



Pupil Premium Strategy Statement - St. Oswald's Catholic Primary School



1. Summary information					
School	St. Oswald's Catholic Primary School				
Academic Year	2017 - 2018	Total PP budget	Approx. £268,013.41	Date of most recent PP Review	October 2017
Total number of pupils	629	Number of pupils eligible for PP	226	Date for next internal review of this strategy	July 2018

Key Stage 2 – 2016- 2017 data

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard		
	School Whole Cohort	Pupil Premium School	Pupil Premium National	School	Pupil Premium School	Pupil Premium National
Reading	83%	71%	60%	29%	14%	4%
Writing	75%	57%	66%	13%	4%	10%
Maths	70%	50%	63%	29%	11%	13%
Grammar, Spelling & Punctuation	74%	61%		33%	14%	n/a
Combined (R,W,M)	61%	36%	43%	10%	4%	3%

Subject	Average Scale Score		
	School	Pupil Premium School	Pupil Premium National
Reading	106.7	104.2	101.4
Maths	105.1	101.4	101.7
Grammar, Spelling & Punctuation	106.8	103.7	n/a

Key Stage 1 2017 data

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard		
	School	Pupil Premium School	Pupil Premium National	School	Pupil Premium School	Pupil Premium National
Reading	66.3%	42.9%	61%	12.8%	0	
Writing	55.8%	45.7%	52%	5.8%	0	
Maths	60.5%	37.1%	60%	4.7%	0	

EYFS (End of Reception) 2017 data

Subject	Percentage of pupils achieving the EXPECTED standard		
	School	Pupil Premium School	Pupil Premium National
Reading	72%	50%	
Writing	65%	50%	
Maths	71%	57%	
GLD (Good level of development)	60%	45.5%	

National data not yet available (February 2018)

Phonics 2017 data

Year group	Percentage of pupils achieving the EXPECTED standard in phonics		
	School	Pupil Premium School	Pupil Premium National
Year 1	75.9	55.6	68
Year 2	87.2	73.5	n.a

Lessons Learnt from 2016 -2017

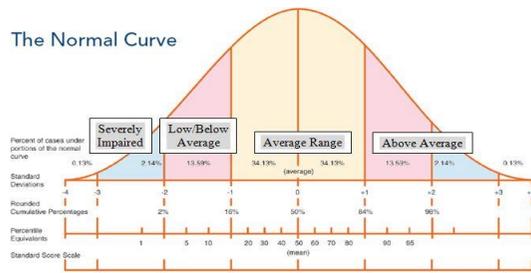
Early year writing Project didn't have the impact we would have hoped due to staffing changes and children's attendance and it was agreed moving forward in 2017-2018 we would focus on EYFS Early Talk Boost and monitor the impact of this program.

Pupil wellbeing is vital to maximize learning focusing on raising self-esteem and self-confidence of children focusing on has proved successful for PP and Non PP children. We have learnt that when children are happier they learn better. We have decided to focus on this further and look to develop other strategies and programs that further support pupil well-being. With challenging circumstances and many barriers to learning this is a priority for school

The number of children identified as PP in EYFS remains low in relation to rest of the school as a result of this an increased focus will be made to target and support families in EYFS in relation to application of benefits and ensure parents understand the benefits of PP funding in 2017 – 2018. Initially establishing links through stay and play sessions and 1:1 support sessions with home school liaison officers and deputy head teachers.

Targeted support and use of interventions need to be reviewed and clear systems developed to ensure consistency and maximize impact in closing identified gaps in learning. To ensure the percentage of children reaching age related expectations (ARE) increases.

Assessment systems are established in school but to further support and enhance the current system in 2017 -2018 we will develop the use of standardised scores and the normal curve – the standardised scores of all children PP and none PP will be plotted on the normal curve. This information will be used to inform all aspects provision/ teaching / planning etc. and help to quality assure teacher assessment judgements. This will be completed by PP lead and information will be shared with staff.



