

## Pupil Premium Strategy Statement 2019 – 2020

1. Summary information					
<b>School</b>	Glenfield Primary School, Glenfield				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£89760	<b>Date of most recent PP Review</b>	January 2017
<b>Total number of pupils</b>	424	<b>Number of pupils eligible for PP</b>	68	<b>Date for next internal review of this strategy</b>	September 2020
<b>Attendance for PP children</b>	94.7%	<b>Attendance target for whole school</b>	96%		

2. Current Attainment:		
Key Stage 2 SATs 2019		
% pupils achieving at least the expected standard by the end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	63.6	84.1
% making progress in reading	55% (Ave Progress Score 0.73)	75% (Progress 3.55)
% making progress in writing	64% (Ave Progress Score 0.42)	78% (Progress 3.05)
% making progress in maths	64% (Ave Progress Score 0.73)	87% (Progress 2.63)
Current progress: Whole School		
<i>Attainment / Progress measured using statutory assessment milestones (EYFS, KS1)</i>		<b>2018/2019</b>
<i>Attainment / Progress in Yrs 1,3,4,5 measured using Target Tracker</i>		
% PP students making at least expected levels of progress in reading		83%
% PP students making at least expected levels of progress in writing		76%
% PP students making at least expected levels of progress in maths		78%

3. 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> )	
<b>A.</b>	At the beginning of 2019-2020, more than half of all pupils eligible for PP funding are working below age related expectation in Reading Writing, Maths and Science combined in Y1, Y2, Y3, Y4, Y5. Although in general, the gaps are narrowing, there remains a difference in attainment of approx. 30% between eligible pupils and their peers. The largest gaps were in Year 5 (Reading and Writing)

<b>B.</b>	Pupils who are eligible for PP are making similar progress to other pupils in Reading. However, in 2018-19, in Y5 there was a more significant gap in the progress in writing and mathematics between PP and non PP pupils.	
<b>C.</b>	Almost half of pupils with EHCPs are also eligible for Pupil Premium Funding.	
<b>D.</b>	A number of pupils eligible for PP funding have Emotional , Behavioural and Social Difficulties and need additional support in order to access the curriculum and activities.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>E.</b>	Many pupils have limited opportunities to develop their experiences, aspirations and talents outside school.	
<b>F.</b>	Attendance is poorer amongst pupils eligible for PP funding.	
<b>G.</b>	Approximately 20% of pupils eligible for PP funding live some distance from the school and many parents of these pupils have difficult to travel to school regularly.	
<b>H.</b>	A number of pupils eligible for PP funding require greater pastoral support due to circumstances at home which are affecting their well-being and achievement.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Greater numbers of pupils reaching expected standards across the school in all subjects. Continue to access the EEF Toolkit in order to develop areas which have had the most impact on progress and attainment. Year 4 and 5 pupils to engage in Primary stars Programme.	The percentages of pupils eligible for PP funding who are working at ARE or above increases in all year groups. EYFS, KS1 and KS2 outcomes for PP pupils are close to, or better than nationally, particularly for mainstream pupils.
<b>B.</b>	Ensure that all pupils make at least expected progress by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning. Referral system for pupils who would benefit from the mentoring programme.	All pupils eligible for PP funding make expected or better progress from their starting points in Reading, Writing, Maths and Science.
<b>C.</b>	Ensure that pupils with EHCPs make good progress from their starting points through QFT, targeted support and inclusion in enrichment and extra -curricular activities.	By the end of KS2, pupils with EHCPs have made above average progress from their starting points. Pupils with EHCPs who have the potential to reach Expected standards by the end of Key Stage 2 make progress towards this year on year.
<b>D.</b>	Pupils receive appropriate support, guidance and provision to address EBS difficulties in order that they achieve. This may take the form of social groups, lunchtime clubs and 1:1 guidance.	There are fewer incidents affecting pupils' learning opportunities and pupils have strategies to manage feelings and emotions in place.
<b>E.</b>	Pupils eligible to PP Funding have enhanced access to extra-curricular opportunities and Educational Visits and opportunities to represent and contribute to the school.	All eligible children attend extra-curricular activities of their choice and participation in music tuition increases.
<b>F.</b>	Attendance of eligible pupils to be tracked on a weekly basis and any absences to be followed up. Work with attendance officer were necessary to ensure that all pupils are attending regularly.	Attendance improves for all pupils eligible for funding so that it continues to be above the national rates for this group and closer to other pupils. Persistent absence improves for this group of pupils so that it is closer to the national average for all pupils.
<b>G.</b>	Enhanced provision to be made for pupils who live a distance from school to ensure that they access extra curricular activities and holiday clubs. Additional enrichment activities where parents are supported and have increased access to school to be arranged.	Parents of pupils in this group feel more included and attend additional activities which allow them to have greater communication with staff and other parents.
<b>H.</b>	Pastoral support to be provided where required for pupils dealing with bereavement, separation, safeguarding issues. Parent Officer to be appointed to ensure that parental engagement improves and all parents are kept informed and supported.	Vulnerable pupils' well- being improves and they feel safe, ready to learn and confident.

