

Northstead Community Primary School

Pupil Premium Expenditure Report and Strategy Statement

April 2018- March 2019



Summary Information			
School		Northstead Community Primary School	
Academic Year: 2017-2018	Total PP Allocation: 216,000	Date of most recent PP review: Sept 17	
Number on Roll: 630	Eligible for PP: 163	Date of next PP Review: Sept 18	
ELSF Funding from Scarborough Opportunity Area = £65,000 This 'ring-fenced' funding is used to employ adults for admin, and the running of our after school explorers club. It is also used to pay for transport and entry to excursions for disadvantaged families from June 2018-May 2019.			
End of Key Stage Two Attainment and Progress 2017-2018			
Expected Standard (A scaled score of 100+)	Pupils eligible for PP (Northstead)	All pupils (Northstead)	All pupils (National)
% achieving expected standard in reading, writing and maths	27%	58%	64%
% achieving expected standard in reading	58%	69%	75%
% achieving expected standard in writing	58%	73%	78%
% achieving expected standard in maths	58%	72%	76%
Greater Depth / Higher Standard (A scaled score of 110+)			
% achieving greater depth in reading, writing and maths	0%	4%	Not yet released
% achieving greater depth in reading	0%	13%	Not yet released
% achieving greater depth in writing	0%	13%	Not yet released
% achieving greater depth in maths	0%	11%	Not yet released
Average Scaled Score			
Reading	100	103	105
Maths	100	102	104
Progress Measures			
Average progress in reading	Not yet released	Not yet released	Not yet released
Average progress in writing	Not yet released	Not yet released	Not yet released
Average progress in maths	Not yet released	Not yet released	Not yet released

\*Progress scores are provisional until data release from DFE in September.

Barriers to Future Attainment/Progress
14% of children are eligible for Free School Meals. 26% of children attract pupil premium funding.(Check figure) 22% have SEN Support compared to 14% nationally. (Check figures) 3% have an Educational and Health Care Plan (Check figures)
At Northstead Community Primary School, we have high aspirations for all the children and families who attend our school and are determined to ensure we leave no child and their family behind. We are determined to ensure all children and their families are given as many opportunities as possible to realise their potential, ensuring the highest expectations for all. At Northstead Community Primary School, pupil premium funding represents around 1/15 of our overall spending budget and so we are committed to ensuring it is used effectively and to ensure it is used to maximum effect.

Through high quality teaching and learning, additional experiences in and out of school, plus well researched interventions, we are working to ensure all children in school make as much progress as possible academically, socially and personally so they are ready for their secondary school journey. Many children begin their schooling at Northstead with low attainment on entry and our aim is to support these children and their families to ensure progress is accelerated so by the time they leave us they are able to reach age related expectations or even higher. A system of well-researched and effective interventions are in place across the school, which are evaluated for effectiveness at regular intervals.

There is no such thing as a 'typical' pupil premium child, but some possible barriers to learning are shown below...

- Speech and language difficulties on entry
- Low aspirations
- Low attainment on entry
- Attendance and punctuality issues
- Lack of emotional support
- Low self-esteem and resilience
- Lack of early reading opportunities
- Cultural and social deprivation
- Lack of basic skills

#### In School barriers

1. Quality of teaching across the school for all children, including the support from teaching assistants.
2. Low aspirations of teachers, pupils and families.
3. Speech and Language difficulties.
4. Lack of emotional resilience, self-respect and self-esteem that can impact on 'readiness' to learn.