1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reading skills – poor reading skill has a detrimental effect on accessing mastery curriculum especially greater depth of understanding.
B.	Behaviour issues for groups of pupils across the key stages (mostly eligible for PP) these are having detrimental effect on their academic progress and that of their peers.
C.	PP Gender Gap in EYFS / KS1 – Boys not achieving expected standard in Phonics Screening / Reading.
D.	A high % of PP with SEND
E.	Low baseline – low starting points on entry to EYFS
F.	Writing across the school – all key stages. With an increased focus on the development
G.	Speech and language issues – poor oral and written language
H.	Low aspirations / low self esteem
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
I.	Attendance / Parental engagement – small percentage of parents have an inconsistent approach towards attendance and lack of commitment towards the benefits of education. This can have a negative impact on pupil aspiration. Social and Emotional Wellbeing of Children – Small group of pupils require additional support due to their vulnerability and negative impact on their academic performance.
K.	Punctuality is an issues across all key stages – some children arriving considerably late regularly
L.	Family issues impacting on children’s emotional state e.g. family break ups, mental health and drug and alcohol abuse / increased number of CLA with additional needs joining the school

We want to achieve	
Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P	
To continue to develop the commitment of quality first teaching across the primary school	
To review and refine planning and assessment systems – using assess, plan, do and review model	
To ensure differentiation, targeted support and interventions are used effectively to support all learners	
To ensure appropriate timely early intervention in EYFS and KS1 to accelerate attainment and progress reducing the need for intervention later in school.	
Reduced gap between disadvantaged pupils and their peers	
% of disadvantaged children achieving GLD increased	

Hard to reach parents feel confident and empowered in supporting learning and development at home
Data analysis shows improved attendance for P.P children and non PP children; reduced number of persistently absent children both PP and non-PP
A wide variety of opportunities for enrichment and curriculum support are being provided for PP children
Target families who we feel should be entitled to PP and support them through this process

Pupil Premium Overview 2017-18

Pupil premium for 2017 to 2018 is allocated to children from low-income families who are currently known to be eligible for FSM. It includes pupils recorded in the October 2017 school census who are known to have been eligible for free school meals (FSM) since October 2011, as well as those first known to be eligible at October 2017.

It includes pupils recorded in the January 2017 school who were looked after by the local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

We ensure we focus on the following questions when planning for provision for pupil premium children:

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?

EYFS:	30 pupil	Year 1:	33 pupils	Year 2:	29 pupils	Year 3:	34 pupils	Year 4:	34 pupils	Year 5:	41 pupils	Year 6:	34 pupils
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Effectiveness of Leadership & Management

Objectives	Success Criteria
<ul style="list-style-type: none"> • Review interventions and targeted support policy and practice for school • Appoint a interventions lead to work closely with PP lead • Ensure high quality early intervention from experienced teaching staff • Analyse progress of disadvantaged pupils to determine and identify strategies / interventions to address any issues in performance • Identify disadvantaged pupils to all staff and track their progress and provision • Deputy Headteacher to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions 	<ul style="list-style-type: none"> • Action plan identifies provision and expected impact • DHT acts as advocate and is able to carefully monitor track progress and impact of intervention strategies • Governing body have a detailed knowledge of actions / their rationale / cost and impact • Review • Intervention policy and practice reviewed. PP lead working closely with interventions lead to maximize impact. • Information collated regarding progress and impact across range of interventions and activities offered to this cohort

Quality of Teaching, Learning & Assessment

Objectives	Success Criteria
<ul style="list-style-type: none"> To ensure never less than good / outstanding teaching for disadvantaged Teaching Assistants are highly trained and understand and use formative assessment <p>Research the pedagogy of metacognition across the school as Meta-cognition and self-regulation approaches 'learning to learn' aim to help learners think about their own learning more explicitly</p> <p>To invest for the future on CPD related to metacognition ready to further develop the area in September.</p>	<ul style="list-style-type: none"> Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations & book scrutiny to evaluate impact Targeted support and intervention demonstrate accelerated outcomes for targeted pupils Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children Targeted early intervention for all key stages in reading, writing and maths established Internal data shows any gaps are closing for disadvantaged pupils To ensure appropriate CPD/ training opportunities are planned for and delivered to teaching assistants to help maximize teaching and learning opportunities for all children Begin to develop ways of teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development.

Personal Development, Behaviour & Welfare

Objectives	Success Criteria
<ul style="list-style-type: none"> Attendance / punctuality and behavior of disadvantaged pupils is monitored and in-line with other children in school and nationally Systems and processes are planned to address areas of vulnerability for P.P children e.g. 1:1 work with family liaison officers, target support programs P.P children have support from adults in school for behaviour. Additional support is provided from outside provider for any children requiring additional behavior support. To plan for, provide and deliver a wide variety of lunch time clubs for targeted children To access SIMS training to obtain attendance information for PP children 	<ul style="list-style-type: none"> If attendance / punctuality and behavior of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as support from home school link officers / EWO /family support service etc. DHT to monitor cohort half termly to assess impact of intervention or work with class teachers to address any issues in performance DHT to track additional challenges and direct resources appropriately based on outcomes using PP tracker and year group data trackers. Areas: attendance, parental attendance at meetings, involvement in extra-curricular activities etc.