5. Review of expenditure				
Previous Academic Year		2018-2019:		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise the attainment and of all disadvantaged pupils in Reading, writing and Maths so that the proportion of pupils achieving the expected standard or above is similar to national in all year groups..	<p>The attainment of disadvantaged pupils to continue to have a high profile which threads through all development work: School Development Plan, Pupil Progress Meetings and Performance Management.</p> <p>Increased support within class to ensure that the needs of all pupils are identified and addressed and grouped effectively.</p> <p>Ensure that pupils are involved in their learning and can plan, monitor and evaluate their learning in class.</p>	<p>Enhanced focus through Teacher Days, staff and phase meetings and Pupil Progress meanings led to higher expectations and learning to address individual barriers to learning.</p> <p><b>EYFS:</b> 50% (2/4) PP pupils achieved Expected GLD. (National 56%) compared to 74% of non-PP pupils.</p> <p><b>Y1</b> 2 eligible pupils-neither reached the expected standard (both SEND with external agency involvement)</p> <p><b>KS1-</b> 7 pupils- 43% (3/7) of PP Pupils reached expected standard in RWM (National 48%) Non PP pupils-74%. 2 of the pupils EHCPs)</p> <p><b>LKS2-</b> 22 pupils -Y3 36%, Y4 54% of PP pupils reached expected standard in RWM. Although these figures have increased since 2018, there is still a gap between PP and non PP pupils.</p> <p><b>UKS2 –</b> 29 pupils- Year 5 50% of PP pupils reached expected standard in RWM. 64% of PP pupils in Year 6 reaching expected combined by the end of KS2.This was an increase of 24% since 2018.</p>	<p>By the end of KS2, eligible pupils working at Expected is above the figures for PP pupils nationally and almost at the national figure for all pupils. Over time, the attainment gap continues to narrow between PP pupils and their peers.</p> <p>By LKS2, the percentages of PP pupils at Expected are rising, but are not yet in line with other pupils in those year groups.</p> <p>The school needs to maintain the target to eradicate the gaps between PP and non PP pupils in all year groups, whilst ensuring that standards continue to rise for all pupils.</p> <p>In 2019-2020, There will even greater focus on disadvantaged pupils through all monitoring events. Successes will be shared openly.</p>	<b>£13995</b>