#### External Barriers

5. Lack of social understanding and cultural experiences – can often lead to lack of writing skills and personal skills
6. Attendance Rates – Children entitled to PP funding have an attendance rate of \_\_\_\_\_ - All children's rate is...
7. Lack of early reading / communication skills taking place prior to starting school

Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
1.	Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.	<ul style="list-style-type: none"> <li>• Pupils will make expected or accelerated progress in key areas.</li> <li>• Monitoring of teaching will show that all teaching is good or better across the school.</li> <li>• Monitoring of teaching assistants shows that their support is highly effective and impacts on outcomes for children.</li> <li>• CPD for teachers is well planned and delivered and impacts on quality of teaching.</li> <li>• CPD for teaching assistants is well planned and delivered and impacts on quality of support given to children.</li> <li>• Provision for disadvantaged children will be prioritised in performance management and in day to day teaching and learning.</li> <li>• Attainment gap between disadvantaged children and all children will decrease in cores subjects.</li> <li>• All children will have access to an age appropriate curriculum which excites, engages and motivates children to want to be learners at Northstead in the full range of subjects.</li> </ul>
2.	Increased use / understanding of language for all pupils developed through real-life experiences. Speech link assessment and intervention used to measure progress.	<ul style="list-style-type: none"> <li>• Rapid progress in speech and language which leads to pupils across school making significant progress in the speech link programme, which in turn leads to progress across the curriculum, specifically in reading, writing and oracy.</li> <li>• Children experience a wide range of experiences in every year group through a well-planned and delivered curriculum which includes an array of school visits and visitors.</li> </ul>
3.	Increased aspirations for all	<ul style="list-style-type: none"> <li>• All children are aware of all the opportunities afforded to them at school and in the community that they could become involved in.</li> <li>• The vast majority of PP children are involved in extra-curricular clubs in school, including sport, the arts and any other.</li> <li>➤ Parents involved in school in as many ways as possible, e.g.</li> <li>➤ Stay and learn mornings.</li> <li>➤ EYFS – Regular reading sessions for parents/carers to attend.</li> <li>➤ School youtube channel to share success and demonstrate learning in the classroom.</li> <li>➤ Family learning sessions</li> <li>➤ Opportunities to attend adult learning sessions.</li> <li>➤ As part of assertive mentoring programme for PP children.</li> <li>• All children make good progress and this is the expectation for all.</li> </ul>
4.	Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate.	<ul style="list-style-type: none"> <li>• More positive attitude to learning and to themselves.</li> <li>• Good progress made.</li> <li>• Academic Resilience Programme in evidence across school – led by J O'Connor</li> <li>• Structured PSHE programme throughout school supported by assemblies is effective in enabling children to understand themselves as people and as learners.</li> <li>• SEMH team and learning mentor provide pre-emptive learning sessions with identified children.</li> </ul>
5.	PP Children experience a wide range of cultural visits / visitors throughout the year. PSHE sessions / assemblies focus on social skills, as well as personal skills. ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.	<ul style="list-style-type: none"> <li>• Increased cultural awareness.</li> <li>• Increased awareness of and development of personal skills and social skills both in and out of the classroom.</li> <li>• More developed general knowledge of the world around them.</li> <li>• More experiences for disadvantaged children impacts on quality of reading, writing and curriculum experiences for them.</li> </ul>

6.	Increased attendance rates, persistent absence of PP children is acted upon swiftly.	<ul style="list-style-type: none"> <li>SWO works with families to increase attendance and assist in developing links with breakfast club and other agencies.</li> <li>New breakfast learning zone to be opened at Northstead School from January 2019.</li> <li>Increased range of extra-curricular activities for children on a morning and after school for all children.</li> <li>Attendance for PP children is in line with attendance of all children.</li> </ul>
7.	Effective implementation of speech links programme, highly effective use of RWI to enhance early reading. Children keen to read and reading the key component across the curriculum for all children.	<ul style="list-style-type: none"> <li>Reading levels of PP children are accelerated through the year.</li> <li>Parental workshops / videos on how to help your child to read.</li> <li>Talk homework / EYFS weekly task linked to a story / nursery rhyme.</li> <li>Accelerated reader used widely and celebrated in assemblies. (TBC)</li> <li>Children eager to read across the curriculum from EYFS to Y6.</li> <li>Number of children reading at the expected level is raised year on year.</li> <li>Accelerated reader introduced for all children in KS2 (TBC)</li> </ul>