Outcomes for Pupils

Objectives	Success Criteria
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- To narrow the gap between disadvantaged & non-disadvantaged pupils in school and with their peers nationally
- To provide early targeted support and intervention for underperforming disadvantaged pupils as identified through achievement data
- Analyse progress of disadvantaged pupils termly for the causes of underachievement and through the Appraisal process using identified SIMS reports

- Pupils make at least expected progress in line with other children
- End of KS results exceed floor standards (year 2/6 achieve National Average levels or above)
- Analysis of children taking part in early targeted support or intervention demonstrates progress above that expected and is being accelerated
- Analysis of this cohort using school tracking systems demonstrates a narrowing of the gap with peers in school and nationally
- Internal data demonstrates the gap is closing between disadvantaged and non-disadvantaged pupils

Action plan – planned expenditure:

Quality Teaching For All						
Target	How will this be achieved?	By When?	By whom?	Outcomes	Monitoring/ Evaluation	Progress
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through developing and delivering a mastery Curriculum	To fund extra staff including teaching staff and teaching assistants allocated according to the need of specific cohorts.	July 2018	Consistent monitoring by SMT Scrutiny of data Observations	Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P	Termly review of impact by leadership team	<p>Autumn term to present - mastery curriculum continues to be focused on throughout the school. Evidence from year group/phase monitoring of planning / books/ pupil voice reflects this.</p> <p>Spring term 2018 – we have begun a whole school Curriculum review. This will continue throughout the rest of the academic year.</p> <p>Monitoring of books and teaching took place in December 2017 all year groups are targeted PP children for intervention.</p> <p>3 Additional T.A have been employed September 2018 employed on a part time temporary basis to support and PP children and to support teachers.</p>

<p>To ensure quality first teaching is focused upon and always of a high standard throughout the school</p>	<p>Directing teaching & support staff on to relevant courses ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques.</p> <p>To develop culture of learning and encourage independence.</p> <p>To develop coaching and mentoring across the school – delivered by SLT / leadership team</p> <p>Co-ordinators ensuring progression of subject by directing staff appropriately and carrying out appropriate monitoring and evaluation.</p>	<p>On going throughout the year</p>	<p>Consistent monitoring by SMT / Co-ordinators.</p>	<p>Commitment across the primary school to high quality teaching and learning through the emphasis on staff CPD and in house training provided by experienced and knowledgeable members of staff.</p> <p>Senior staff have an extensive knowledge and teaching skills to work with less experienced staff to ensure standards are high across keys stages / phases and whole school.</p> <p>Coordinators are carrying out monitoring and evaluation of their subject areas and ensuring identified ways forward are being addressed and all have a positive impact</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	<p>Monitoring for the autumn term to present shows all teaching at least good or better.</p> <p>Autumn to present - training has been accessed for core subject leaders. Information has been used to inform teaching in school. School directed time has been carefully planned to focus on delivering high quality teaching and learning – quality first teaching.</p> <p>Autumn term to present- subject leaders have carried out monitoring for their subject areas, this information has been used to inform future planning and teaching for the remainder of the academic year.</p> <p>Autumn to present - AHT's have a clear timetable for coaching and mentoring. This has had a positive impact in addressing identified areas with members of staff.</p> <p>All staff have had pupil progress meetings to discuss individual children this has helped to clearly focus teaching and learning needs.</p>
