



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



1. Summary information					
School	St. Oswald's Catholic Primary School				
Academic Year	2018 - 2019	Total PP budget	Approx. £293,310.00	Date of most recent PP Review	October 2018
Total number of pupils	577	Number of pupils eligible for PP	213	Date for next internal review of this strategy	July 2019

Provisional data

Key Stage 2 – 2017- 2018 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	82.9%	76%	%	26.8%	15%	%
Writing	81.7%	67%	%	23.2%	9%	%
Maths	86.6%	79%	%	30.5%	21%	%
Grammar, Spelling & Punctuation	79.3%	%		n/a	%	n/a
Combined (R,W,M)	70.7%	58%	%	14.6%	6%	%

Subject	Average Scale Score		
	School	Pupil Premium School	Pupil Premium National
Reading	107	105.2	
Maths	107	105.2	
Grammar, Spelling & Punctuation	107		

Key Stage 1 2018 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
Reading	74.7%	50%	%	19%	3.8%
Writing	70.9%	46.2%	%	8.9%	3.8%
Maths	79.7%	61.5%	%	12.7%	3.8%

National data not yet available (February 2018)

Phonics 2017 data

EYFS (End of Reception) 2018 data

Subject	Percentage of pupils achieving the EXPECTED standard	
	School	Pupil Premium School
Reading	85%	69%
Writing	80%	62%
Maths	81%	62%
GLD (Good level of development)	79%	62%

	Percentage of pupils achieving the EXPECTED standard in phonics	
Year group	School	Pupil Premium School
Year 1		
Year 2		

Lessons Learnt from 2017-2018

We know that pupil wellbeing is vital to maximise 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 focused on this this year and developed strategies and programs that further support pupil well-being. From Lego therapy to mindfulness and peer massage of these strategies have proved successful and engaged learners. It is difficult at times to fit time to develop strategies further and as a result for academic year 2018-2019 family liaison officers would like to develop the idea of Wellness Wednesday.

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 Family Liaison Officers and Deputy Head Teachers. Lending library launched in EYFS has proved very successful with more than half of nursery families regularly borrowing learning resources. Families have been targeted to apply for PP / EYFS PP all families have completed necessary EYFS paperwork. Lending library will be rolled out further next academic year 2018 2019 for Reception and KS1. The idea of the lending library will be further developed to organise termly swap events, including toy and clothes swap shops.

To further develop work with families from EYFS to year 6 parent's courses including family Lego therapy to baby massage will be developed and offered. During any event aimed at parents families will be targeted and supported to ensure identification of PP if appropriate. Family liaison officers will support any families with the necessary paperwork.

Targeted support and use of interventions has been successfully reviewed and clear systems developed has been 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. Teachers are regularly meeting interventions lead and following the school policy. For academic year 2018 -2019 school would like to further develop interventions by timetabling teachers to deliver intervention support in all year groups as directed by the interventions lead. Several interventions will be further developed also as noted below:

Talk Boost KS1 proved very successful for identified children nursery children as a result we will be introducing Early talk to build on the success of early talk boost for use in Reception. Staff have been chosen to deliver this and received the appropriate training.

Numbers counts will be developed and implemented for years 1-3 with a teacher leading the intervention.

Third space learning maths intervention will be delivered for years 4-6. 20 children from each year group will be identified and complete an online learning intervention for 10 weeks.

Some tuition was sourced to support learning for a small group of individual this will be developed further in the academic year 2018-2019. Discover learning tuition and learning support will be researched and will be sourced for identified children.

Teaching assistants received in-house training from senior leaders for identified areas. Some CPD opportunities from outside providers were sourced but this is an area that will be further developed in the academic year 2018 -2019; furthering develop the role of T.A. to maximise and quality first teaching support learning.

A considerable amount of work continues to be done to focus on whole school attendance and the reduction in the number of persistently absent children. Punctuality remains an issue for some children this will be focused upon in the academic year 2018-2019.