Planned Expenditure 2018-2019					
Quality of teaching for all:					
Desired Outcome	Actions to be taken	Evidence / Rationale	How we will ensure it is implemented well	Staff Lead	Review Date
<p>Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.</p> <p>To use CPD to ensure teaching is of a highly effective standard.</p>	<p>Well planned, highly effective internal CPD takes place. This includes 6 afternoons per year of focused CPD led by SLT, middle leaders and experts.</p> <p>CPD for teaching assistants takes place every two weeks and is linked to the standards for teaching, as well as teaching assistants.</p> <p>A relevant, interesting and engaging curriculum for all children based on their own interests and needs with links between curriculum areas an essential ingredient of our approach.</p> <p>Embedding high-quality, effective assessment for learning and tracking.</p> <p>Ongoing monitoring to ensure high-quality teaching is taking place consistently.</p>	<p>Most successful schools highlighted that they ensured PP children made accelerated progress by ensuring high quality teaching, learning and assessment was in place in every classroom throughout school alongside an engaging and exciting curriculum, as well as all staff having high expectations of all children. Every child expected to achieve.</p> <p>Systems are in place in successful schools to frequently check on progress and adjust accordingly.</p> <p>Schools with a PP leader who was responsible for measuring and ensuring good progress of children entitled to PP were identified as having good outcomes for PP children.</p> <p>Effective CPD recognised as a key factor in ensuring teaching and supporting of teaching is effective.</p>	<p>Robust observations, book scrutiny and performance management by SLT, phase leaders and middle leaders.</p> <p>CPD is a pivotal tool used to raise the standard of teaching and learning for all teachers and for all children.</p> <p>Scrutiny of data and acting on lesson observations and feedback.</p> <p>Loops of learning planning approach trialled in school for theme/topics to enable children to take control of their learning.</p> <p>DH has pivotal role in PP and exploring ideas for diminishing the difference and supporting children and families.</p>	<p>SLT</p> <p>Phase Leaders</p> <p>Middle Leaders</p>	
<p>Quality of teaching across the school for all children, including the support from</p>	<p>PP children are the focus of teaching and learning, including focus groups, questioning, marking and feedback plus additional learning time with the teacher to improve work.</p>	<p>Quality feedback is one of the most effective use of improving outcomes for children. (EEF Toolkit)</p> <p>Enhanced feedback will improve outcomes for all.</p>	<p>Remind staff of expectations regularly. Check marking and feedback throughout school through drop ins, teacher discussion panels, coaching and mentoring plus joint book looks.</p>	<p>DH</p> <p>Phase Leaders</p>	<p>September 18</p> <p>December 18</p> <p>February 19</p>

teaching assistants is highly effective.	PP children are the focus of assertive mentoring sessions in every classroom.	1-2-1 time with their own teacher will enhance the relationship between teacher and pupil, plus the home.	Regularly monitor provision for PP as part of drop ins and observations.	Ma and En leaders	
Increased use and understanding of language for all pupils developed through real-life experiences.  Speech link assessment and intervention used to measure progress.	Children experience a wide range of experiences in every year group through a well-planned and delivered curriculum which includes an array of school visits and visitors, with an emphasis on regular local visits for all children to many different places.  Speech link programme is run through school and identified children receive intensive speech and language support. (CH)	Ofsted evidence shows that the best primary schools achieve high standards in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.	Planning will include details of all experience days, including visitors and visits to school. DH (SH) will monitor these and report to HT with the expectation of HT and SLT that every class visits at least two places per ½ term.  Speech link programme will be robustly monitored by inclusion leader, supported by an identified member of staff.  Outcomes from this will be shared half termly in a report to SLT and governors.	All staff RV/CH SH/JL	Ongoing but at least half termly.