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<p>To narrow the attainment gap at the end of EYFS Key Stage 1 & 2 in Reading, Writing & Maths</p>	<p>Ensure quality of teaching, learning & assessment is good or better</p> <p>Teachers / teaching assistants delivering additional sessions (reading, writing and Mathematics) to target gaps identified through AfL during quality first teaching and data analysis</p> <p>Achievement & progress discussion as a leadership team</p> <p>Analysis of pupil progress & attainment – pupil progress meetings</p> <p>Small group intervention for children identified as not making good progress</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>Leadership team / SLT</p> <p>Y2 & 6 Teachers</p> <p>Phase Leader</p> <p>Deputy Heads</p>	<p>All phase interventions for Autumn Term prioritised PP children. All staff keenly aware of key children to support</p> <p>% of disadvantaged children reaching AREs increased</p> <p>Reduced gap between disadvantaged pupils and their peers</p> <p>Positive internal data across Y6 and Y2</p> <p>Positive VA measure from KS1 – KS2</p> <p>Disadvantaged pupils will meet the national standard in R, W & M in their end of year tests.</p> <p>Curriculum planned for breadth balance and maximum enjoyment and inspiration so that children grow to love learning.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>At the end of the academic year a detailed analysis take place focusing on attainment at the end of key stage.</p>	<p>Autumn term to present - Data has been reviewed October / December by deputy head teachers. All data has been analysed and shared with stakeholders.</p> <p>January 2018 - Pupil progress meetings have been carried out with a focus on individual; children and groups including focusing on PP compared to none PP and other groups.</p> <p>Timetables were reviewed in Jan 2018 to allow for additional reading, writing and math's lessons in year 2 and delivered by teachers and T.A's.</p>
<p>To further develop role of T.A. to maximise and support learning.</p>	<p>Carry out an audit of teaching assistant skills/ qualifications and noted training to deliver specific interventions. Identify areas for development.</p> <p>Plan a series of in house training sessions for T.A's on focused areas to be delivered by named members of staff.</p> <p>Research specific teaching assistant training from outside providers including NVQ's and plan a suitable timetable of training for named teaching assistants.</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>Leadership team / SLT</p> <p>Phase Leader / year heads</p> <p>Deputy Heads</p>	<p>An audit of teaching assistant's skills and qualifications has been carried out.</p> <p>Areas for development have been addressed and a suitable program of CPD has been planned for and delivered.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>At the end of the academic year a detailed review will take place of with regards to teaching assistants training and impact</p>	<p>Autumn term – an audit of teaching assistant training / knowledge of interventions took place.</p> <p>Areas for development and training have been identified for Spring term.</p> <p>Spring term 1 1:1 meetings took place with all teaching assistants</p> <p>Spring term 2 – A timetable has been planned for in house training.</p>

