

Pupil Premium Strategy Statement – Treloweth Primary School 2017-18

1. Summary information					
School	Treloweth Primary School				
Academic Year	2017-18	Total PP budget	£156,996	Date of most recent PP Review	Sept 2017
Total number of pupils	433	Number of pupils eligible for PP	124	Date for next internal review of this strategy	Feb 2018

2. Current attainment - Year 6 Pupils – 35% PPG (Cohort 16-17)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	41%	67%
Progress in reading (national progress scores 0 = expected)	+1.8	+0.33
Progress in writing	+4.6	+0.17
Progress in mathematics	+1.4	+0.28

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>)			
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.		
B.	The emotional health and wellbeing of disadvantaged children requires additional positive intervention.		
C.	Low attainment on entry across all aspects of the early years. Engagement and motivation of 'hard-to-shift' group in KS1 and KS2.		
D.	Limited life experiences in particular EYFS – Knowledge of the world		
E.	Expertise of the parents to support learning at home.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
F.	Attendance rates for pupils eligible for PP are 93.57% -2017 (whole-school 95.15%). This reduces their school hours and causes many to fall behind.		
G.	Significant levels of social and economic deprivation and safeguarding concerns resulting in some children not being ready to learn on arrival to school.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS and Y1. All PP pupils to be in-line with other pupils nationally by the end of Year 1.		Pupils eligible for PP in Reception class make rapid progress. By the end of Year 1 all PP meet age-related expectations. Met – gap closing

B.	Additional support provided by our pastoral team and outside agencies to enable disadvantaged pupils with emotional health issues to have increased confidence and self-esteem and are better able to learn.	Progress can be articulated by adults- children demonstrating increased confidence, self-esteem and a readiness to learn.	Ongoing
C.	PP pupils make accelerated progress so that by the end of EYFS and Year 1, their attainment is in-line with their peers in Reading, Writing and Mathematics. PP pupils make accelerated progress so that by the end of KS2 their attainment is in-line with their peers in Reading, Writing and particularly Mathematics.	Difference is diminished between PP and non PP pupils so that PP pupils are in line with their peers.	KS1 – in line with National KS2 - in line with National & gap has closed
D.	Children will engage in a variety of experiences throughout their time at school – at least once every half term. Opportunities and experiences to include class trips, theatre productions, residential visits, meeting an author and attending extra-curricular activities.	Children will be able to draw on enriched life experiences in the classroom.	Met & ongoing
E.	Parents' knowledge and confidence to support their child at home is increased.	Pupils' homework completed and discussed with parents. Increased confidence of parents to support their child/children at home.	Ongoing
F.	Increased attendance rates for pupils eligible for PP in particular persistent absenteeism in-line with national outcomes.	Reduce the number of persistent absentees (13.8% 2017) among pupils eligible for PP to 10% or below, in-line with national outcomes.	12.22% PA whole school. Compared to the whole school 5.9% PA PP children. Target- ongoing
G.	Children feel safe and ready to learn – attending school on time and accessing the learning in class alongside peers.	Children are punctual and there are high quality additional resources in place to support improvement. Children demonstrate a readiness to learn and are positive about school.	100% of pupils and parents said that they feel safe in school.

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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	When will you review implementation?
A: Improve oral language skills for pupils eligible for PP in EYFS and Y1	ST to attend RWI training & lead RWI top-up training to EYFS & new staff in Autumn Term Appraisal targets for support staff focus on good modelling of	The Sutton Trust research suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We want to continue to invest some of	Target-led appraisal. Upskill training to deliver high quality RWI. EYFS lead to observe and coach colleague delivery.	MW, KR, JS, FI	July 2018, informal review – Feb '18

