



Pupil Premium strategy 2019 to 2020

Queen's Park CE / URC Primary School

1. Summary information					
School	Queen's Park CE / URC Primary School				
Academic Year	2019-2020	Total PP budget	£228,960		
Total number of pupils	397	Number of pupils eligible for PP	173 44%	Date for next internal review of this strategy	September 2020
2. Current attainment - END OF ACADEMIC YEAR 2019					
END OF KEY STAGE 1 DATA			Pupils eligible for PP (in school)	Other pupils (in school)	
71% achieving in reading, writing and maths			59%	78%	
81% making progress in reading			81%	81%	
73% making progress in writing			67%	68%	
80% making progress in maths			74%	84%	
END OF KEY STAGE 2 DATA			Pupils eligible for PP (in school)	Other pupils (in school)	
65% achieving in reading, writing and maths			58%	73%	
74% making progress in reading			69%	81%	
81% making progress in writing			78%	81%	
83% making progress in maths			78%	93%	

2. Current attainment – END OF ACADEMIC YEAR 2019		
END OF RECEPTION – GLD DATA	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (in school)</i>
68.3% achieving GLD	50%	70%
END OF Y1 PHONICS DATA		
85% achieving phonics pass threshold		

Focus points for this academic year:

- To close the gap between disadvantaged and other children in reading in Year 4 and Year 6 and to raise attainment of disadvantaged children to at least 65% in all cohorts (target cohorts for attainment Y6/Y5).
- To close the gap between disadvantaged and other children in Writing in Year 2, Year 4, Year 5 and continue to close in Year 6 and to raise attainment of disadvantaged children to at least 65% in all cohorts.
- To close the gap between disadvantaged and other children in Maths in Year 4 and to continue closing in other cohorts. To raise attainment of disadvantaged children to at least 65% in Year 4 and maintain above 65% in all cohorts.
- To improve attainment of PPG children with no additional barriers (SEN/EAL) in reading in target cohorts (Y2, Y4, Y5) so that there is no gap with non PPG children in each cohort. (see actions for target data).
- To improve attainment of PPG children with no additional barriers (SEN/EAL) in writing in target cohorts (Y2, Y4, Y5) so that there is no gap with non PPG children in each cohort. (see actions for target data).
- To improve attainment of PPG children with no additional barriers (SEN/EAL) in Maths in target cohorts (Year 1, Year 3) so that there is no gap with non PPG children in each cohort. (see actions for target data).
- To target disadvantaged children in Year 1 who did not achieve GLD in order to raise attainment of disadvantaged children (with a specific focus on raising the attainment of disadvantaged boys). At least 65% of disadvantaged children in Year 1 cohort to achieve combined ARE by the end of the year.

1. Barriers to future attainment	
<i>In-school barriers</i>	
A.	Poor language skills on entry to EYFS
B.	Deprivation levels
C.	Academic progress – ensuring ARE is met in every year group, at every data drop through the year.
<i>External barriers</i>	
D.	Attendance and punctuality
2. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>Meet floor standards</i>	<p>Children meeting ARE according to the school's tracking system</p> <p>Floor standards achieved by end of Key Stage 1 and Key Stages 2.</p> <p>Maintain progress above floor standards for children in receipt of pupil premium at KS2.</p> <p>To ensure the school's GLD results and phonics scores are in line or above national expectations.</p>
B.	<i>Remove barriers to learning</i>	<p>Parental engagement through training and greater involvement with school life.</p> <p>Targeted children access the school's commissioned speech and language therapist and counsellor</p> <p>Nurture bases are operational</p> <p>Attendance team to work with families with attendance issues.</p> <p>Summer school and Easter School</p> <p>Breakfast Club</p>
C.	<i>Identify and target specific vulnerable groups across the school</i>	<p>Use of internal data to identify vulnerable groups</p> <p>Ensure high quality teaching in all classes for all children; provide regular, targeted CPD to maintain standards.</p> <p>CTG teachers to work with identified children</p> <p>Additional use of TA</p> <p>Use of specific interventions, e.g. preteach, Beat Dyslexia, Maths Monsters, Successful reading, etc</p>
D.	<i>Ensure progress for all ability groups in receipt of PPG and increase outcomes of ARE scores, Phonics screening and end of Key Stage assessments</i>	<p>ARE expectations are met.</p> <p>Diminish the difference between pupil premium children and non-pupil premium to be in line with national data.</p>