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 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.	
To further develop opportunities to engage children in their learning and promote boys writing	
% of disadvantaged children achieving GDS 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	

Punctuality has improved throughout the school.

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 2018-19

Pupil premium for 2018 to 2019 is allocated to children from low-income families who are currently known to be eligible for FSM

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?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

EYFS:	22 pupil	Year 1:	19 pupils	Year 2:	35 pupils	Year 3:	32 pupils	Year 4:	32 pupils	Year 5:	34 pupils	Year 6:	39 pupils
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Effectiveness of Leadership & Management

Objectives	Success Criteria
<ul style="list-style-type: none"> • Interventions lead to continue to work closely with PP lead • Ensure high quality early intervention from experienced teaching staff • Analyze 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 Head teacher 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 • To implement a knowledge rich curriculum across the whole school which has engaging rich and broad learning opportunities • To ensure that all staff are adequately trained to ensure improved provision for children with ASC 	<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 • 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 • Information is reported to SLT/ HT governing body and parents • Knowledge rich curriculum has been implemented across the school • All staff have received training to improve provision for children with ASC

Quality of Teaching, Learning & Assessment

Objectives	Success Criteria
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<ul style="list-style-type: none"> • To ensure never less than good / outstanding teaching for disadvantaged • To raise attainment in boys early writing and physical development • To improve further the % of children who attain greater depth in Reading, Writing & Maths, and paying particular focus at the end of key stage 1. • To further develop support staff through CPD to improve quality first teaching for all children (teaching assistants) • To ensure that all staff are adequately trained to ensure improved provision for children with ASC • To improve strategies for managing social and emotional needs of ASC children • To improve writing across whole school bringing it in line with reading and Maths. 	<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 continues to demonstrate accelerated outcomes for targeted pupils • 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 maximise teaching and learning opportunities for all children • Attainment in boys' early writing and physical development has improved and is more in line with the girls. • More children will attain greater depth in Reading, Writing & Maths, and paying particular focus at the end of key stage 1. • All staff have received training to improve provision for children with ASC • A variety of strategies for managing social and emotional needs of ASC children have been established throughout the school. • Writing across the whole school has improved and results show it is in line reading and Maths.
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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 providers 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 • To further develop school strategies to engage parents and support children's well-being through the introduction of Wellness Wednesday • To improve punctuality throughout the school. 	<ul style="list-style-type: none"> • If attendance / punctuality and behaviour 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. • A variety of well-being strategies are being used effectively support all learners • Parents are attending parents courses and workshops • Feedback shows impact on home school learning • Punctuality has improved throughout the school.
Outcomes for Pupils	
Objectives	Success Criteria

- 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
- To Improve the outcomes of boys across school
- To improve further the % of children who attain greater depth in Reading, Writing & Maths, paying particular focus at the end of key stage 1.

- 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 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
- The attainment of boys across the school has improved and is more in line with the girls
- The % of children who attain greater depth in Reading, Writing and Math's has increased

Action plan – planned expenditure:

Quality Teaching For All						
Target	How will this be achieved?	By When?	By whom?	Outcomes	Monitoring/ Evaluation	Progress
To further to develop the whole school curriculum leading to accelerated progress of PP and Non-PP children leading to improved outcomes across the whole school.	<p>Curriculum leads to review current year group long term plans – identifying key areas to address.</p> <p>Map out what the children need to know at the end of a topic / subject area / end of year milestones</p> <p>Curriculum leaders will work with and support subject leaders with this.</p> <p>Subject leads and the curriculum leads together will begin to map out learning objectives / topics.</p> <p>Additional subject leaders time-planned/timetabled.</p> <p>To fund extra staff including teaching staff and teaching assistants allocated according to the need of specific cohorts and to ensure appropriate subject release time</p> <p>Plan CPD opportunities to strengthened the subject leaders</p> <p>Map out enrichment opportunities for all curriculum areas for the whole school.</p> <p>Ensuring visitors/ visits are used effectively to enhance and support learning for all children including PP children</p>	July 2019	Consistent monitoring by SMT Scrutiny of data	<p>Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P</p> <p>Knowledge rich curriculum has been developed throughout the school, enhancing opportunities for all children</p> <p>Long term plans have begun to be mapped out with a clear focus on ensuring clarity for the autumn term</p> <p>Curriculum leads have worked with subject leaders during planned subject release time</p> <p>Timetable for subject release timetable has been constructed and shared with staff.</p> <p>Additional staff have been employed according the needs of specific cohorts and to allow for appropriate subject release time.</p> <p>Staff training CPD has been mapped out/ planned for / delivered and outsourced if necessary focusing on curriculum development</p> <p>Enrichment opportunities for all curriculum areas for the whole school have been mapped out. Ensuring visitors/ visits are used effectively to enhance and support learning for all children PP and non PP children</p>	Termly review of impact by leadership team and PP /curriculum lead	