<p>To ensure that all disadvantaged pupils make at least expected progress from starting points at the end of KS1 and KS2 by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning through character education.</p> <p>..</p>	<p>Continue to take a flexible approach to groupings within class, ensuring high expectations for all pupils.</p> <p>Ensure that the needs of disadvantaged pupils are given a high profile across the school and that assessment is used effectively to inform teaching and learning.</p> <p>SENDCo and Speech and Language Lead to monitor and support the learning of pupils who are underperforming.</p>	<p>In Year 6 2018-2019, the Progress Scores for the 11 Pupil Premium Pupils were slightly above the national average for all pupils in Reading (+0.81), Writing (+0.25), and Mathematics (+0.79). However, these scores were below those for non-eligible Glenfield Primary School pupils – (Reading +3.56, Writing +3.06, Maths +2.74).64%</p> <p>In KS1, 3/7 disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics. The figure of 42% was below the national for eligible pupils and was the unchanged from EYFS. (2 of the 7 pupils have EHCPs). 1 pupil who was expected in Reading at the end of EYFS achieved the higher standard in reading at the end of KS1.</p> <p>Eligible pupils in Year 2, Year 4 and Year 6 made above average progress in reading during the year, whilst the progress in Year 5 was slightly below target.</p> <p>Progress in writing was slightly below target for eligible pupils apart from in Year 4 and Year 6 where it was above. The same was the case for mathematics.</p> <p>Route to Resilience is embedded throughout the school and children's attitudes to learning improved in all year groups.</p>	<p>In the year groups where targeted pupils made the most progress, there were explicit high expectations of pupils and a strong sense that everyone can achieve and pupils were more involved in their learning. Teachers worked closely with TAs and they were well informed about the needs of pupils. Good practice to continue to be shared through progress meetings and action plans and training will be focused on high expectations of all pupils and the use of over-learning and application of key skills for pupils who were underperforming. Meetings with the parents of eligible pupils are to be extended and EEF research into successful strategies including Social and Emotional Learning, effective feedback and metacognitive strategies need to be embedded in teaching and learning through Quality First Teaching.</p> <p>All staff need to continue to develop their understanding of each individual's barriers to learning and the actions needed to ensure the issues are addressed so that all eligible pupils make accelerated progress.</p> <p>Teaching staff and support staff have been reorganised for 2019-2020 to ensure that pupils make maximum progress.</p> <p>. Continue whole school approach to the values of Route to Resilience.</p>	<p><b>£15600</b></p>
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