3. Planned expenditure

Academic year

See separate spending forecast

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?
<p>To ensure teaching in all year groups is consistently good or better through the delivery of quality CPD and to ensure all pupils receive quality first teaching and achieve results in line or exceeding their flight path target.</p> <p>To ensure that % of pupil premium children in all cohorts is line with national expectation and to continue to reduce the gap between PPG and non-PPG children in all cohorts through high quality teaching.</p>	<p>To offer an extensive internal and external programme of high quality CPD targeted to individual teacher's needs and whole school priorities.</p> <p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualise d CPD where required by SLT.</p> <p>To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching</p>	<p>EEF Guide to the Pupil Premium, June 2019: <i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending"</i></p> <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i></p> <p><i>"A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds."</i></p>	<p>Monitoring teaching and learning and pupil progress regularly - see monitoring cycle.</p> <p>CPD planner and impact - Deputy Head leads</p> <p>Coaching reviews and files</p> <p>Teacher on a page</p> <p>Termly data analysis of whole school and key year groups.</p>	<p>JK AH JB</p> <p>Phase leader s and Core Subje ct leader s to suppo rt</p>	<p>Pupil progress data monitored termly - including analysis of PPG children's attainment and progress.</p> <p>Monitoring schedule outlines termly plan for observations, scrutiny, pupil voice.</p> <p>CPD planner and impact monitored half termly by Deputy Headteacher.</p> <p>Coaching reviews monitored termly by S.Clough.</p> <p>Teacher on a Page created termly by SLT to monitor standards of teaching and learning.</p>

	<i>standards across school.</i>				
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<p>To improve progress of PPG children with SEND in Year 6 to improve progress of PPG children in national end of KS2 data based on the individual needs of current cohort through quality first teaching in specialised environment.</p> <p>To improve GDS attainment of PPG children at the end of KS2 through quality first teaching with additional challenge. (5.6% of PPG children achieved combined GDS in Summer 2019)</p> <p>To improve attainment (currently 52%) of writing in current Year 5 for PPG children through quality first teaching by English SLE during Autumn term.</p>	<p>To deploy school SENCO to teach a specialised curriculum to Year 6 PPG children on a modified curriculum for core subjects.</p> <p>To deploy experienced Y6 CTG teacher to teach GDS children in Year 6 from Christmas for core subjects to embed further challenge.</p> <p>To deploy English SLE teacher as a CTG teacher in Y5 during Autumn term to target PPG children who are not on track in writing based on their flightpath.</p>	<p>EEF Guide to the Pupil Premium, June 2019 <i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i></p> <p><i>"The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society."</i> School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>EEF study into reducing class size: "Reducing class size appears to result in around three months' additional progress for pupils, on average." This study shows that this is effective when class sizes are small, as ours are, and when teachers are able to teach differently which is evident with our approach.</p>	<p>Monitoring teaching and learning and pupil progress regularly - see monitoring cycle.</p> <p>Termly data analysis of whole school and key year groups.</p>	<p>JB AH JK</p>	<p>Pupil progress data monitored termly - including analysis of PPG children's attainment and progress.</p> <p>Monitoring schedule outlines termly plan for observations, scrutiny, pupil voice.</p>
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Proposed Cost £57,380

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>To deploy an experienced CTG to deliver specific, tailored interventions to target PPG children to ensure all PPG children achieve expectations in line with or exceeding their flightpath target.</p> <p>(9% of PPG children not on flightpath at end of 2019)</p>	<p>SLT to identify target children based on flight path half termly based on pupil progress data of PPG children.</p> <p>CTG (0.5) to be deployed to deliver specific interventions with children, including completing gap assessments such as Sandwell, to ensure all children achieve flight path targets.</p>	<p><i>EEF Study into one to one tuition:</i> "Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p> <p>Our rationale for a teacher delivering interventions 1:1 to our most vulnerable children: "Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average."</p>	<p>Monitoring teaching and learning and pupil progress regularly - see monitoring cycle.</p> <p>Termly data analysis of whole school and key year groups.</p> <p>Flightpath trackers - completed by phase leaders.</p>	<p>JB</p> <p>JK</p> <p>AH</p> <p>(VF to deliver)</p>	<p>Pupil progress data monitored termly - including analysis of PPG children's attainment and progress.</p> <p>Monitoring schedule outlines termly plan for observations, scrutiny, pupil voice.</p> <p>Termly flight path monitoring of intervention and pupil progress by phase leaders.</p>