<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 ensure staff subject knowledge is appropriate and in line with changes to the curriculum through appropriate support, training and CPD</p> <p>To develop culture of learning and encourage independence.</p> <p>To further develop coaching and mentoring across the school for all staff. Focusing on initially on new staff and staff new to year groups– 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>Further CPD is planned for and delivered according to identified areas for or as necessary for SDP</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>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>CPD has been planned for and delivered leading to improved outcomes/ impact in the identified areas</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 leadership team and SMT</p>	
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<p>Narrow attainment gap in gap at the end of EYFS Key Stage 1 & 2</p>	<p>Ensure quality of teaching, learning & assessment is good or better in mathematics</p> <p>Coaching and mentoring provided by subject lead</p> <p>Teachers / teaching assistants delivering additional writing sessions to target gaps identified through AfL during quality first teaching and data analysis</p> <p>Achievement & progress discussion as a leadership team to set targets and evaluate outcomes</p> <p>Analysis of pupil progress & attainment – pupil progress meetings – termly.</p> <p>Small group intervention for children identified as not making good progress is planned for and delivered under the supervision of year heads/ phase leaders and intervention lead.</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>Leadership team / SLT</p> <p>English lead</p> <p>Class 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 ARE (age related expectations) in writing has increased</p> <p>Reduced gap between disadvantaged pupils and their peers in writing</p> <p>Positive internal data across whole school including end of key stage</p> <p>Positive VA measure from KS1 – KS2</p> <p>Disadvantaged pupils will meet the national standard in writing 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>	
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<p>To improve further the % of children who attain greater depth in Reading, Writing and Mathematics across the school, paying particular attention at the end KS1</p>	<p>Challenge team tasked with working with EYFS & KS1/ KS2 planning teams to ensure challenge for all is high and that challenge is appropriate for more able including PP children</p> <p>Tracking SS for children (standardised score) analysed to identify potential GDS children</p> <p>Effective and accurate data identifies children who have potential to be greater depth in assessments by end of KS1</p> <p>Effective interventions are targeted at children who are capable of making progress to GDS</p> <p>To ensure adaptations to planning for identified gaps</p> <p>To ensure all families are given accurate information about their child's potential and know how to support at home.</p> <p>Research good practice and cascade finding and good practice to all staff.</p> <p>Plan CPD opportunities for staff</p> <p>Mentor and coach less experienced staff and use demonstration lessons to share good practise.</p> <p>Ensure TA support is high quality and that intervention programmes for more able are good quality</p>			<p>Teaching from teachers and support staff is high quality so all children are receiving quality first teaching.</p> <p>Good practice is shared across school resulting in improved provision.</p> <p>More able children are making good progress and pupil progress meetings ensure this stays on target throughout the year.</p> <p>All data is cross-referenced with SS for children to ensure that children are achieving their potential.</p> <p>Pupil progress meetings discuss all children including PP children to identify children who need to have additional input to attain GDS, these children are targeted for intervention programmes.</p> <p>Assessment of those programmes show good progress being made.</p> <p>Monitoring demonstrates good practice.</p> <p>Greater depth gap at end of KS1 / KS2 is more in line with national data.</p> <p>More PP children will the potential of greater depth will be identified and will achieve greater depth of the standard by the end of the academic year.</p>		
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	<p>Intervention programmes are researched and planned to ensure that mastery is encouraged and children practise application of skills learnt.</p> <p>Interventions are assessed regularly for effectiveness.</p> <p>Monitoring of teaching, planning, books and pupil voice takes place regularly and show effective practice for differentiation and assessment for learning.</p> <p>Organise before and after school sessions for children that are more able.</p>					
<p>To further develop the capacity of teaching assistants to and support learning and deliver quality first teaching</p>	<p>Carry out an audit of teaching assistant skills/ qualifications 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.</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</p> <p>Half</p> <p>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>Outcomes for PP children have improved as a result of training of staff and improved delivery.</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>To improve the outcomes for boys across the school</p>	<p>Carry out research into gender bias in education.</p> <p>Carry out an audit of boys opinions around what they learn/read in school including PP boys</p> <p>Audit reading books / reading materials and ensure that there are books available to motivate all boys' reading</p> <p>Purchase reading materials that would appeal to boys.</p> <p>Research specific male orientated interventions</p> <p>Promote reading with fathers programme – parents session</p> <p>To develop the use technology more to engage disinterested boys.</p> <p>Encourage positive male role models reading and writing for pleasure.</p> <p>Monitor writing opportunities to ensure that the purpose for writing motivates boys writing</p> <p>Running whole school writing competitions with prizes that boys would be interested in achieving.</p> <p>To analyse the attainment of boys in each class and year group and look for patterns of poorer outcomes.</p>	<p>On-going</p> <p>On-going</p> <p>Half termly</p>	<p>Leadership team / SLT</p> <p>Class teachers</p>	<p>Research carried out and knowledge on how to interest boys in literacy shared with staff.</p> <p>Staff will be more aware of the gender bias in how they ask questions, choose texts etc and male progress will be high profile.</p> <p>Pupil voice will give us information to feed into choice of reading materials, texts and topics for writing. Boys will feel more involved in their literacy lessons.</p> <p>Fathers and grandfathers will be targeted to come into school and be positive role models for sons/grandsons through reading and writing clubs.</p> <p>Guided reading and writing sessions will include time to talk about literacy allowing boys the opportunity to discuss more.</p> <p>Writing using IT will be encouraged for reluctant boys.</p> <p>Research will identify successful quantifiable interventions that can be planned for boys in all year groups. These will be delivered and outcomes will be positive.</p> <p>Year groups will manage support sessions for male groups.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>Termly reports PP Lead</p>	
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	<p>To look at pupil progress meetings to prioritise gender bias discussions.</p> <p>Where boys are falling behind planning should be clear about next steps and provision planned.</p> <p>Individual boys will be targeted and tracked in each class.</p> <p>Initiate in each year group</p> <p>Plan for male only support sessions</p> <p>Organise displays in school showing positive male role models – e.g. reading, authors etc.</p>			<p>More competitions, rewards will be offered that may interest boys.</p> <p>Male achievement will be high profile in school.</p> <p>SLT and teachers will have accurate picture of which groups of boys are not reaching their potential. There will be detailed discussions about how to plan for next steps</p> <p>All classes will have specific boys that they need to target for progress and achievement. By summer 2019, the gender gap will be less.</p>		
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<p>Total Budget Costs: Approx. £ 120,000</p>
<p>Targeted Support</p>