<p>To ensure that all disadvantaged pupils, especially those with low prior attainment in Years 2-5 make accelerated progress towards expectations for their year group.</p>	<p>All staff to be accountable for the progress of pupils          . SENDCo and SP Lang Lead to support staff with planning, teaching and assessment.</p> <p>LCFC Primary Stars Intervention for eligible pupils in Years 3,4,5.</p> <p>Monitoring of the effective use of TAs, modelling by teachers, TA Performance Management and CPD</p> <p>Opportunities to share good practice.</p> <p>Small group interventions in writing.</p>	<p>In Year 2 (7 pupils, The percentage of pupils working at expected in reading and writing rose by 14% to 57%. The figure for maths remained the same (42%)</p> <p>In Year 3 (17 pupils) The percentage of pupils working at expected in reading rose by 18% to 53%.In writing ,the figure increased by 6% to 47% and in mathematics there was an 18% increase to 53%.</p> <p>In Year 4 (17 pupils) The percentage of pupils working at expected in reading, writing and mathematics increased by 6% to 35%.</p> <p>In Year 5 (18 pupils) 50 % of eligible pupils were working at expected in reading, which was the same as in 2018.In writing the percentage dropped by 6% to 38%. In maths, the figure remained at 50% maths.</p>	<p>Although, as a result of targeted support, the numbers of eligible pupils in most year groups achieving the expected standard is increasing, this is gradual and the figures are still significantly below those for non-eligible pupils. The Primary Stars programme has had an impact and will continue in 2019-2020.Progress in writing in Year 6 will be a priority and booster classes and targeted interventions will provide additional support for these pupils.</p>	<p><b>£15947</b></p>
<p>Enhanced provision for disadvantaged pupils who experience social, emotional and behavioural difficulties so that their needs are met, they have productive relationships with others, improved self-esteem and make at least expected progress</p>	<p>Prince William Awards (Year 5) to develop character and positive attitudes to learning.          Mindfulness training for all teaching assistants to support work with most vulnerable pupils          Mentoring Programme to be enhanced for all eligible pupils, referred by class teachers.          ELSA Training for TA to support work with emotional difficulties.          Behaviour Mentor to develop social group intervention.          Parent workshops, events and meetings organised by parent officer to support parents</p>	<p>.Lunchtime clubs and support have enabled pupils with challenging behaviour to remain more focused and calm and to reduce the number of incidents between children.</p> <p>Attendance at events for parents increased.          Behaviour mentor appointed. This has allowed greater support through social groups and 1:1 mentoring for vulnerable pupils.          Training for Lunchtime supervisors on de-escalation and understanding of pupils needs led to improved provision.          All TAS took part in the Mindfulness training and have taken the lead in using approaches with children, both in groups and on an individual basis to support children.</p>	<p>ELSA Training for TA was completed and support for pupils to be targeted 2019-2020.</p> <p>Although, through the Prince William Awards, some pupils demonstrated improved self-esteem and relationships with others, this scheme did not have the expected impact on progress in Year 5. This will not be continued 2019-2020.</p> <p>Continue to embed mindfulness for all children and explore ways to gather information about pupil well-being more explicitly.</p> <p>In 2019-2020, develop more robust systems to monitor and evaluate behaviour .</p>	<p><b>£18386</b></p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p>Estimated impact: Did you meet the success criteria?</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Improve Attendance for disadvantaged pupils.</p>	<p>. Develop rewards for pupils at risk of poor attendance to encourage improved attendance.</p> <p>Arrange meetings to discuss attendance for any pupils we are concerned about or whose attendance falls below 90%.</p> <p>Ensure that parents understand the implications of poor attendance.</p>	<p>When compared to national overall attendance data for AUT18 and SPR 19 the figure for pupils eligible for FSM 6.6%- 0.7% below the national figure for these pupils but was a 0.9% improvement on the figures from 2017-18.</p> <p>Persistent Absence for pupils eligible for FSM for AUT &amp; SPR was 19%-1.2% above national. Figures for unauthorised absences amongst these pupils were 1.5%, 0.4% better than national.</p> <p>However, the school's analysis of attendance for the whole year (3 terms) for all pupils eligible for Pupil Premium funding showed a persistent absence figure of 7.2%.This was a 2.8% improvement on the previous year's figures for this group.</p> <p>Overall attendance and persistent absence figures improved for pupils with EHCPs and were above the national figures for these pupils.</p>	<p>The pro-active and swift approach to any attendance issues and clarity about the school's expectations and the impact of poor attendance on the children themselves led to an improvement in attendance pupils eligible for PP funding. However, pupils currently eligible for FSM have poorer attendance. There needs to be greater monitoring and support for this group of pupils in 2019-2020. A monthly analysis will be carried out and action taken immediately to improve attendance. Targets will be set for pupils whose attendance falls below 95%.</p>	<p><b>£4600</b></p>
<p>Enhanced pastoral provision for most vulnerable pupils .</p>	<p>Increased communication with harder to reach parents to ensure they support the education of their pupils and feel welcome and valued at school events.</p> <p>Develop Art and Lego Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</p>	<p>The Parent Officer and Speech and Language Lead established firmer relationships with harder to reach parents. Attendance at events and parents' consultation evenings was 94% for eligible pupils. Non -attendance was followed up. Transport provided for</p> <p>75% of pupils who had Art Therapy made well above average progress over the year in English and Maths. There was also a reduction in behavioural incidents for these pupils as the year progressed. Lego therapy?</p> <p>Daily monitoring logs for most vulnerable children, led to issues being addressed and staff being more alert to any difficulties experienced by this group of pupils.</p>	<p>Mentoring programme to be targeted for specific pupils and to include those pupils whose parents have difficulties supporting with homework etc.</p> <p>Therapy programmes to continue.</p> <p>Parent Officer and Speech and Language Lead to organise more events targeted at hard to reach parents.</p> <p>ELSA referral system to be established.</p>	<p><b>£9010</b></p>