	language and communication - Staff training on developing oracy for all children.	the PP in longer term change which will help all pupils.	External CPD undertaken. Staff Meeting given to the importance of modelling good language and communication.		
<p>C: PP pupils make accelerated progress so that by the end of EYFS and Year 1, their attainment is in-line with their peers in Reading, Writing and Mathematics.</p> <p>PP pupils make accelerated progress so that by the end of KS1 & KS2, their attainment is in-line with their peers in Reading (particularly the girls).</p> <p>PP Pupils make accelerated progress so that by the end of KS2, their attainment is in-line with their peers and others nationally in maths.</p>	<p>EYFS staff to assess and report using Target Tracker & Tapestry to communicate to parents.</p> <p>EYFS teachers ensure that writing can be evidenced through excellent continuous provision (training by Early Excellence practioners). Number is taught daily and RWI is delivered daily.</p> <p>Numicom intervention is used to diminish the difference for those at risk of falling behind in EYFS and Year 1.</p> <p>All teachers continue to use 'ERICs' to develop vocabulary.</p> <p>Reading Karate continues to be monitored and reviewed to increase the amount pupils read at home and develop a love of reading. Reading Week and Author visits continue to be planned to raise the profile of reading.</p> <p>Project Code X reading intervention is used for pupils in Year 3 and 4 to diminish the difference and accelerate learning.</p> <p>SENCo, Subject leader & class teacher to monitor progress and impact of intervention groups.</p> <p>This year's focus for Y6 Booster groups – Reading.</p> <p>KR – Maths 1-1 online coaching to be offered to 16 Year 6 pupils to enable them to meet the expected standard (Thirdspace Learning).</p>	<p>The assessment tools are recognised by DFE and local authority as approved providers.</p> <p>Direct teaching has been identified as a strength of our EYFS provision, therefore increased opportunities accelerates progress from low baselines on entry.</p> <p>Evidence tells us that Numicom makes accelerated progress.</p> <p>ERICs support the improvement of understanding vocabulary by exploring 'Explain, Retrieve, Infer, Choice'.</p> <p>Reading Karate is a motivational incentive and has been highly effective in increasing the enthusiasm for reading since its introduction.</p> <p>Project Code X materials appeal to this age range. Evidence suggests that they are effective in accelerating progress.</p> <p>1:1 tuition has proven to be a successful intervention in the past and has been well attended as an after school additional intervention.</p> <p>Evidence shows Thirdspace Learning accelerates learning for PP pupils in Year 6 when the program is undertaken daily.</p>	<p>Staff training in assessment tools.</p> <p>Targeted provision and intervention programmes monitored carefully to further accelerate progress.</p> <p>Teaching, planning, marking and progress closely monitored by SLT.</p> <p>Provision monitored by Assistant Head (KR).</p> <p>Provision monitored by Assistant Head (MW).</p> <p>Provision monitored by Assistant Head (MW).</p> <p>Provision monitored by SENCo.</p> <p>Provision monitored by Deputy Head (CC)</p> <p>Provision monitored by Assistant Head (KR).</p>	<p>EYFS lead & KS1 lead Assistant Heads & SENCo</p>	<p>July 2018, informal review – Feb '18</p> <p>Teachers: £65,500 TAs £84,000 1:1 tuition £1,500 Maths Tuition £5000</p>

<p>D: Children will engage in a variety of experiences throughout their time at school – at least once every half term. Opportunities and experiences to include class trips, theatre productions, residential visits, meeting an author and attending extra-curricular activities.</p>	<p>'Treloweth's top 42 things to do before you are 10 3/4'. Whole school expectation – minimum of a half-termly enrichment opportunity – e.g. refer to list above/ take children on a class trip/ invite a guest in.</p> <p>Ensure all year groups have the opportunity to take part in a sports-related club.</p> <p>Lunchtime activities engage pupils actively in purposeful team playing opportunities.</p> <p>Access to music instruction for all. New instruments available for 2017/18 – Fifes.</p> <p>CPD – 20.12.17 Outdoor Learning at Eden Project – Developing Knowledge of the World</p>	<p>Real life learning has the capacity to stimulate interest, engagement and participation. Varied experiences help to prepare children for living in a global society.</p> <p>Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.</p> <p>Physical well-being is known to raise self-confidence and self-esteem.</p> <p>Learning a musical instrument develops concentration, creativity and listening.</p> <p>Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning.</p>	<p>Enrichment opportunities mapped on a tracker to allow teachers to look back on pupils' previous 'enrichment opportunities'.</p> <p>Support given where appropriate in planning visits/trips/residential trips/inviting guest speakers in. SLT to monitor and step into support where required.</p> <p>Children's views are gathered to determine club choices. Feedback from pupils will tell us if they are confident, active and happy in school.</p> <p>Music service to provide instruction, school to buy the instruments.</p> <p>All teachers and EYFS & Y1 TAs to attend and identify next steps and actions following the training.</p>	<p>SLT PP Lead to support with tracking</p> <p>JC</p>	<p>July 2018, informal review – Feb '18</p> <p>£10,000</p> <p>£1000</p>
Total budgeted cost					£167,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. Additional support provided by our pastoral team and outside agencies enable disadvantaged pupils with emotional health issues to have increased confidence and self-esteem and are better able to learn.</p>	<p>A Pupil-wellbeing champion is part of SLT.</p> <p>The school undertake a county wide approach to improving the support for mental health within children-Trauma Informed School (TIS).</p> <p>All teachers to understand the TIS philosophy and support its implementation.</p> <p>The learning mentor and behaviour champion are highly trained to</p>	<p>TIS is a local/ nationally recognised programme which supports pupil wellbeing.</p> <p>There is a huge number of referrals to CAMHS and they cannot meet all the needs of the children. Therefore, schools need to be fully equipped with the skills to meet the needs of the pupils so that they can thrive.</p> <p>As a school we have seen an increase in pastoral referrals for anxiety over the last academic year.</p>	<p>Whole-staff training on TIS approach.</p> <p>Pastoral team to monitor the support given to these pupils and provide additional support/resources where appropriate. Liaise with the child's class teacher on a regular basis. Progress monitored and additional support planned accordingly. If required, home resources are supplied and parents work in partnership with the school.</p>	<p>Pastoral champion (DM)</p> <p>Learning mentor (RS)</p>	<p>July 2018, informal review – Feb '18</p> <p>DM, BR and VL to be TIS trained (booked 24th and 25th January).</p> <p>TIS whole school training TBC</p>