**Targeted support**

Desired outcomes	Chosen actions / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff leaders	When reviewed?
Increased aspirations for all	Ensure all children and families are aware of all the opportunities afforded to them at school and in the community that they could become involved in through social media, class dojo and school newsletter (plus ELSF trips) PP children are involved in extra-curricular clubs in school, including sport, the arts and any other by always being given a place when applying. Many opportunities available for families to be involved in learning. e.g. ➤ Stay and learn mornings. ➤ EYFS – Regular reading sessions for parents/carers to attend. ➤ School youtube channel to share success and demonstrate learning in the classroom. ➤ Family learning sessions ➤ Opportunities to attend adult learning sessions. ➤ As part of assertive mentoring programme for PP children.	Raising children's self-esteem through giving them additional responsibilities in school can lead to a better work ethic in the classroom and at home.  Improving children's resilience and creating an overwhelmingly positive climate for learning, while also providing opportunities in many different areas of the curriculum will lead to the raising of aspirations.	All monitors etc will be identified with PP children chosen for specific roles in school.  PP Records  PP children mentoring sessions.  Academic Resilience Project led by J.O'Connor	Class teachers  DH PP Leader  Curriculum Leaders  Extra-Curricular leaders	Throughout the year

	PP children given additional responsibilities in class / school to help develop a positive attitude to school/work.				
<p>Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate.</p> <p>Pupils to have basic needs met to ensure they are physically, mentally and emotionally ready to learn.</p>	<p>Academic Resilience Programme in evidence across school – led by J O'Connor</p> <p>Structured PSHE programme throughout school supported by assemblies is effective in enabling children to understand themselves as people and as learners.</p> <p>SEMH team and learning mentor provide pre-emptive learning sessions with identified children.</p> <p>SWO also involved in supporting children and families seeking external support.</p> <p>Assertive mentoring programme for PP children takes place all year for 10 children per class. (TBC)</p> <p>Breakfast club set up (Jan 2019)</p>	<p>Children whose basic needs are not met, more often than not will find it hard to cope with the demands of anything else. (Maslow's hierarchy of needs)</p> <p>EEF reports 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.</p> <p>Breakfast clubs improve attendance and punctuality.</p> <p>SEMH team, learning mentor and SWO are providing a valuable resource for children and parents, where basic needs are not being met.</p> <p>Research (and common sense) tells us that families and parents are critical to pupil's attainment and progress. It is the single greatest predictor of age 16 achievement.</p>	<p>PSHE monitored and evaluated regularly by PSHE lead, DH (Curriculum) and HT.</p> <p>SWO / SEMH and LO supported and monitored by Inclusion leader for effectiveness.</p> <p>Breakfast club led by experienced staff with an overview taken by SLT to ensure it is a learning zone for all children to be engaged in as soon as they enter school.</p>	<p>HT SLT AHT LO SWO SEMH</p>	Ongoing
<p>PP Children experience a wide range of cultural visits / visitors throughout the year. PSHE sessions / assemblies focus on social skills, as well as personal skills. ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.</p>	<p>Disadvantaged families programme of cultural enhancement in place using ELSF Fund.</p> <p>Loops of learning curriculum involves as many culturally enhancing visits / opportunities as possible.</p> <p>Visits / visitors to school enhance cultural and social skills.</p> <p>PSHE is a prominent aspect in the classroom at all times.</p>	<p>Research (and common sense) tells us that families and parents are critical to pupil's attainment and progress. It is the single greatest predictor of age 16 achievement.</p> <p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>Pupil's horizons will be broadened and they will learn more about culture, history and geography in the local area, plus in the national area when possible.</p>	<p>Close liaison with Hidden Horizons (trip leaders)</p> <p>Recording of trips by SH to monitor who and what trips families have been on and this is feedback to teachers. (ELSF)</p> <p>Monitoring of long-term and mid-term planning for visitors and visits.</p> <p>*Apprenticeship afternoons (CPD time) enhance this area with visitors arranged for specialist sessions. Monitored by curriculum leader and SLT.</p>	<p>DH – Curriculum</p> <p>Hidden Horizons</p> <p>Teachers</p> <p>PSHE Leader</p> <p>RE Leader</p> <p>EVC</p>	Ongoing

