



Pupil Premium Strategy Statement - St. Oswald's Catholic Primary School 2019-2020



1. Summary information					
School	St. Oswald's Catholic Primary School				
Academic Year	2019 - 2020	Total PP budget	Approx. £302,650.36	Date of most recent PP Review	October 2019
Total number of pupils	615	Number of pupils eligible for PP	188	Date for next internal review of this strategy	Summer 2020

Provisional data

Key Stage 2 – 2018- 2019 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	88.5%	86.1%	%	35%	25%	%
Writing	87.2%	86.1%	%	23%	11.1 %	%
Maths	90%	88.9%	%	21%	13.9%	%
Grammar, Spelling & Punctuation	86%	%		32%	%	%
Combined (R,W,M)	82.5 %	80.6%	%	%	2.8 %	%

Subject	Average Scale Score		
	School	Pupil Premium School	Pupil Premium National
Reading	107.2		
Maths	105.9		
Grammar, Spelling & Punctuation	107.3		

Key Stage 1 2019 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	76.0%	52.4%		25.3%	19.0%
Writing	68.0%	52.4%		14.7%	19.0%
Maths	73.3%	66.7%		18.7%	19.0%

National data not yet available (February 2018)

Phonics 2017 data

EYFS (End of Reception) 2019 data

Subject	Percentage of pupils achieving the EXPECTED standard	
	School	Pupil Premium School
Reading	77.5%	69.2%
Writing	76.4%	69.2%
Maths	77.5%	76.9%
GLD (Good level of development)	76.4%	69.2%

	Percentage of pupils achieving the EXPECTED standard in phonics	
Year group	School	Pupil Premium School
Year 1	85%	74%
Year 2	65%	62%

Lessons Learnt from 2018-2019

Wellness Wednesday has been introduced throughout the whole school and has proved very successful. On a fortnightly basis children / parents and carers have been offered / taken part in a variety of activities to promote wellness – this is something we will continue to focus on in 2019 -2020.

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. This year we have focused on 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. Class teachers have reported children are using strategies introduced in Wellness Wednesday sessions to help them at other times, demonstrating more resilience and a reduction in the number of behaviour incidents.

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 2019– 2020. Initially establishing links through Stay and Play sessions and 1:1 support sessions with Family Liaison Officers and Deputy Head Teachers. During 2019-2020 school will be participating in the PEN (Parental Engagement Network) project to further develop parental engagement in the early years once this is established the model will be used to further develop parental engagement in other phases throughout the school. So far we have held stay and play sessions and found workshops for parents and found that if we play sessions involving both parents and children we have an increased uptake of events. Lending library launched in EYFS has proved very successful with more than half of nursery families regularly borrowing learning resources leading to more family engagement and development of positive links with parents. 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 2019 2020 for the whole school. 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 massage with be developed and offered. During any event aimed at parents families will be targets and supported to ensure identification of PP if appropriate. Family liaison officers will support any families with the necessary paperwork and signpost parents to necessary support

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 2019 -2020 school would like to further develop this by timetabling teachers to deliver intervention support in all year groups as directed by the DH. Several interventions will be further developed also as noted below:

Talk Boost KS1 proved very successful for identified children nursery children so we will be introducing Early talk to build on the success of this 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 SEN specific interventions and diagnosis toolkits – including Wellcom Speech and Language toolkit.

Some tuition was sourced to support learning for a small group of individual this will be developed further in the academic year 2019-2020. Discover learning tuition and Tutor Trust learning support will be researched.

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 2019 -2020; 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 2019-2020.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Early reading skills – poor reading skill has a detrimental effect on accessing mastery curriculum, particularly impacting younger children especially greater depth of understanding.
B.	Behaviour issues for small groups of pupils across the key stages (mostly eligible for PP) this can have a detrimental effect on academic progress and that of their peers.
C.	PP Gap in EYFS / KS1 – not achieving expected standard.
D.	A high % of PP with SEND
E.	Low baseline – low starting points on entry to EYFS
F.	Speech and language issues – poor oral/ written language and vocabulary
G.	Low aspirations / low self esteem

External barriers (issues which also require action outside school, such as low attendance rates)

H.	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.
I.	Punctuality is an issues across all key stages – some children arriving considerably late regularly
J.	Family issues impacting on children’s emotional state e.g. family break ups, mental health and drug and alcohol abuse
K.	Deprivation of some families, 50% are in the lowest 10% nationally.
L.	Children’s life experiences - financial and social constraints for families leading to some of our PP children not having the same experiences as their peers.