	<p>provide additional support for referred children.</p> <p>AFA club targets children whose self-esteem and confidence is low.</p> <p>Early Excellence Project to be delivered in EYFS.</p> <p>Extra-curricular activities to provide other opportunities and enrichment.</p> <p>Trial Philosophy for Children (P4C) sessions to increase confidence and self-esteem, vocabulary, reasoning & speaking and listening skills.</p>	<p>Learning mentors and behaviour support provide early intervention.</p> <p>Evidence supports physical activity is a key tool in supporting positive mental health and wellbeing.</p> <p>Evidence from another Cornish school trial (Y5) showed a positive increase in pupil confidence and accelerated progress in Reading and Writing.</p>	<p>AFA is for a targeted group – resources support its implementation.</p> <p>Teachers and TAs support the running of clubs – it is an expectation of the school. PP children are given first choice.</p> <p>Time given to P4C Trial leader to visit another P4C school to develop practice. Feedback in staff meeting to share ideas.</p>	<p>Deputy Head & RS (BR)</p>	<p>£8220</p>
<p>E: Parents' knowledge and confidence to support their child at home is increased.</p> <p>Pupils' homework completed and discussed with parents. Increased confidence of parents to support their child/children at home.</p> <p>Transition into school is smooth; children settle quickly and understand expectations. We prepare children well.</p>	<p>Continue to provide regular information sessions for parents to enable them to learn more about as aspect of the curriculum.</p> <p>Workshops/sessions to run 17/18: SEN, Phonics, Termly 'Meet the Maths' sessions, E safety & Reading/ERIC Session</p> <p>Continue offering additional opportunities for parents to see their child's learning as well as support them with learning at home e.g. Numbers' Day</p> <p>Home visits are undertaken to share expectations and prepare for the first few weeks and beyond.</p> <p>Offer storytelling and craft workshops early into the term as part of parent feedback from last year. Then Tapestry and maths.</p> <p>Complete Baseline assessment in the first three weeks to enable formal teaching of RWI to start very early again.</p>	<p>Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment.</p>	<p>Time given to subject and Key Stage leaders to plan and deliver sessions. Impact monitored and future sessions planned accordingly.</p> <p>Head and SLT to ensure opportunities for information sessions are planned and delivered.</p> <p>Feedback sought from pupils, parents and teachers and acted upon in future sessions.</p>	<p>MW & KR PP Lead to track</p>	<p>July 2018, informal review – Feb '18</p>
Total budgeted cost					<p>£8220</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F: Increased attendance rates for pupils eligible for PP in particular persistent absenteeism in-line with national outcomes.	Attendance manager to continue to monitor pupils and follow up on absences. Attendance surgeries, letters, informal support given as appropriate. Morning pick-ups and Breakfast Club places offered. Work closely with new EWO to ensure processes are as robust as can be.	In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children.	Thorough briefing and regular meetings with Attendance manager about existing attendance issues. PP lead to work with Attendance manager, Head and additional staff to ensure provision and attendance improves as a result.	Head teacher & Pupil Premium Lead	July 2018, informal review – Feb '18
G. Children feel safe and ready to learn – attending school on time and accessing the learning in class alongside peers.	Pastoral team and additional resources in place to support children and their families where appropriate. Children to be picked up when families need this support. Children may be invited to attend breakfast club if appropriate. Pupil conferencing developed further.	In order for the children to feel safe and ready to learn they need to have access to a trusted adult, an environment that is caring and pro-active in their well-being.	Thorough briefing and regular meetings with Pastoral Team. Head and Pastoral Team to ensure support is provided where difficulties arise. Children access the curriculum and partake fully in classroom activities as a result.	Head, Pastoral Team Champion KL	Feb '18 F & G: £4000
Total budgeted cost					£179,220
					School contribution to PPG £22,224