	<p>Assemblies focus on cultural enhancement, as well as social skills and the Northstead Values.</p> <p>PP children receive subsidised or free OAA residentials.</p> <p>Children experience a wide variety of free trips in the local area, using these to enhance understanding and a love of our town.</p> <p>More funding to be applied for to enhance these aspects further.</p>				
<p>Increased attendance rates, persistent absence of PP children is acted upon swiftly.</p> <p>Attendance for PP children is in line or above the attendance of all children.</p>	<p>SWO works with families to increase attendance and assist in developing links with breakfast club and other agencies.</p> <p>SWO and SLT monitor attendance, external agencies involved when needed.</p> <p>Home visits where and when required.</p> <p>New breakfast learning zone to be opened at Northstead School from January 2019 to replace joint breakfast club with another local school.</p> <p>Increased range of extra-curricular activities for children on a morning and a wider range of after school experiences for all children.</p>	<p>Attendance at school is a pre-cursor to higher attainment and progress in school. Persistent absence results in lower attainment and progress.</p> <p>Breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by an equivalent of two months per year (EEF).</p> <p>Breakfast clubs improve attendance and punctuality.</p> <p>Structured learning time at breakfast club can lead to more opportunities for learning, thus boosting progress further.</p>	<p>Close liaison between SWO and SLT/ class teachers to monitor attendance, punctuality and patterns of absence where and when necessary.</p>	<p>All staff</p> <p>SWO</p> <p>HT</p> <p>External agencies</p>	<p>Ongoing monitoring</p> <p>Jan 2019</p>
<p>Children become fluent readers quickly in school.</p>	<p>Effective implementation of speech links programme, highly effective use of RWI to enhance early reading.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because</p>	<p>Pupil progress in RWI will be monitored regularly by RWI leader, literacy leader and KS1 phase leader, plus SLT.</p>	<p>All staff</p> <p>Literacy leader</p>	<p>Ongoing</p>

<p>Reading becomes the focus of all learning.</p> <p>Readers is seen as an enjoyable hobby.</p> <p>Reading attainment and progress is increased year on year.</p>	<p>Children identified as targeted children for additional daily reading when possible.</p> <p>Accelerated reader introduced for all children. Children keen to read and reading the key component across the curriculum for all children. Parental workshops / videos on how to help your child to read. Talk homework / EYFS weekly task linked to a story / nursery rhyme.</p> <p>Accelerated reader could be introduced for all children in KS2.</p>	<p>pupils who read well, read more and vice versa. The gap between those who read and 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>EEF found that disadvantaged pupils can make 5+ months progress using accelerated reader when it is implemented and used correctly in schools.</p> <p>Accelerated reader diagnoses ranges of books appropriate for pupils, who then complete short quizzes on books they have read.</p> <p>Teachers easily able to track quantity of reading and analyse comprehension of texts.</p>	<p>Monitoring of RWI to ensure all sessions are highly effective.</p> <p>Speech links programme implemented and monitored for effectiveness by inclusion leader and Speech links leader.</p> <p>Further training on speech links for appointed staff if needed.</p> <p>Staff receive training on accelerated reader prior to launch with pupils.</p> <p>Pupils trained on choosing books based on ZPD. Children know their ZPD and can discuss what it means.</p> <p>PP lead and English lead will monitor the frequency and quantity of disadvantaged pupil's reading.</p> <p>Stats from accelerated reader shared in assemblies to maintain a focus on reading – competitive element introduced.</p>	<p>Accelerated reader leader appointed?</p> <p>RWI leader KS1 Phase leader</p> <p>Speech links leader</p>	
---	--	---	--	---	--