<p>To ensure all pupils receive quality individualised support both in the classroom and through focused intervention where required in all classes to ensure all PPG children achieve results in line or exceeding their flight path target.</p> <p>To ensure that % of pupil premium children in all cohorts is line with national expectation and to continue to reduce the gap between PPG and non PPG children in all cohorts through individualised support in class and focussed, targeted intervention.</p>	<p>Deployment of a full time learning assistant in all classrooms to ensure effective support in lessons and also to deliver immediate feedback from teacher or LA (where possible) intervention 1:1 to identify misconceptions. Deliver regular CPD to Las.</p> <p>LAs to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments.</p> <p>Purchasing of specific intervention programmes, including digital programmes, as required (Reading Plus Nossii Time</p>	<p><i>EEF Study into one to one tuition:</i> "Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p> <p>The use of digital technology to supplement quality first teaching is highlighted by EEF to have a positive impact on learning.</p> <p><i>EEF study into feedback:</i> EEF research shows that feedback and self regulation are high impact strategies - this can be promoted and embedded in classrooms with additional staff and training.</p> <p><i>EEF study into teaching assistants:</i> Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average</p>	<p>Termly data analysis of whole school and key year groups.</p> <p>Flightpath trackers - completed by phase leaders.</p> <p>Monitoring of intervention delivery by phase leaders and core subject leaders (e.g. drop ins)</p>	<p>JB JK AH</p> <p>Phase leader</p>	<p>Pupil progress data monitored termly - including analysis of PPG children's attainment and progress.</p> <p>Monitoring schedule outlines termly plan for observations, scrutiny, pupil voice.</p> <p>Termly flight path monitoring of intervention and pupil progress by phase leaders.</p> <p>Half termly monitoring of intervention delivery by phase leaders and core subject leaders as part of SLT schedule.</p>
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<p>To improve % of PPG children achieving ARE in communication and language areas of learning in EYFS. (75% of children achieved in Summer 2019)</p> <p>To improve the % of PPG children meeting age related expectations in order to be discharged from speech and language therapy through the delivery of weekly therapy.</p> <p>To improve the provision for PPG children with speech and language disorders (including DLD) in school.</p>	<p>Commissioning of a speech and language therapist for one full day per week.</p> <p>*0.5 of day to deliver targeted therapy to identified children in EYFS with speech delay for early identification.</p> <p>*Delivery of speech therapy to identified children in KS1 and KS2, particularly those PPG children who may not attend clinic.</p> <p>*Provide individualised support to teachers and LAs working with children receiving speech therapy</p> <p>*Provide whole school CPD</p> <p>*Attend parent meetings and multi-agency meetings to discuss next steps for children.</p>	<p><i>EEF research into oral language intervention:</i></p> <p>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.”</p> <p>“All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).”</p>	<p>Termly monitoring of progress of children receiving therapy by SENCO.</p>	<p>JB EYFS lead</p>	<p>SENCO and speech and language therapist meet half termly to identify next steps for children receiving therapy.</p> <p>Individual target reports and closure reports provided for children receiving therapy or for those who have had an initial assessment.</p> <p>SENCO completes annual impact report for gov.s measuring impact of commissioning of speech and language therapist.</p>
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Total budgeted cost £ 70,926

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?
<p>To improve the attendance of PPG children. (94% end of Summer 2019)</p>	<p>To deploy an attendance team in school led by the Pastoral Manager (RC) to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.</p> <p>To work alongside authority's EWO service to target Pas and those PPG children at risk of being a PA.</p> <p>To offer breakfast club to identified children to improve attendance.</p>	<p><i>DFE Link between attendance and attainment:</i> "in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2."</p> <p><i>DFE Improving Attendance at School:</i> "There is a clear link between poor attendance at school and lower academic achievement."</p>	<p>Termly attendance report</p> <p>Weekly meeting with EWO</p> <p>RC supervision with JK</p>	<p>RC</p> <p>JK</p>	<p>Weekly meetings with EWO and RC to monitor attendance and Pas</p> <p>Termly attendance report to be shared with governors.</p> <p>6 weekly supervision for RC with JK to monitor progress.</p>
<p>To reduce behaviour logs of PPG children and improve behaviour across school so children are ready to learn.</p> <p>To develop children's social, emotional</p>	<p>To employ a full time pastoral lead to lead on behaviour across school. To track behaviour through CPOMs, offer early intervention, work alongside parents and external</p>	<p><i>EEF study into social and emotional interventions:</i> "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'</p>	<p>Termly behaviour report</p> <p>RC supervision with JK</p> <p>Monitoring of behaviour logs - CPOMS</p>	<p>RC</p> <p>JB</p> <p>JK</p>	<p>Behaviour logs monitored and daily and analysed half termly (or sooner if required) when working on IBPs and PSPs.</p>