6. Review of expenditure				
Previous Academic Year				
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
A: Improve oral language skills for pupils eligible for PP in EYFS and Y1	<p>ST to attend RWI training & lead RWI top-up training to EYFS & new staff in Autumn Term</p> <p>Appraisal targets for support staff focus on good modelling of language and communication - Staff training on developing oracy for all children.</p>	<p>New Phonics lead – SU. Phonics lead attended training and shared notes with Teachers and TAs and delivered a series of TA training meetings. RWI training took place for SU in May.</p> <p>EYFS In Reading PP children outperformed the rest of the cohort. In Reading, Writing and Maths progress was in line with the rest of the cohort.</p> <p>Year 1 In Reading PP children outperformed non-PP children.</p> <p>Oracy has improved at same rate as phonics as children carried out daily speaking and listening activities linked to the RWI programme in EYFS and Y1. Staff training on high quality feedback & RWI. When taught with rigour RWI has a positive impact on attainment.</p>	<p>This remains a key target. Every member of staff with attend RWI training in September with the RWI Cornwall lead. SU to support staff in implementing new ideas and ensuring consistency and pace across EYFS and KS1.</p> <p>A S&L trained TA is going to focus on S&L provision daily for KS1 pupils in 18/19.</p>	£1800 + staffing overtime