We want to achieve

Results to be equitable for all children in school – PP and none PP

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.
Higher % 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
Addressing food poverty by providing links and supporting local food banks

Pupil Premium Overview 2019-20

Pupil premium for 2019 to 2020 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:	16 pupil	Year 1:	23 pupils	Year 2:	21 pupils	Year 3:	33 pupils	Year 4:	29 pupils	Year 5:	31pupils	Year 6:	35 pupils
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Effectiveness of Leadership & Management

Objectives	Success Criteria
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<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 with an increased focus on knowing more and remembering more 	<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 • Revisiting learning is cleaning is leaning planned for across the whole school and all areas of the curriculum
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Quality of Teaching, Learning & Assessment

Objectives	Success Criteria
<ul style="list-style-type: none"> • To ensure never less than good / outstanding teaching for disadvantaged • 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 • .Whole school strategies have been initiated to develop working memory. • To further develop children’s vocabulary through planned emphasis on vocabulary across all curriculum areas 	<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 maximize teaching and learning opportunities for all children • More children will attain greater depth in Reading, Writing & Maths, and paying particular focus at the end of key stage 1. • Strategies to develop working memory have been clearly developed across the whole school and children know and remember more • Children’s vocabulary has clearly increased and impact is evident in reading and writing

Personal Development, Behaviour & Welfare

Objectives	Success Criteria
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<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 further develop school strategies to engage parents and support children's well-being through the further development of Wellness Wednesday and link with local foodbanks • To improve punctuality throughout the school. • 	<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. • A variety of well-being strategies are being used effectively support all learners • Parents are attending parents courses and workshops • Punctuality has improved throughout the school.
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Outcomes for Pupils	
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Objectives	Success Criteria
<ul style="list-style-type: none"> • 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 under achievement 	<ul style="list-style-type: none"> • 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 • The % of children who attain greater depth in Reading, Writing and Maths has improved

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 focusing on knowing more 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>Additional subject leaders time-planned/timetabled where possible.</p> <p>Establish where key concepts are repeated through term.</p> <p>Teachers to plan opportunities for formative 5 sessions in lessons to assess what children have understood and remembered</p> <p>Identify children who have difficulty remembering things and ensure support is built into delivery</p> <p>Ensure interventions or bridging the gap sessions are organised for children who need this.</p> <p>To fund extra staff including</p>	July 2021	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 are mapped out to be mapped out with a clear focus on ensuring clarity and progression</p> <p>Each subject curriculum will have key concepts identified that are revisited throughout a year group so that all children have opportunities to revisit and consolidate learning and remember more.</p> <p>Subject planning will revisit at key points and build on skills and concepts from previous learning.</p> <p>Short term planning of lessons will start with recap and revisit of concepts previously taught to build on in current lessons. (Formative 5)</p> <p>Children with working memory difficulties will be identified and strategies put into place to develop memory.</p> <p>Curriculum leads have worked with subject leaders during planned subject release time</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 a culture of learning and encourage independence.</p> <p>To continue to further develop coaching and mentoring across the school for all staff - delivered by SLT / leadership team</p> <p>Subject leaders ensure progression of subject knowledge, skills and monitoring and evaluations are completed and information planning and teaching</p> <p>It 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>Initiate whole school strategies to develop working memory.</p>	<p>Use chunking activities in teaching sessions.</p> <p>Encourage certain children to retell instructions back to someone prior to starting work.</p> <p>Encourage the use of visualisation techniques to create a picture in their mind of what they've just read or heard.</p> <p>Have children tell each other what has been asked or what the lesson has taught; encourage speaking and listening opportunities.</p> <p>Use graphic organisers for some children</p> <p>Play class games that encourage visual memory, Kim's game, matching pairs, spot the difference etc.</p> <p>Develop mnemonics strategies</p> <p>Practise sight words</p> <p>Use multisensory teaching strategies.</p>	<p>On going throughout the year</p>	<p>SLT SEND leads Class teachers/ Teaching assistants</p>	<p>Classes will be taught using multisensory strategies, instructions and activities will be chunked to allow processing time.</p> <p>All classes will use some time each week to play memory enhancing games resulting in children learning techniques to aid their memories.</p> <p>Teachers and support staff will be aware of those children who need processing time or more scaffolding to aid instructions.</p> <p>Mnemonic rhymes, verses used regularly to assist with spelling words, this will be inbuilt and become second nature to children helping with recall.</p> <p>Each year group will identify those children who need sight vocabulary, resources will be made/purchased showing the shape of words to help children.</p> <p>Assessments of children's attainment and learning will show positive outcomes particularly for the children with particular need.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	
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<p>To further develop children's vocabulary through speaking and listening, reading and writing.</p>	<p>Promote high quality CPD around the teaching of words and their origins.</p> <p>Promote pedagogical research from Education Endowment Foundation</p> <p>Research innovative thinking in this area.</p> <p>Ensure subject specific language vocabulary is identified for all cross curricular plans</p> <p>Age appropriate progressive language should be mapped out in subjects.</p> <p>Children given language planners at the start of their subject areas</p> <p>Each lesson will place emphasis on vocabulary.</p> <p>High quality classroom displays will promote words of the day/week/term</p> <p>Children with additional needs will have aid memoires on desks with useful language on, synonyms etc. to assist in writing.</p> <p>Children's homework should include word lists, putting vocabulary in appropriate sentences, reading stretching texts etc.</p> <p>Parents/carers should have access to the common exception words for their child's year group.</p> <p>promote collaborative learning activities where pupils can share their thought processes in group activities</p>	<p>On going throughout the year</p>	<p>SLT English lead Class teachers/ Teaching assistants</p>	<p>Teachers will feel more knowledgeable in their development of vocabulary and this will mean better planning, delivery and outcomes.</p> <p>Each year group will have a bank of age related appropriate vocabulary that is explicitly taught in lessons.</p> <p>Vocabulary should be high profile in classes and referred to frequently. Word lists/banks/dictionaries/thesauruses should be available in classrooms.</p> <p>There should be evidence of children using the language in their writing and speaking activities.</p> <p>With parental support the children should become familiar with the vocabulary and spellings of their year group. These words should be evident in free writing.</p> <p>Through high quality teacher modelling of speaking and listening the children will extend their own confidence in the choice of vocabulary and articulating their thoughts. Improved outcomes in fluency.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	
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<p>Narrow any attainment gaps at the end of each phase / EYFS Key Stage 1 & 2</p>	<p>Ensure quality of teaching, learning & assessment is good or better in core subjects</p> <p>Coaching and mentoring provided by subject leaders / SLT</p> <p>Challenging targets for progress and attainment set by SLT Looking at prior attainment</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</p> <p>Termly</p>	<p>Leadership team / SLT</p> <p>English / Mathematics leads</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</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 in their end of year tests.</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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Total Budget Costs: Approx. £ 145,000