<p>To accelerate progress of targeted pupils in mathematics ensuring in school closure of gap in mathematics is maintained and improved.</p>	<p>A SLA with the Numbers Count programme is agreed, teacher to attend 7 training sessions over the year.</p> <p>A senior leader is tasked with leading the Numbers Count programme in school, her timetable is adjusted accordingly.</p> <p>Maths lead is tasked with supporting Senior teacher.</p> <p>Teacher teaches selected children for half an hour 3 to 5 times a week for 3 – 4 months.</p> <p>Resources purchased to support delivery</p> <p>Children in years 1-3 are identified for programme using data and discussion with teachers. The programme is designed for children who have the greatest difficulties in mathematics and are the lowest attaining children.</p> <p>Evaluation of teaching sessions are recorded and discussed regularly</p> <p>Regular monitoring of the teaching sessions are carried out by the Maths lead and support from Numbers Count Trainer</p> <p>In school pupil progress data ensures children are monitored for progress.</p> <p>Individual children should make a minimum of 15mths progress in their number ARE.</p>	<p>Autumn term – ongoing through out the year</p>	<p>HT SLT Maths lead Numbers Count lead Numbers Count trainer.</p>	<p>. Training will be attended and teacher will use her timetable to teach targeted children.</p> <p>Maths lead and teacher delivering the programme will work closely to ensure training is effective.</p> <p>PP children are identified and agreement given by parents.</p> <p>Diagnostics will identify key basic skills that individual child needs and a support teaching programme will be designed to address need.</p> <p>Each child taking part will grow in confidence and their attainment will improve.</p> <p>The programme will be monitored following school procedures at timely intervals to ensure impact. monitored</p> <p>The children close the gaps in their Maths knowledge with their peers.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>Termly reports PP Lead</p>	
<p>Deliver high quality intervention strategies and programmes</p>	<p>Carry out a review whole school provision for interventions.</p>	<p>Autumn term</p>	<p>Leadership team Intervention team</p>	<p>A whole school approach has been developed. All staff understand the</p>	<p>Monitoring by pupil premium lead and</p>	