Breakdown of predicted use of pupil premium for 2018-2019

	Agreed outcomes	Approximate Cost
1	<p>Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.</p> <ul style="list-style-type: none"> <li>- Programme of CPD support in place for all staff to enhance the already good teaching and learning (which includes apprenticeship afternoons for children)</li> </ul>	<p>£45,000</p> <ul style="list-style-type: none"> <li>- External CPD for all staff which may take place in school or out of school.</li> <li>- Coaches / visitors for Apprenticeship afternoons</li> </ul>
2	<p>Increased use / understanding of language for all pupils developed through real-life experiences. Speech link assessment and intervention used to measure progress.</p> <ul style="list-style-type: none"> <li>-Trips and experiences subsidised for disadvantaged children</li> <li>- Speech link training and support in school</li> </ul>	<p>£20,000 (subsidy for trips and experiences) £16,000 (4 x Teaching assistant per afternoon, per day). Speech link programme is funded through opportunity area funding.</p>
3	<p>Increased aspirations for all</p> <ul style="list-style-type: none"> <li>- Assertive mentoring programme – including supply costs.</li> <li>- Family learning experiences – funded through ELSF (£65,000)</li> </ul>	<p>£15,000</p>
4	<p>Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate.</p> <ul style="list-style-type: none"> <li>- Breakfast club (Jan 2019)</li> <li>- Academic Resilience Project</li> <li>- Learning support team – SEMH team, learning mentor, assistant learning mentor and SWO</li> </ul>	<p>£20,000 per year Funded through opportunity area £90,000</p>
5	<p>PP Children experience a wide range of cultural visits / visitors throughout the year. PSHE sessions / assemblies focus on social skills, as well as personal skills. ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.</p>	<p>Point 2 costings.</p>
6	<p>Increased attendance rates, persistent absence of PP children is acted upon swiftly.</p> <ul style="list-style-type: none"> <li>- Breakfast club</li> <li>- Learning support team</li> </ul>	<p>See costings in point 4.</p>

7	Effective implementation of speech links programme, highly effective use of RWI to enhance early reading. Children keen to read and reading the key component across the curriculum for all children. -Accelerated reader programme and training, as well as additional learning resources.	£15,000
	Total Cost	£221,000

Review of Expenditure 2017-2018				
Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost or approx. cost
<p>Pupils make at least the expected progress in R / W / M.</p> <p>Measures taken</p> <p>Baseline to end of EY</p> <p>EY to KS1</p> <p>End of KS1 to End of KS2.</p>	<p>Increased staff / pupil ratios providing specific support for under achieving pupils.</p> <p>To provide additional Teaching Assistant support for the delivery of specific Interventions.</p> <ul style="list-style-type: none"> <li>- Speech link</li> <li>- RWI Intervention</li> <li>- 1 st class at writing</li> <li>- Numbers Now</li> <li>- Y6 Maths Pre+Post Learning</li> <li>- SATS Club (y6)</li> <li>- Breakfast Club</li> <li>- Cabin Club</li> </ul> <p>CPD for all staff to further develop teaching and learning, as well as Ma and En approaches in school.</p>	<p>Disadvantaged children made better or similar progress in reading and maths at the end of KS2 SATS.</p> <p>EY DATA? KS1 DATA?</p> <p>1<sup>st</sup> class at writing having significant impact on outcomes for writing in Y3.</p> <p>Speech link programme in the early stages so no impact data available.</p> <p>Cabin club has helped some PP children come to school ready to learn and has met their needs.</p> <p>CPD for all staff has been successful in raising attainment.</p>	<p>Numbers now to be removed from intervention strategy – impact compared to cost was not good value for money.</p> <p>1<sup>st</sup> class at writing having a significant impact compared to cost – to discuss whether this is extended into Y4 or Y5.</p> <p>RWI intervention to continue but scrutinised to see if impact is in line with the cost.</p> <p>CPD to be ‘fine-tuned’ to ensure any external CPD is shared and developed with all staff.</p> <p>INSET days to be pre-planned to improve key aspects of teaching and learning in school – this includes twilight time.</p>	£80,000
Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost or approx. cost
<p>Liaison with PreSchool settings and families to ensure smooth transitions (and any new starters)</p>	<p>Early Years Phase Leader discusses children expected to start in September with Pre-School and/or parents.</p> <p>Good relationships between settings with opportunities for joint evaluation and moderation</p>	<p>EY leader visited every setting prior to them starting school.</p>	<p>We don't know who PP children are when visiting – we need to know which children are likely to be PP so we can identify support earlier.</p>	<p>Nil</p> <p>Cover all done internally.</p>