<p>Continue to ensure a personalised use of PP to support talents / aspirations and ensure equality of access to all extra-curricular activities and events.</p>	<p>50% funding for educational visits for all eligible pupils. Deposit only arrangement for residential visits for all eligible pupils. 50% funding towards music tuition for all disadvantaged pupils who express an interest. 50% funding for After School Clubs Reduced payments for Holiday Clubs for eligible pupils. Support for vulnerable pupils who live a distance away from the school to ensure they have equal access to additional activities provided by the school.</p>	<p>Pupils eligible for funding were actively encouraged to take part in extra-curricular activities. More than 90% attended after school clubs and all pupils took part in educational visits. For clubs which incurred a cost to parents, they received a 50% discount. Transport was arranged for pupils who would otherwise have had difficulty attending.</p> <p>11 Pupil Premium pupils took part in the Year 6 Residential to Condover and 11 Pupil Premium Pupils took part in the Year 4 residential trip to Castleton.</p> <p>15 eligible pupils took part in additional music lessons, compared to 4 the previous year.</p> <p>All PP pupils in Year 5 were Reading Ambassadors and visited a bookstore to select reading material for themselves and the school. Meetings with the parents of eligible pupils at the beginning of the year allowed greater communication about pupils needs and led to increased participation, particularly in music activities.</p>	<p>Increased focus on enrichment led to more pupils becoming involved. This drive to continue in 2019-20, with follow up for pupils who do not choose to take part. This will also be addressed at Pupil Premium Parent Consultation meetings. Introduce free tuition/club attendance for those eligible for FSM.</p> <p>Pupil questionnaires to be established regarding aspirations and interests so that provision can be explored.</p>	<p><b>£6876</b></p>
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6. Planned expenditure					
Academic year	2019-2020 Total budget = 68 x £1320 per child = £ 89760				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>To raise the attainment and of all disadvantaged pupils in Reading, writing and Maths so that the proportion of pupils achieving the expected standard or above is similar to national in all year groups and more eligible pupils (10%) are working above the expected standard in</p>	<p>The attainment of disadvantaged pupils to continue to have a high profile which threads through all development work: School Development Plan, Pupil Progress Meetings and Performance Management.</p> <p>Increased support within class to ensure that the needs of all pupils are identified and addressed and grouped effectively.</p>	<p>EEF Toolkit demonstrates the impact of QFT, led by the class teacher, metacognitive strategies and effective grouping of pupils on pupil attainment.</p> <p>Although gaps are narrowing in general between eligible pupils and their peers, they are still significant in most year groups.</p>	<p>Regular meetings to focus on the range of barriers to learning experienced by pupils and their attainment and progress. Regular updates for all staff through staff meetings and weekly briefings to evaluate what actions are being taken to address barriers to learning. Frequent monitoring of the work of PP Pupils to include monitoring of feedback and marking, participation during lessons and the level of expectations. Pupil Progress Meetings and Action Plans to be evaluated by phase leaders and SLT, ensuring that</p>	<p>All Staff</p> <p>SLT</p> <p>SENDCo</p>	<p>January 2020</p>

writing and maths by the end of the year..	Ensure that pupils are involved in their learning and can plan, monitor and evaluate their learning in class.		children are tracked carefully and that outcomes are measurable. Pupil Premium Updates every 4 weeks, which identify barriers, actions taken, impact and next steps. Steps taken to ensure that more pupils achieve above expected. Targets: EYFS- % of PP pupils to achieve GLD at least in line with National. KS1- There are 2 eligible pupils, (1 EHCP, 1 undergoing statutory assessment) However, the target is for them to attain the Expected Standard in at least 1 subject. LKS2- At least 60% of PP pupils to reach expected standard in RWMS (currently 42%) UKS2 - At least 60% of PP pupils to reach expected standard in RWMS (currently 37%)	All staff	
To ensure that all disadvantaged pupils make at least expected progress from starting points at the end of KS1 and KS2 by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning through character education.	<p>Ensure that the needs of disadvantaged pupils are given a high profile across the school and that assessment is used effectively to inform teaching and learning.</p> <p>Continue to take a flexible approach to groupings within class, ensuring high expectations for all pupils</p> <p>SENDCo and Speech and Language Lead to monitor and support the learning of pupils who are underperforming.</p> <p>Aim for the Progress of eligible pupils in Year 6 to be above average for all pupils.</p>	<p>Monitoring evidence from 2018-2019 demonstrated that in classes where the adults maintained high expectations, involved pupils fully in their learning and took a flexible approach to groupings and intervention, closely tracked underperforming pupils and used assessment data and observations to inform teaching and learning and provided effective feedback, the best progress for pupils was achieved.</p> <p>EEF Toolkit demonstrates that character related approaches are most effective when specifically linked to learning.</p>	<p>Meetings with Parents of Eligible to pupils to discuss support and focus on areas of strength.</p> <p>Build on the good practice demonstrated in areas of the school that have been most successful through peer to peer support, classroom studies.</p> <p>Effective Teaching non-negotiables established and closely monitored by SLT through learning walks, lesson observations, work audits and pupil interviews. Enhanced monitoring by SLT of individual underperforming pupils.</p> <p>Continued focus on the latest EEF and other research, feeding into practice. Eg .Effective feedback, Social and Emotional Learning, Metacognition.</p> <p>Character Education to continue to be embedded in all learning experiences through Route to Resilience Values and PHSE</p> <p>SENDCo to monitor and support the teaching of pupils with prior lower attainment.</p> <p>Speech and Language Lead to monitor eligible pupils in the provision and support staff to ensure that teaching is always effective and good progress is expected.</p>	All Staff	Ongoing