Total Budget Costs: Approx. £125,000

Targeted Support

<p>To raise the % of disadvantaged pupils achieving a good level of development in EYFS</p>	<p>Ensure quality of teaching, learning & assessment is good or better</p> <p>Review admissions procedures to ensure early identification of disadvantaged pupils</p> <p>Identify a named 'Pupil Premium Champion' for EYFS to oversee families & children</p> <p>To provide targeted support for EYFS families we feel should be entitled to PP and support them through this.</p> <p>Provide additional parent support for disadvantaged pupils</p> <p>Review provision available for PSED & Literacy and Mathematics</p>	<p>On-going</p> <p>Dec. 2017 & then on admission to school</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>EYFS Team Leadership team</p> <p>P.P champion</p>	<p>% of identified PP families rises</p> <p>% of disadvantaged children achieving GLD increased</p> <p>Reduced progress gap between disadvantaged pupils and their peers</p> <p>% of disadvantaged children achieving ELG in PSED, Literacy & Mathematics increased, leading to gap reduction</p> <p>Parents feel confident and empowered in supporting learning and development at home</p> <p>Strategies to support PP families at home / in school are established and embedded.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	<p>Autumn to present- Deputy head teachers have worked closely with the EYFS lead. School has had support from local authority.</p> <p>Autumn term to present - Nursery and EYFS lead continue to provide opportunities to engage parents.</p> <p>A review of the provision for all areas of learning including PSED, Literacy and Mathematics took place in Autumn 2017 lead by the deputy. This information will be used to ensure provision for academic year 2017- 2018 is been carefully mapped out and meets the needs of the learners.</p> <p>Autumn term to present - Family liaison officers continue to work hard to engage all parents including parents of PP children.</p> <p>Spring 2018 onward – school will be taking part in local authority project focused on raising % of children achieving good level of development in EYFS.</p> <p>Planning in EYFS has been adapted to include key questions, children's interests and enhancements.</p>
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<p>Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning</p> <p>To improve the attendance & punctuality of disadvantaged pupils</p>	<p>Continue with increased EWO provision – 7 hours per week</p> <p>Family Liaison link officer’s role</p> <p>School attendance team established and consistent practice developed.</p> <p>Half-termly monitoring of disadvantage pupil’s attendance & punctuality</p> <p>Work with parents for early targeting of key disadvantage pupils through use of incentives/rewards at an age appropriate level</p>	<p>On-going As required</p> <p>By Dec</p>	<p>School attendance team EWO</p>	<p>Liaise with parents regularly</p> <p>Liaise with EWO for more complex cases</p> <p>Data analysis of improved attendance</p> <p>Regular reports / case studies to SMT & other stakeholders</p> <p>Implementation of ‘Attendance Rewards’ to promote 100% and acknowledge those children achieving this</p> <p>Termly meetings / assemblies with children & parents to reinforce expectations & school protocol</p> <p>Home visits to carry out spot-checks and collect children if appropriate</p> <p>Issue penalty notices</p> <p>Share attendance information with school, governors & community via newsletters, school website and discussions</p> <p>Attendance for disadvantaged pupils is at least 95%</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced</p> <p>Punctuality for disadvantaged pupils is improved and not more than 3% late</p> <p>Pupils demonstrate a love for school and understanding that every day is important</p>	<p>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	<p>Autumn term to present - School policy, systems and protocols followed for all children.</p> <p>The school attendance team continues to work hard to provide support to all pupil, parents, families where and when necessary. Through agreed set of actions see school policy. e.g. letters home, meeting with parents etc.</p> <p>Autumn term to present - Attendance information / percentages have been shared with school governors at pastoral meetings.</p> <p>Autumn term to present - 25 penalty notices for attendance have been issued and 6 families have had initial meetings to begin court proceeding.</p> <p>Autumn term to present – Attendance remains high profile throughout the school weekly awards are given out throughout the school. Children in classes are keen to get awards.</p> <p>A new EWO joined the school attendance team January 2018– bringing a wealth of knowledge and experience.</p> <p>Autumn term to present – The attendance team are working closely with the families of children who just have reached PA to reduce the number of PA. This has proved successful PA reduced from 126 to 73 (Spring 1)</p>
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<p>To ensure the in-school provision meets the needs of pupil premium children at EYFS, KS1 & KS 2</p>	<p>Review the range of targeted provisions in school</p> <p>School support interventions target key disadvantaged pupils</p> <p>Reintroduce/ target Beanstalk readers to support PP children</p> <p>Identify additional provisions which can be used to support teaching & learning</p> <p>To purchase additional resources to support the planned provision / curriculum</p>	<p>Autumn Term</p> <p>Ongoing</p>	<p>Deputy Head Teachers</p>	<p>Provision available reflects impact evidenced by Sutton Trust</p> <p>Interventions demonstrate accelerated progress over time</p> <p>Disadvantaged pupils make at least good, and often better, progress term on term</p> <p>Additional provision is delivered consistently each term</p> <p>Additional resources have been purchased to support all learners including PP children</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>Autumn term to present - Information from Sutton Trust has been used inform practice in school. This continues to be a resource school is using to support and develop practice. For example reviewing intervention and use of teaching assistants.</p> <p>Autumn term - Pupil premium lead and the leadership team reviewed school planning and provision. Ways forward were identified and shared with staff.</p> <p>Autumn term to present - A wide variety of interventions are been used effectively throughout to support PP children. Including – Dragon Writers, Success at Arithmetic, ALK, Phonic support, Targeted reading groups, Early talk boost etc.</p>