	<p>for children due to start at the school includes PP Concerns raised with SENCo as necessary.</p> <p>Identify what support can be put in place using PP funding along with any external agency already involved.</p>			
HA pupils achieve their potential level of outcome in line with their prior attainment	Termly progress meetings to evaluate progress of all pupils including eligible pupils.	<p>Pupil progress meetings heavily focused on PP children.</p> <p>PP children at forefront of teachers pedagogical approaches and guided learning support.</p>	Because of the transfer to a new assessment system – specific data for each year group is not available. In 2018-2019 this will be available.	<p>Nil</p> <p>Cover all done internally.</p>
Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost or approx. cost
Pupils attend school punctually with little or no unnecessary lateness.	<p>Attendance Officer monitors attendance in line with schools policy raising concern when attendance is close to hitting triggers.</p> <p>Pastoral team ensure open supportive communication with families to find positive solutions.</p> <p>External agencies involved as required.</p>	<p>Attendance issues picked up quicker by attendance officer.</p> <p>Pastoral team worked closely with identified families to support them at home and in school to ensure children attend.</p>	<p>While attendance rates reduced slightly compared to 2016-2017, strategies are in place to ensure persistent absence continues to be low.</p> <p>Breakfast club planned to come 'in-house' in 2018-19 to improve attendance.</p> <p>Continual lateness needs to be challenged with parents quicker.</p>	£10,000
Vulnerable pupils are fully supported both academically, socially and emotionally	<p>Continue to fund and develop the Nurture provision, making use of Learning Mentor, Safeguarding and Welfare Officer, SEMH team and non-class based SENCo.</p> <p>Breakfast club, Lunch time clubs, Pre and After school clubs.</p>	<p>Vulnerable pupils supported by expert staff has ensured children are ready to learn quicker.</p> <p>Funding has allowed provision to be made for a wide variety of children and their families.</p>	<p>More targeted, pre-emptive intervention rather than reaction is needed in 18-19.</p> <p>Children who require significant support – plans in place to support outside the SEMH team to ensure they can carry our pre-emptive SEMH roles.</p>	£60,000
Desired Outcome	Chosen action/approach	Impact	Lessons learned	Cost or approx. cost

<p>To provide further support for PP pupils working in EYFS, Key Stage 1 and Key Stage 2</p>	<p>Key members of staff released to work predominantly with those pupils not making enough progress in Reading, Writing and Maths. 1-1 Tuition or small group learning to booster support.</p>	<p>Disadvantaged children made the same or more progress than their peers in reading and maths.</p>	<p>Writing needs to be a main focus for PP children because of the lack of progress and low-level of attainment across the school for all children.</p> <p>Writing CPD to be at the forefront in 2018-2019 following the introduction of a new approach to writing in 2017-2018.</p>	<p>£30,000</p>
<p>To ensure pupils experience their learning within a real life context.</p> <p>To engage parents in pupil learning and celebration of pupil success.</p> <p>Y6 children engage in Children's University.</p>	<p>Fund educational events for pupils to gain firsthand experience.</p> <p>Involve parents in pupils experiences and successes.</p> <p>Extra-curricular including Music tuition, sports and performances. Arts and Craft activities, as well as community events.</p>	<p>PP children able to attend residential.</p> <p>Parents linked to class dojo and able to receive information readily from their children's class.</p> <p>Many children able to be part of sporting activities after school.</p>	<p>A wider variety of extra-curricular clubs must be made available for all children in 2018-19. Whilst we offer a wide range of sporting activities, a wider range of clubs linked to other curriculum areas are essential to further enhance children's experiences.</p> <p>Funding to continue to be available to support children and their families to engage in residential trips and any other trips with an educational focus.</p> <p>More support for PP children to ensure more of them graduate from CU.</p>	<p>£15,000</p>