<b>Intervention for all Pupil Premium pupils</b> <b>Class support for children</b> <b>½ termly progress meetings each term with staff to monitor and track objectives (proportion)</b> <b>Subject Leader Release Time to monitor, evaluate and support</b> <b>Release time for meetings with Parents and carers</b> <b>Pupil Premium Updates</b>	<b>£15000</b> <b>£12200</b> <b>£1350</b> <b>£2000</b> <b>£1500</b> <b>£1700</b> <b>£34450</b>
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## ii. Targeted support 2019-2020

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To ensure that all disadvantaged pupils make expected progress or better from their statutory milestones and that progress for disadvantaged pupils is above average by the end of KS2.	<p>All staff to be accountable for the progress of pupils</p> <p>SENDCo and SP Lang Lead to support staff with planning, teaching and assessment.</p> <p>LCFC Primary Stars Intervention for eligible pupils in Years 4,5,6</p> <p>Monitoring of the effective use of TAs, modelling by teachers, TA Performance Management and CPD</p> <p>Opportunities to share good practice.</p> <p>Small group interventions in writing, maths and reading, including booster classes taught by teachers.</p>	<p>In 2018-19, 43% of SEND pupils in were also eligible for PP funding.</p> <p>Monitoring in 2018-2019 demonstrated that where TAs used effective questioning, worked to develop independence and worked closely with teachers to overcome barriers, the progress for pupils was good.</p> <p>Progress for eligible pupils in Year groups with LCFC intervention were improved.</p> <p>Progress at the end of KS2 in 2019, although above National, was lower than for non-eligible pupils overall.</p>	<p>Refinement of all teaching strategies to maximise progress (ensuring expected progress targets are achieved for all pupils.)</p> <p>Monitoring of all interventions, including Primary Stars to ensure that barriers to learning are addressed.</p> <p>Lesson observations and feedback takes place, with regular monitoring to ensure feedback has been acted upon.</p> <p>SENDCo and Speech and Language Lead to ensure that all pupils are closely tracked and staff are supported to address any gaps in progress.</p>	<p>SENDCO</p> <p>Sp&amp; Lang. Lead</p> <p>SLT</p> <p>All Staff</p>	Termly

<p>To develop enhanced provision for disadvantaged pupils who experience social, emotional and behavioural difficulties so that their needs are met, they have productive relationships with others, improved self-esteem and make at least expected progress</p>	<p>Mindfulness embedded in all classes. Mentoring Programme to be enhanced for all eligible pupils, referred by class teachers. ELSA support for pupils most in need. Referral system and monitoring of progress. Behaviour Mentor to develop social group intervention and use more robust measures to monitor progress in these areas. Parent workshops, events and meetings organised by parent officer to support parents. PHSE curriculum developed for all pupils. Lunchtime clubs organised to address the interests of vulnerable pupils.</p> <p>Art, Equine/Drama Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</p>	<p>EEF Toolkit states "Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies." And "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p>	<p>Planning and training delivered to ensure staff are aware of their accountability</p> <p>Mentoring and social groups to be closely monitored and use of trackers, pupil and parent questionnaires to assess progress made.</p> <p>Parent Officer and Behaviour Mentor to monitor records of meetings and carry out Pupil Interviews.</p> <p>School to continue involvement in Mentally Healthy Schools and to use guidance and support from MindEd and Schools In Mind to improve provision.</p>	<p>Behaviour Mentor SLT All Staff Parent Officer</p>	
<p><b>Small group intervention for PP children in maths, writing and reading</b> <b>Mentoring Programme</b> <b>PHSE Development</b> <b>1:1 and group behaviour and social emotional support from Behaviour Mentor</b> <b>Lunchtime Provision</b> <b>ELSA Support</b> <b>Art Therapy/Equine Therapy</b> <b>Resources</b> <b>Total budgeted cost</b></p>					<p><b>£8000</b> <b>£2700</b> <b>£1000</b> <b>£8500</b> <b>£1526</b> <b>£1950</b> <b>£7200</b> <b>£600</b> <b>£31476</b></p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<p>Improve Attendance for disadvantaged pupils.</p>	<p>Parent Officer to follow up any absence swiftly and liaise with parents to improve any poor attendance and address any issues relating to absence, particularly with FSM pupils with persistent absence. Ensure that parents and carers understand the implications of poor attendance and that they are</p>	<p>School data 2018-2019 indicated a close link between PP pupils who made less than expected progress and poor school attendance.</p> <p>Persistent Absence for pupils eligible for FSM for AUT &amp; SPR was 19%-1.2% above national.</p>	<p>Close tracking of pupil attendance of all groups to be tracked closely and followed up. Parents kept informed about the impact on progress. Regular meetings with attendance officer and school's parent officer. CPOMS to be used to track attendance and for all staff to raise any concerns regarding punctuality and attendance.</p>	<p>SLT Parent Officer All staff</p>	<p>Ongoing</p>