Targeted Support

<p>Deliver high quality intervention strategies and programmes throughout the school where and when necessary to address gaps and further support learning</p>	<p>Carry out a review whole school provision for interventions.</p> <p>Pupils are identified for interventions at pupil progress meetings or when a teacher identifies a specific need / gap which can be addressed with an intervention</p> <p>Interventions leads 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>Research appropriate and effective interventions</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>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>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>SEN Toolkit has been used to identify specific needs for children. Suitable interventions have been established for these children and an impact in evidence – improved outcomes</p>	<p>Monitoring by pupil premium lead and intervention team carried out half termly.</p>	
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	<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>Bank of SEND assessment tools are being used throughout the school to identify needs and provide support for identified children and suggest ways forward and targets,</p> <p>A wide variety of interventions are being used effectively across the whole school to address gaps and need as listed below:</p> <ul style="list-style-type: none"> • Think Yourself Great • Early Talk Boost • Funky Fingers • A-Z Write • Beat Dyslexia • Primary Maths – WTH (Tue, Thu) • Precision Teaching • First Class @ Number • Pirate Writing • Dragon Writers • Success@Arithmetic 					
<p>Targeted support to ensure improved attendance and punctuality therefore increased opportunities to access to knowledge rich challenge curriculum and</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</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>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	

<p>learning</p> <p>To improve the attendance & punctuality of disadvantaged pupils</p>	<p>Liaison Officers</p> <p>Good attendance is celebrated in school and shared with families.</p> <p>Monthly monitoring of disadvantage pupil's attendance & punctuality. Data analysed and specific problems/hard to reach families identified</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 will be further focused on developing a wide variety of strategies to target those children with poor punctuality including offering breakfast club to identified 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>Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this</p> <p>Attendance displays in schools which are updated regularly</p> <p>Attendance figures and updates on school website.</p> <p>Celebratory shout outs for classes / phases and year groups are posted on Twitter.</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>		
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<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> <p>PTFA liaison teacher works hard to ensure the PTFA links are developed and evident in school and all children supported</p> <p>Stay and play sessions (nursery - mouse club) and parental involvement sessions are planned for all year groups on a half term or termly basis.</p> <p>To establish links with local foodbank</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>PTFA is supporting all children and aspects of school life</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	
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<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"> • PSHCE Lessons • Specific CAMHS Support groups • LEGO Therapy • Attachment groups • Children’s mindfulness • Yoga for children • Anger Management • Cognitive learning and anxiety issues • Roar • Think Yourself Great <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. 100,000</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>Further develop 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 • Medication • 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 • 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>A broad range of enrichment opportunities including free-to-all extra-curricular activities which promote learning, personal growth and development and cultural capital are planned for all children. To try to ensure equitable opportunities for all 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 - 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 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>Transition activities are planned for all year groups / phases for key events and any planned events</p> <p>Additional small group sessions are planned for those children who need it.</p> <p>Transition booklet are used to provide photos and written information and plans to support those children who need it.</p> <p>Small group transition activity are planned</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 each year group and for those moving on to secondary school.</p>	<p>Pupil Premium lead Y6 year head</p> <p>Year 6 teachers</p>	<p>Transition for whole school is carefully mapped out and planned for.</p> <p>Sessions are delivered to support all children.</p> <p>Transition booklets are used effectively to support transition and change.</p> <p>Children have taken part in transition reflection day at Animate</p>	<p>A review will take place in July 2020.</p>	
<p>Total budgeted cost: Approx. £ 60,000</p>						