<p>Deliver high quality intervention strategies and programmes throughout the school where and when necessary to address gaps and further support learning</p>	<p>Review whole school provision for interventions.</p> <p>Interventions lead to ensure interventions are used appropriately to meet the needs of learners with the aim of closing the gap and more children meeting ARE.</p> <p>Establish and identify appropriate interventions for all key stages and purchase necessary resources</p> <p>Details of all the interventions used in school can be found in the interventions policy and on the PP Tracker.</p> <p>A 12 week Interactive Online Mathematics program has been developed / purchased focusing closing the identified gaps for year 6 PP Children before National testing in May.</p> <p>In Summer term expand the use of the online /interactive Mathematics program to identified year 5 and 4 PP children.</p>	<p>Autumn term</p> <p>Ongoing</p>	<p>Leadership team</p> <p>Intervention team</p>	<p>A whole school approach has been developed. All staff understand the difference between differentiation and intervention.</p> <p>Appropriate interventions have been sourced for use in school.</p> <p>Training has been sought and delivered for high quality intervention for core curriculum areas.</p> <p>All children access whole class input to ensure broad and balanced curriculum.</p> <p>Timetables for interventions and teaching assistants clearly mapped out.</p> <p>Mathematic interactive program has taken place and there is clear evidence of the program closing gaps in knowledge for PP children.</p>	<p>Monitoring by pupil premium lead and intervention team carried out half termly.</p>	<p>The intervention lead - Mrs Murphy carried out a review in Autumn 2017. A clear policy and understanding of interventions has been established.</p> <p>Autumn to present – Identified staff have attended training for appropriate interventions.</p> <p>Autumn to present - Interventions are being used to support learning for all year groups. A whole school interventions tracker has been developed by the lead and is informing the PP tracker.</p> <p>January 2018 – Mathematic online learning intervention planned for identified year 6 PP children (20 children) Very positive feedback from children.</p>
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<p>EYFS – Accelerated progress of PP and Non PP children leading to improvements in FS and KS1</p>	<p>Early Talk Boost Intervention / Project</p> <p>Selected member of staff to attend LA training and disseminate to EYFS & KS1 staff</p> <p>Additional Early Talk Boost training has taken place in school for all staff.</p> <p>A named member of staff ensures this program is delivered to identified children.</p>	<p>Autumn</p> <p>Ongoing</p>	<p>EYFS lead</p> <p>Deputy head teacher</p> <p>PP lead</p> <p>EYFS team</p>	<p>Children taking part in Early Talk Boost are able to apply proven techniques which underpin and encourage quality Speech and Language / Oracy in the younger child.</p> <p>Staff have attended training and have shared this with school staff. Ideas are being used throughout EYFS</p>	<p>End of the year evidence of writing & results</p> <p>Monitoring by SMT of emergent writing & writing through the curriculum</p>	<p>Autumn Term – all EYFS members of staff have received training</p> <p>Mrs Reading leads on this area in school. A day a week of her timetable is given to deliver this intervention in EYFS.</p> <p>Tracking data shows that all of the children involved in the intervention have made accelerated progress</p>
<p>To improve the engagement of parents in supporting disadvantaged children at home</p>	<p>Gather parental views on support required</p> <p>Lead curriculum support events at various times</p> <p>Provide ‘drop-in’ opportunities for families of disadvantaged pupils to access on-going support</p> <p>To support parents through EHAT and other processes.</p>	<p>Ongoing</p>	<p>Family liaison link officers</p> <p>Deputy head teachers</p> <p>SLT</p>	<p>School is aware of what parents need/want in supporting their child/ren</p> <p>Parents feel confident in supporting children at home</p> <p>Parents know what they can do to help their child</p> <p>Parents are attending themed events and workshops in school building up their trust and confidence.</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>Autumn term to present - Opportunities continue to be developed throughout all key stages to engage and include parents.</p> <p>Parents continued to engage with family liaison officers; who have provided a wide variety of support and signposting to services where and when necessary.</p> <p>The family liaison officer’s report to governors has demonstrated the number of families supported with positive outcomes for examples the number of families with need for an EHAT has reduced this term by 6.</p>

<p>To further develop different strategies and types of emotional support programs available for children</p>	<p>To research training opportunities for family liaison officers to deliver well-being programs for selected PP and Non-PP children</p> <p>To source provision outside providers can deliver to deliver specific programs for PP and Non PP children</p> <p>Named programs to be developed/implemented include:</p> <ul style="list-style-type: none"> • Seedlings • Specific CAMHS Support groups • LEGO Therapy • Attachment groups • Children’s mindfulness • Yoga for children <p>SLT to identify children for specific named programs either on a group or individual basis.</p> <p>Home school liaison officers to establish groups and measure impact.</p>	<p>Ongoing</p>	<p>Family liaison link officers</p> <p>Deputy head teachers</p>	<p>Children are able to access and embrace learning when their well-being is at the forefront of teaching and learning.</p> <p>Specific programs / groups / individual are regularly taking place throughout the whole school.</p>	<p>Termly monitoring carried out by SLT and pupil premium lead</p>	<p>Autumn to present – PP lead continues to work closely with family liaison officers to develop strategies and opportunities.</p> <p>1 family liaison officer had mindfulness training and is developing this across the school.</p> <p>Spring 1 family liaison officer had Lego therapy training and is developing this across the school.</p> <p>1:1 support and counselling continues for vulnerable children small group support is accessed by 112 children across the primary school.</p>
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Total budgeted costs: Approx. £85,000