<p>C: PP pupils make accelerated progress so that by the end of EYFS and Year 1, their attainment is in-line with their peers in Reading, Writing and Mathematics.</p> <p>PP pupils make accelerated progress so that by the end of KS1 & KS2, their attainment is in-line with their peers in Reading (particularly the girls).</p> <p>PP Pupils make accelerated progress so that by the end of KS2, their attainment is in-line with their peers and others nationally in maths.</p>	<p>EYFS staff to assess and report using Target Tracker & Tapestry to communicate to parents.</p> <p>EYFS teachers ensure that writing can be evidenced through excellent continuous provision (training by Early Excellence practitioners). Number is taught daily and RWI is delivered daily.</p> <p>Numicom intervention is used to diminish the difference for those at risk of falling behind in EYFS and Year 1.</p> <p>All teachers continue to use 'ERICs' to develop vocabulary.</p> <p>Reading Karate continues to be monitored and reviewed to increase the amount pupils read at home and develop a love of reading. Reading Week and Author visits continue to be planned to raise the profile of reading.</p> <p>Project Code X reading intervention is used for pupils in Year 3 and 4 to diminish the difference and accelerate learning.</p> <p>SENCo, Subject leader & class teacher to monitor progress and impact of intervention groups.</p> <p>This year's focus for Y6 Booster groups – Reading.</p> <p>KR – Maths 1-1 online coaching to be offered to 16 Year 6 pupils to enable them to meet the expected standard (Thirdspace Learning).</p>	<p><u>EYFS PP v Non</u> Reading 57% v 81% Writing: 52% v 67% Number: 65% v 81%</p> <p><u>Y1 PP v Non</u> Reading 47% v 71% Writing: 53% v 75% Mathematics: 41% v 64%</p> <p><u>Year 1 PP</u> Reading: 4.4 Writing: 3.7 Mathematics: 3.8</p> <p><u>Y2 PP v Non</u> Reading 50% v 85% Writing: 43% v 80% Mathematics: 43% v 80%</p> <p><u>Year 2 PP</u> Reading: 6.3 Writing: 6.3 Mathematics: 6.8</p> <p>Accelerated progress has been made to close gaps in Year 2.</p> <p>100% of parents' interacted with Tapestry this year which meant parents were aware of their child's next steps and could support this at home. This developed a very good relationship with parents.</p> <p>Y1 Phonics 2015-16 60% (47% PP) 2016-17 73% (50% PP) 2017-18 78% (65% PP v 70% National other – in line with National)</p> <p>Huge increase in motivation to read. Non-readers continue to be picked up by TAs.</p> <p>In year groups 2, 3 5 and 6 accelerated progress was made in Reading, Writing and Mathematics.</p> <p><u>End of KS2 – PP v Non</u> Reading: 74% v 100% of their peers Writing: 74% v 88% of their peers Maths: 68% v 88% of their peers</p> <p>PP Average scaled score Reading and Maths: +3.1 (Significantly above National) FSM Average scaled score Reading and Maths: +3.3 Significantly above National) FSM Ever Average scaled score Reading and Maths: +3.1 (Significantly above National) PP expected standard Reading, Writing & Maths: + 25% (Significantly above National) FSM expected standard Reading, Writing Maths: + 35% (Significantly above National) FSM Ever expected standard Reading Writing Maths: + 25% (Significantly above National) All pupils progress Reading and Maths FSM6: 3.1 (Significantly above National)</p> <p>By the end of KS2 gaps have closed in Reading, Writing and Mathematics and are in line with National in each subject and for combined subjects (RWM) the attainment is in line with National demonstrating the impact of provision to diminish the difference.</p>	<p>Next year we will use Target tracker & report to Core Stats. In class the teachers will evidence learning in 'learning journeys' to share with pupils and parents.</p> <p>To increase pupil voice and recognise barriers to learning 1-1 Teacher pupil monitoring time every half-term.</p> <p>Y3 & Y4 Project X intervention next year & RWI intervention for Y3 pupils. Fresh Start to be used where appropriate.</p> <p>Word Smith will be introduced across the school to increase language acquisition.</p> <p>NELI Project to be carried out in EYFS – language based programme.</p> <p>SENCo, Subject leader & class teacher to monitor progress and impact of intervention groups.</p> <p>Next year's focus for Y6 – continue</p>
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<p>D: Children will engage in a variety of experiences throughout their time at school – at least once every half term. Opportunities and experiences to include class trips, theatre productions, residential visits, meeting an author and attending extra-curricular activities.</p>	<p>'Treloweth's top 42 things to do before you are 10 3/4'. Whole school expectation – minimum of a half-termly enrichment opportunity – e.g. refer to list above/ take children on a class trip/ invite a guest in.</p> <p>Ensure all year groups have the opportunity to take part in a sports-related club.</p> <p>Lunchtime activities engage pupils actively in purposeful team playing opportunities.</p> <p>Access to music instruction for all. New instruments available for 2017/18 – Fifes.</p> <p>CPD – 20.12.17 Outdoor Learning at Eden Project – Developing Knowledge of the World</p>	<p>See 'enhanced experiences' overview. 'Treloweth's top 61 things to do' created to enhance the opportunities offered to all children. Trialled this year, will make amendments accordingly.</p> <p>Greater variety available to children. Increase in number of clubs as well as those attending. Competitions attended eg. Football. Very positive responses in pupil conferencing and annual review.</p> <p>All Y2, 3 & 4 pupils have learnt an instrument this year. All children have the opportunity to take part in music lessons.</p> <p>Feedback from children tells us that they enjoy learning outside. We want to develop this into 2018/19.</p>	<p>Develop this further – see 'Treloweth's top 61 things to do before you are 10 3/4'.</p> <p>Children would like more Fitter Future in the classrooms. Implemented immediately.</p> <p>New instruments available for 2018/19 – an electric drum kit.</p>	
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ii. Targeted support