<p>throughout the school where and when necessary to address gaps and further support learning</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 identified gaps for identified PP children in years 4-6. Autumn term focusing on year 4, Spring term focusing on year 6 before national testing in May and Summer term focusing on year 5.</p> <p>Talk Boost has been purchased to further support language development for identified children in KS1.</p> <p>Numbers count has been purchased to support mathematics in years 1-3 for identified children</p> <p>Each year group clear around building up on skills taught in previous years.</p> <p>Early Talk Boost continues to be used and resources for this have been added to</p>	<p>Ongoing</p>		<p>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>Talk boost has been used to support language development in KS1 and impact is evident.</p> <p>Number count has been used to support identified children and it has closed identified gap by a number of months.</p>	<p>intervention team carried out half termly.</p>	
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<p>To maintain and extend provision with a focus on ASC children/ SEN need</p>	<p>To plan CPD for all staff to provide them with an overview of ASC and the knowledge and skills to differentiate and support the needs of children and young people within the classroom.</p> <p>Lunchtime supervisors will be offered training to ensure they have adequate information around how to deal with ASC children.</p> <p>Pro-active strategies for managing challenging behaviours will be employed. Take Ten available in every room. Individual work stations, ear defenders, twiddle toy etc.</p> <p>Effective calming strategies and the use of pupil's interests.</p> <p>To provide an outdoor safe, quiet place for ASC children</p> <p>To continue to use Home/school link staff and SENCOs to work with ASC children through planned times.</p> <p>Lego therapy will be offered for social communication needs.</p> <p>To ensure ASC children have regular Educational Psychologist reports using assess-plan-do – review.</p> <p>Support for families will be offered</p>			<p>All staff will have improved knowledge and skills in understanding the unique challenges ASC children face in school.</p> <p>Adaptations will be made to strategies for dealing with challenging behaviours</p> <p>All staff will have appropriate visuals in place to support ASC children.</p> <p>Children and their families will be clear on strategies to self sooth or calm.</p> <p>Take Ten will be employed in every room.</p> <p>Time out spaces will be available within restrictions of building and safe areas.</p> <p>Support will be made available to parents.</p> <p>Improved outcomes / attainment for PP / ASC children</p>		

