Y6 (Reading/Maths/ Grammar)                                                                                           | The EEF toolkit states that: Homework is used as a short and focused intervention. It can be effective in improving students' attainment                                                  | Weekly                                            | CS             | Termly                               |

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| <p>B) To improve the attendance of disadvantaged pupils.</p>                                                                                                                                                           | <p>Disadvantaged pupils to be targeted to attend breakfast club.</p> <p>FSW to track attendance on a daily basis with SE, attended families home address and report findings to HT.</p> <p>Every week pupils (and parents) to receive RAG rated attendance summaries on newsletter and on attendance race.</p> <p>Whole school reward system to be high profile across the school and discussed every week in assembly with weekly incentives and end of term rewards.</p> <p>School to follow attendance policy and work with LA attendance officer to robustly address difficult cases.</p> | <p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance, you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> | <p>Attendance at breakfast club to be monitored.</p> <p>Family Support Worker to target key pupils to breakfast club.</p> <p>Family Support Worker to track findings/trends. Termly mentoring reports to be kept and shared with families.</p> <p>Reward systems to be monitored.<br/>(Attendance race and 100% attendance winners)<br/>Records kept.</p> | <p>SLT and Family Liaison Officer.</p> | <p>Attendance to be tracked weekly.</p> <p>Mentoring to be evaluated termly.</p> |
| <p>A/C Provide a free Breakfast Club for all the Pupil Premium children who want to attend.</p> <p>A) Pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.</p> | <p>Daily breakfast club to serve as platform for additional structured time, intervention, and enrichment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality.</p>                                                                                     | <p>Attendance will be monitored.</p>                                                                                                                                                                                                                                                                                                                      | <p>HT</p>                              | <p>Termly</p>                                                                    |
| <p>C) Progress of SEN disadvantaged pupils will be accelerated. Any gap between SEN disadvantaged pupils and SEN non-disadvantaged pupils will be diminishing.</p>                                                     | <p>PP champion and SENCO to work collaboratively to ensure that interventions for pupils that are SEN and disadvantaged pupils are effective and targeted correctly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Ofsted guidance states that ensuring "that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for</p>                                                                                                                                     | <p>Data analysis will show which interventions have had the most impact and those that have not. Interventions will be adjusted accordingly. Advice and/or support from</p>                                                                                                                                                                               | <p>DG, KH AND AW</p>                   | <p>Half Termly</p>                                                               |

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|                                                                                                                                    |                                                                                                                                                                                                                                                                                | pupils" was an effective strategy.                                                                                                                                                                                                                                                                | other professionals/agencies needs to be considered alongside this provision                          |                       |                                                                           |
| C) Place2B counselling (in-school support and expert training to improve the emotional wellbeing of pupils and their families)     | Family Support Worker to liaise with families.                                                                                                                                                                                                                                 | To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.                                                                                                                                                                                         | FSW will report on her actions each week.                                                             | Family Support Worker | Weekly                                                                    |
| C/D) Story time in Year 1 and 2 every week. Pupil Premium parents encouraged to attend.                                            | Family Support Worker to engage with outside agencies to support pupils/families.                                                                                                                                                                                              | Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.                                                                                                                                                      | Monitor attendance and feedback                                                                       | HT/ CS                | Half Termly                                                               |
| C) Dedicated sports mentor to provide structured and meaningful activities at playtimes and lunchtimes and maintain good behaviour | Sports mentor to lead playtimes and lunchtimes<br>Sports mentor to deliver IOP targets that focus on social and emotional needs and gross motor development                                                                                                                    | Case Study (DSJ) improved physical activity at lunch. Supported chn with emotional and developmental needs. Progress seen on IOPs                                                                                                                                                                 | Monitoring of activities and behaviour log<br><br>Half termly targets on IOPs                         | Sports mentor         | Half Termly                                                               |
| C/E) Improvement in learning behaviour and ability to self-regulate                                                                | ELSA and Place2be to be made available to address issues as soon as they occur. Support with self regulation strategies to enable children to show positive learning behaviours. ELSA support to be available for families at meetings.<br>Grow Your Mindset CPD and workshops | Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate.<br>EEF Toolkit – Social and Emotional Learning +4 months additional progress | Pre and post intervention questionnaires are completed to assess impact and need for ongoing support. | DG and SENCO          | Ongoing – children move in and out of intervention depending on the need. |

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| <p>Children have acquired language skills to access the classroom and curriculum.</p> | <p>SHINE- Speech and language therapy</p> | <p>EEF states: 'communication and language approaches consistently show positive benefits for young children's learning... approximately six months'..studies show slightly larger effects for children from disadvantaged backgrounds.'</p> | <p>Monitored through SENCO</p> | <p>AW</p> | <p>Half-termly</p> |
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| <b>3. Targeted Support for Pupils and their Families- Enrichment and experiences</b>                                                  |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                    |                   |                                             |
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| <b>Desired outcome</b>                                                                                                                | <b>Chosen action / approach</b>                                                                                                                                                                                                                        | <b>What is the evidence and rationale for this choice?</b>                                                                                                                                                                                                                                                                                                                                                            | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| F) For pupils to access a range of social/cultural/sporting experiences, visits and activities.                                       | <p>Pupils will partake in DT weeks/ themed weeks alongside their learning. These will encompass a range of foci to develop personal, health, social and citizenship themes.</p> <p>Year 5 and year 6 Outward Bound residential heavily subsidised.</p> | <p>Ofsted Requirement:<br/>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding, and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical, and artistic learning.</p> <p>EEF – Outdoor Adventure Learning+4 months additional progress</p> | Planning will be monitored.                        | DHT               | Yearly                                      |
| F)Subsidised trips and visitors to school for the pupil premium children in order to raise the children's aspirations and engagement. | <p>Pupils will partake in cultural visits. E.g.: to local museums, zoos, places of worship etc.</p> <p>Visitors will attend the school. E.g.: an Egyptologist and a Roman Soldier.</p>                                                                 | <p>Pupils' horizons will be broadened and they will learn more about culture, history, and geography.</p> <p>Meaningful experiences and contexts will enhance 'Effective Learning' approach.</p> <p>Children are engaged in the learning and there is an increase in attainment, which is evident in their books.</p>                                                                                                 | Reviewing programme of trips and attendance.       | DHT               | Yearly                                      |
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| <p>F) Children have a wide range of new and different experiences to choose from.</p> | <p>Introduce Children's University to the new Year 3 children and continue in Years 4, 5 and 6. Clubs and experiences are offered to enrich children's experiences and raise their aspirations.</p> | <p>EEF found that, 'Quality of activities, explicit links to learning, and recognition for children's achievements are important components of extra-curricular activities that aim to improve educational outcomes.'</p> | <p>SIG meetings<br/>Meetings with SB</p> | <p>HT</p> | <p>Half-Termly</p> |
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