Other Approaches

<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth</p>	<p>Further development of wellbeing for children</p> <p>Provide opportunities for Think Yourself Great programme for all children who need it.</p> <p>Rainbows programme will be delivered for KS1 and KS2</p> <p>Home school link officer will work with groups of identified PP children in small groups / 1:1.</p>	<p>Ongoing</p>	<p>SLT</p> <p>Family Liaison Officers</p> <p>Mrs Gilroy</p>	<p>Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning.</p> <p>Think yourself great, rainbows and peer to peer massage are regularly taking place throughout the whole school.</p>	<p>Termly monitoring carried out by home school liaison officers</p>	<p>Autumn term to present - Family liaison officers have attended 5 training courses for wellbeing they disseminated this information to relevant staff. Staff have used ideas obtained to support children in class. Positive feedback from staff and children.</p> <p>Rainbows programme completed in Autumn for KS1 and KS2</p> <p>Autumn term - 22 children benefited in rainbows programmes in school.</p> <p>Autumn term to present - Think Yourself Great Groups continue to take place for vulnerable children.</p>
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<p>Children develop skills of wider skills independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self- esteem & self-confidence that translates into effective classroom learning.</p> <p>To provide further opportunities for enrichment / support for PP children</p>	<p>Subsidise residential trips so it is accessible to lower income families: Colomendy Subsidise school trips for P.P children</p> <p>Provide opportunities for PP children – eg. Music lessons, 1:1 tuition etc.</p> <p>Provide wide variety of extra-curricular opportunities for all children including.</p>	<p>Ongoing</p>	<p>Pupil Premium lead</p> <p>Year heads</p> <p>SMT</p>	<p>Inclusive residential trips – opportunities for all to experience different learning experiences</p> <p>Parents of PP children are given financial support for school trips.</p> <p>A wide variety of opportunities for enrichment are being provided for PP children</p>	<p>Pupil premium lead will monitor this and ensure P.P tracker is up to date with any financial aid provided – monitoring will take place termly but will be reviewed when necessary on a needs basis.</p>	<p>Autumn term to present - pupil premium lead continues to regularly update the school tracker with any relevant enrichment that has been provided for P.P children.</p> <p>Spring 2018 – Tracker has been further developed to include extracurricular clubs and uptake for PP children</p> <p>Autumn to present - 6 P.P children identified by family support workers have received additional enrichment opportunities</p> <p>Autumn term to present - Many visitors have come into school including: -Gardening project in Joseph Lappin (selected group of children across school) -Arts and Creative Week – Liverpool theme, creative and music parent/child workshops -Firefighter visit to EYFS and KS1 -Shenigans group visit (session’s delivered for Y5/Y6) -Sugar workshop for families</p> <p>(Please see appendix – enrichment list)</p>
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	<p>To provide opportunities to access facilities / activities at local amenities e.g. Joseph Lappin Centre in school time and in the holidays</p> <p>To provide additional financial support for PP children where and when necessary for breakfast club and to support travel expenses in the form of a bus pass.</p>			<p>Additional financial given support is provided if necessary for PP children support breakfast club and travel arrangements if needed.</p>	<p>basis.</p>	<p>Autumn term to present - 15 children are receiving breakfast club provision at no cost to parent. This information is recorded on the PP tracker.</p> <p>Autumn term to present - 1 child is in receipt of a bus pass to support travel to and from school.</p>
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<p>In preparation for transition to secondary school raise the self-esteem and self-confidence of children focusing on raising the level of self-worth.</p> <p>Additional transition support provided for P.P children</p>	<p>Year 6 pupils partake within a transition day at Animate to focus on transition and moving on.</p> <p>Additional transition trips planned to support P.P / vulnerable children</p>	<p>A smooth & successful transition into Y6 (school leaders) and for those moving on to secondary school.</p>	<p>Pupil Premium lead Y6 year head</p> <p>Year 6 teachers</p>	<p>Children have taken part in transition reflection day at Animate</p>	<p>A review will take place in July 2017.</p>	<p>81 Year 6 children attended retreat at Animate in November 2018- focusing on transition and moving on with the aim of raising confidence and self-esteem.</p>
<p>Total budgeted cost: Approx. £58,000</p>						