	in school.					
<p>Targeted support to ensure improved attendance and punctuality therefore increased opportunities to access to knowledge rich challenge curriculum and learning</p> <p>To improve the attendance & punctuality of disadvantaged pupils</p>	<p>Continue with EWO provision – 7 hours per week</p> <p>School attendance team further developed after evaluation of previous years practice and impact. Roles refined for all members of the attendance team including Family Liaison Officers</p> <p>Monthly monitoring of disadvantage pupil's attendance & punctuality. Data analysed and specific problems/ hard to reach families identified y</p> <p>Attendance team tasked with working with identified families</p> <p>Ensure families of PA (persistently absent children i.e. attendance less than 90%) are encouraged daily to attend</p> <p>Punctuality with be further focused on developing a wide variety of strategies to target those children with poor punctuality including</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>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	

	<p>offering breakfast club to identified PP children</p> <p>Work with parents for early targeting of key disadvantage pupils through use of incentives/rewards at an age appropriate level</p> <p>To further develop the use of Sim and Sim Discover to analyse attendance and punctuality data.</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>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 – subject leads to plan and deliver these events – additional release time necessary</p> <p>Members of staff tasked with parental involvement/ engagement work with year groups identify and plan termly events for parents.</p> <p>Provide ‘drop-in’ opportunities for families of disadvantaged pupils to access on-going support</p> <p>Home school link officers to plan and deliver a variety of workshops to support families and provide strategies for use at home</p> <p>To support parents through EHAT and other processes.</p>	Ongoing	<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>	Termly monitoring carried out by the SLT and pupil premium lead	

<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 further implemented include:</p> <ul style="list-style-type: none"> • Specific CAMHS Support groups • LEGO Therapy • Attachment groups • Children’s mindfulness • Yoga for children • Anger Management • Cognitive learning and anxiety issues • Roar <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>Total budgeted costs: Approx. £90,000</p>						

Other Approaches

<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth through the introduction and further development of a variety of strategies to support leaning.</p>	<p>Launch / introduce the idea of Wellness Wednesday's to school staff /parents and children to further develop wellbeing of children</p> <p>Social and emotional interventions to be planned for and delivered throughout the day including:</p> <ul style="list-style-type: none"> • Relax Kid • Mindfulness sessions • Meditation • Peer massage <p>Sessions will also be offered for parents</p> <p>Workshops with be developed and offered to support parents and families on specific subjects including:</p> <ul style="list-style-type: none"> • Anxiety • Anger management • Healthy relationships • Baby massage • Some workshops will be offered for parents and children to attend together. <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>Relationship fully developed with CAHMS to offer workshops to families</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>Wellness Wednesday has been introduced, developed and implemented throughout the school</p> <p>Named social and emotional interventions have taken place and have had a positive impact on children's well-being and learning</p> <p>Workshops have regularly taken place and feedback from parents is positive and demonstrates a positive impact.</p> <p>Think yourself great, rainbows have taken place throughout the whole school.</p> <p>Home school link officers have worked regularly with groups of identified PP children in small groups and on a 1:1 basis.</p>	<p>Termly monitoring carried out by home school liaison officers</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>PP lead to research support programs and additional support provided by outside company's e.g. Discover Learning.</p> <p>Identify children who would benefit from additional tuition and identify and provide suitable opportunities for these children</p> <p>Provide wide variety of extra-curricular opportunities for all children including PP children.</p> <p>To map out extra curriculum opportunities and ensure all PP children are targeted for clubs.</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>	
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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 / life styles centres</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 passes.</p> <p>To provide additional financial support for PP children where and when necessary to purchase uniforms, school and learning equipment</p> <p>To sign post families to financial support available when in need – food bank vouchers, housing support etc.</p>			<p>Opportunities to access a variety of different provisions outside of school are in place</p> <p>Additional financial given support is provided if necessary for PP children to support breakfast club and travel arrangements if needed.</p> <p>Additional financial given support is provided if necessary for PP children to help with costs of uniform and school equipment.</p>	<p>basis.</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 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>Total budgeted cost: Approx. £ 80,000</p>						