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
<p>B. Additional support provided by our pastoral team and outside agencies enable disadvantaged pupils with emotional health issues to have increased confidence and self-esteem and are better able to learn.</p>	<p>A Pupil-wellbeing champion is part of SLT. The school undertake a county wide approach to improving the support for mental health within children-Trauma Informed School (TIS).</p> <p>All teachers to understand the TIS philosophy and support its implementation.</p> <p>The learning mentor and behaviour champion are highly trained to provide additional support for referred children.</p> <p>AFA club targets children whose self-esteem and confidence is low.</p> <p>Early Excellence Project to be delivered in EYFS.</p> <p>Extra-curricular activities to provide other opportunities and enrichment.</p> <p>Trial Philosophy for Children (P4C) sessions to increase confidence and self-esteem, vocabulary, reasoning & speaking and listening skills.</p>	<p>Analysis of data from the pastoral referral forms shared with SLT. There has been an increase in referrals- +28%, however, the previous year was a low referral number. Reason: Four of the referrals (57%) were from one class. In addition to this, two were made for children who have additional needs.</p> <p>Action Points There has been an extended transition meeting between EYFS and Yr1 to discuss children and transition period/set up to ease the progression into Year 1. Friendships: There has been a decrease in behaviour referrals -15%. Reason: Clear embedded rules and consequences. Proactive members of staff. Positive reinforcement of the Diamond Rules through class rewards and class diamonds. Regular meetings and up dates with key members of staff. Staff are being proactive when dealing with challenging behaviour eg starting reward charts There has been a decrease for all three categories -8% Reason: Work has been done with the families and they have continued the improvement. Early identification of signs and early conversations.</p> <p>The impact of TIS - We only had the go ahead for the use of motional this term so can't review the impact. Staff agreed with the principles of TIS and are open to more discussion and work around this. The activities used by BSW and LM have had a positive impact on the behaviour and mental health of the children. All children under the care of the Pastoral Team are now assessed through the use of Motional. Staff meeting to TBC and PLACE to be shared.</p> <p>The Early Excellence Project supported our plans to re-arrange the children's learning environment enabling us to provide areas of provision that supported the children to become independent learners. Continuous provision was then complimented through enhancements. The project also supported our new planning systems and enabled us to meet the needs of the children through lots of first hand experiences and visits. We needed to focus on the prime areas of learning in order for the children to be in a position to make progress across the curriculum.</p> <p>PE lead teacher & a TA have led a variety of clubs across the school which has increased the number of sport-related clubs on offer, following pupil feedback from the annual review.</p> <p>Philosophy for Children (P4C) sessions increasing vocabulary, self-esteem and speaking and listening skills – evident in lesson observations (EYFS and Y4). Impact very clear from September to July, the trial has been shared will all teaching staff. Staff meetings delivered to increase teacher knowledge and skills. P4C sessions will be delivered across the school from September.</p>	<p>All staff to receive TIS training.</p> <p>Reallocation of adults to best support the children who have been referred to the Pastoral team.</p> <p>Build in TIS as part of the Pastoral cycle so we can roll out this across the school.</p> <p>There will be allocated supervision next year at regular time slots.</p> <p>DM to lead whole school information session early September- Thrive session.</p> <p>VL and BR to update TIS board in the staffroom- September.</p>	

<p>E: Parents' knowledge and confidence to support their child at home is increased.</p> <p>Pupils' homework completed and discussed with parents. Increased confidence of parents to support their child/children at home.</p> <p>Transition into school is smooth; children settle quickly and understand expectations. We prepare children well.</p>	<p>Continue to provide regular information sessions for parents to enable them to learn more about as aspect of the curriculum. Workshops/sessions to run 17/18: SEN, Phonics, Termly 'Meet the Maths' sessions, E safety & Reading/ERIC Session</p> <p>Continue offering additional opportunities for parents to see their child's learning as well as support them with learning at home e.g. Numbers' Day</p> <p>Home visits are undertaken to share expectations and prepare for the first few weeks and beyond.</p> <p>Offer storytelling and craft workshops early into the term as part of parent feedback from last year. Then Tapestry and maths.</p> <p>Complete Baseline assessment in the first three weeks to enable formal teaching of RWI to start very early again.</p>	<p>Parent Information sessions and workshops delivered.</p> <ul style="list-style-type: none"> - SEN - EYFS – Phonics <ul style="list-style-type: none"> - Maths - Tapestry - Bug Club - Meet the Maths sessions <p>The EYFS ran stay and play sessions in the Summer Term and 'Learning together' sessions weekly to foster parent/school links.</p> <p>Feedback from our Annual Review showed that 100% of parents would recommend the school to another parent. 100% of parents agree that there is a warm welcome from staff.</p> <p>Completed EYFS Baseline assessment in the first three weeks. Formal teaching of RWI started earlier to maximise opportunity.</p> <p>Home school visits, parent information sessions and many 'stay and play' sessions have supported a smooth transition for new EYFS pupils (18/19). The first two days were part-time and this allowed for smaller groups to settle and establish routines swiftly.</p>	<p>Develop further - support available to parents i.e. workshops on different areas next year e.g. Mathematics in KS2.</p> <p>Parental workshops to run 2018/19 – SEN Phonics Termly 'Meet the Maths' sessions in each year group Year group Reading & Writing sessions</p> <p>Continue offering additional opportunities for parents to see their child's learning e.g. Numbers' Day</p>	
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iii. Other approaches