	kept informed of their child's attendance figures. (When it improves as well as when it is declining.)	EEF Research indicates the impact of parental engagement on Pupils attainment and progress,			
Enhanced pastoral provision for most vulnerable pupils .	Increased communication with harder to reach parents to ensure they support the education of their pupils and feel welcome and valued at school events. 9	There is well-established evidence that parental involvement in education has a positive effect on the achievement of pupils. Some pupils who may not receive support from external agencies, need support to focus and manage feelings if they are to fully access learning and achieve their potential. Pupils who received Art Therapy 2017-2018 made good progress socially and the majority made expected academic progress,	Parent Officer logs to be monitored and impact of work to be discussed regularly with SLT.  Art therapy notes to be shared with HT weekly and any concerns to be addressed.  Parent Questionnaires to be analysed regarding involvement in school life.	Parent Officer SLT All staff	December 2019 April 2020
Continue to ensure a personalised use of PP to support talents / aspirations and ensure equality of access to all extra curricular activities and events.	Teachers to meet with parents/carers of all PP pupils regarding aspirations and provision of enrichment activities. After School Clubs Coordinator to ensure that all PP pupils have access to clubs. 50% Funding for educational visits, music lessons, after school clubs and holiday clubs. Speech and Language Lead to organise a range of events for parents to visit the school and meet other parents. Transport to be arranged for these pupils and their parents if necessary.	Parental questionnaires indicate that support with funding these activities ensures that pupils take part.  Some of our most vulnerable pupils experience anxiety which affects their learning before and after holidays due to changes in routine and structure.  Some of the parents of the most vulnerable pupils struggle to support events and to provide stimulating enrichment activities for their children out of school.	SLT to monitor meetings with parents to ensure provision is in place. Music coordinator to monitor the numbers of PP pupils taking part in music lessons. Admin staff to ensure that parents of disadvantaged pupils are aware of funding for different activities and events.  and Language Lead to monitor the participation of pupils and parents in school events and activities	SLT  All Staff Parent Officer Office Manager After School Clubs Coordinator Speech and language Lead.	Half Termly
<b>Support to attend residential for pupils in Year 4 and Year 6</b> <b>Support for all PP pupils to attend day visits 50%</b> <b>Music tuition 50%</b> <b>Y3 Swimming Contribution 8x £20</b> <b>After school Clubs</b> <b>School Milk</b> <b>Parental Access</b> <b>Activities to include parents and parental access in Speech and Language Provision</b> <b>Parent Officer Liaison with parents of eligible pupils</b> <b>CPOMS</b> <b>Total budgeted cost</b>					<b>£5000</b> <b>£3016</b> <b>£3383</b> <b>£160</b> <b>£1500</b> <b>£700</b> <b>£1000</b> <b>£1000</b> <b>£5000</b> <b>£200</b>  <b>£19459</b>