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
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<p>F: Increased attendance rates for pupils eligible for PP in particular persistent absenteeism in-line with national outcomes.</p>	<p>Attendance manager to continue to monitor pupils and follow up on absences. Attendance surgeries, letters, informal support given as appropriate. Morning pick-ups and Breakfast Club places offered. Work closely with new EWO to ensure processes are as robust as can be.</p>	<p>2017/18 12.22% PA whole school. Compared to the whole school 5.4% PA PP children.</p> <table border="1" data-bbox="840 539 1261 695"> <thead> <tr> <th>%</th> <th>PPG</th> <th>Whole-school</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.22 to be confirmed</td> <td>95.1</td> </tr> <tr> <td>Absence</td> <td>5.78 tbc</td> <td>4.9</td> </tr> <tr> <td>Persistent absenteeism</td> <td>5.8 tbc</td> <td>12.22</td> </tr> </tbody> </table> <p>2016/17</p> <table border="1" data-bbox="840 762 1261 896"> <thead> <tr> <th>%</th> <th>PPG</th> <th>Whole-school</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>93.57</td> <td>95.15</td> </tr> <tr> <td>Absence</td> <td>6.43</td> <td>4.85</td> </tr> <tr> <td>Persistent absenteeism</td> <td>13.8</td> <td>10.1</td> </tr> </tbody> </table> <p>National absenteeism 4.0% National persistent absenteeism 8.7%</p> <p>2015/16</p> <table border="1" data-bbox="840 1005 1261 1139"> <thead> <tr> <th>%</th> <th>PPG</th> <th>Whole-school</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.2</td> <td>95.8</td> </tr> <tr> <td>Absence</td> <td>5.8</td> <td>4.2</td> </tr> <tr> <td>Persistent absenteeism</td> <td>21.5</td> <td>10.4</td> </tr> </tbody> </table> <p>National absenteeism 4.0% National persistent absenteeism 8.2%</p>	%	PPG	Whole-school	Attendance	94.22 to be confirmed	95.1	Absence	5.78 tbc	4.9	Persistent absenteeism	5.8 tbc	12.22	%	PPG	Whole-school	Attendance	93.57	95.15	Absence	6.43	4.85	Persistent absenteeism	13.8	10.1	%	PPG	Whole-school	Attendance	94.2	95.8	Absence	5.8	4.2	Persistent absenteeism	21.5	10.4	<p>This continues to be a key area for us, particularly persistent absence.</p> <p>We have taken steps to address this including discussions during parental consultations, sharing percentages frequently with parents and focussed pupil premium attendance surgeries.</p> <p>Actions: Deputy Head will support weekly meetings with the Behaviour Champion, closely supported by the EWO. The school is considering fining parents when absence is below 90% and holidays are taken without permission.</p>	
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<p>G. Children feel safe and ready to learn – attending school on time and accessing the learning in class alongside peers.</p>	<p>Pastoral team and additional resources in place to support children and their families where appropriate. Children to be picked up when families need this support. Children may be invited to attend breakfast club if appropriate.</p> <p>Pupil conferencing developed further.</p>	<p>In place. – See BR. See pupil conferencing feedback.</p> <p>Feedback from our Annual Review showed that 100% of parents feel that their child is safe at school. 100% of children said that they feel safe in school.</p> <p>We continue to work on improving the percentage of children arriving late to school (U = 0.05% 2017-18).</p> <p>The PP Governor carried out pupil conferencing and enabled them to hear the pupil voice. It was so informative we want to continue this practice.</p>	<p>The EYFS team have made the pastoral aware of any children that might need additional support. The pastoral will continue to work alongside families and children across the school as needed.</p> <p>Continue to work with the EWO to ensure that persistent cases of absences and lateness is reduced/ stopped and a referral to pastoral to be made.</p> <p>Continue with the extra provision of breakfast club if needed.</p> <p>Governors will conference children who are in receipt of PPG.</p>	
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7. Additional detail

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