<p>and behavioural skills through focussed nurture.</p>	<p>professionals where necessary.</p> <p>To provide nurture bases at lunchtime for vulnerable PPG children (4 Las for 30 mins). To measure impact using BOXALL.</p> <p>To offer breakfast for all children to improve readiness for learning.</p>	<p>additional progress on attainment.”</p> <p>EEF study into behaviour interventions: “Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</p>	<p>Half termly monitoring of individual behaviour plans and PSPs for identified children.</p> <p>Monitoring of BOXALL by SENCo and Nurture lead</p>		<p>Termly attendance report to be shared with governors.</p> <p>6 weekly supervision for RC with JK to monitor progress.</p> <p>Termly meetings with SENCO/Nurture lead to monitor BOXALL impact and nurture provision.</p>
<p>To provide specialised, emotional support through counselling for identified PPG children.</p>	<p>To commission an in-house counsellor for 0.5 days per week to provide counselling support for identified vulnerable children.</p>	<p>EEF study into social and emotional interventions: “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>Half termly meeting with RC to monitor individual children’s progress.</p>	<p>RC JK JB</p>	<p>6 weekly monitoring of progress through discussion with RC/school counsellor.</p> <p>Closure reports at end of period of therapy and next steps identified.</p> <p>6 weekly supervision for RC with JK to monitor progress.</p> <p>Development of impact report required this year by RC.</p>

<p>To offer children and their families pastoral support and remove barriers to learning. To liaise with external services in providing a package of support unique to the child and their families.</p>	<p>To employ full time pastoral lead to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liase with external services in providing a package of support to families.</p>	<p>Many children eligible for PP at Queens Park have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours at times. Addressing these issues through family support has had a proven effect in raising attendance and achievement and can be shown in case studies.</p>	<p>Ongoing monitoring through EHAT and FAM meetings - RC</p> <p>JK to monitor through six weekly supervision.</p>	<p>RC JK</p>	<p>Regular FAM meetings/tracking on EHAT</p> <p>6 weekly supervision for RC with JK to monitor progress.</p>
<p>To offer a broad and balanced curriculum, including wider learning opportunities to all PPG children.</p>	<p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources.</p> <p>To offer additional boosters to targeted children through various after school activities.</p>	<p>EEF study into extending school time: "The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress."</p>	<p>Half termly monitoring of attendance at extracurricular activities - development of Children's University.</p> <p>Tracking of curriculum through curriculum lead (Deputy Head Teacher)</p> <p>Tracking of attainment through pupil progress - identifying children to attend boosters.</p>	<p>AH JK JB</p>	<p>Half termly monitoring of attendance at extracurricular activities through Children's University</p> <p>Termly tracking of pupil progress</p> <p>Monitoring of curriculum ongoing throughout academic year</p>

<p>To support EYFS children in their transition to school through the delivery of a Summer School to identified children.</p> <p>To support Year 6 children in their preparations for end of KS2 assessments through the delivery of an Easter school and to purchase supporting SATs preparation materials.</p>	<p>To deploy 2 LSAs for a week in summer holidays to offer summer school to EYFS children transitioning to school. To provide emotional, social support during focussed activities in summer school.</p> <p>To deploy 3x teachers for 2 days in Easter Holidays to lead SATS revision boosters for Year 6 children to prepare to end of KS2 SATS.</p> <p>To provide Y6 PPG children with SATS revision guides to prepare for end of KS2 tests.</p>	<p>EEF study into Summer School impact: "On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers."</p> <p>EEF Closing the Attainment Gap: "The transition between phases of education - notably early years to primary, and primary to secondary - is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up."</p>	<p>EYFS lead targets and monitors impact of identified children who attend summer school.</p> <p>KS2 lead monitors progress of children who attend Y6 Booster.</p>	<p>SCad</p> <p>AH</p> <p>JB</p> <p>JK</p>	<p>Identifying EYFS children during nursery visits and home visits.</p> <p>Termly monitoring of pupil progress to identify children and track progress</p>
<p>Total budgeted cost £82,654</p>					

4. Review of expenditure

Previous Academic Year

Pupil Premium Provision 2018 - 2019

<i>Provision:</i>	<i>Estimated cost:</i>	<i>Proposed Impact:</i>	<i>Outcomes/Impact Evaluation</i>
<p><u>Quality First Teaching</u></p> <p>To improve quality first teaching by all teaching staff accessing a quality CPD package.</p> <p>To offer additional quality first teaching through deployment of CTG teachers to be used to target vulnerable PPG children.</p>	<p>£127,718</p>	<p>Increased teacher knowledge and skills will impact upon pupil progress. Children will receive a broad and stimulating curriculum.</p> <p>To target under performance.</p> <p>To provide additionality to the child's core learning</p> <p>To allow for a personalised approach to learning.</p>	<p>All staff (teachers and teaching assistants) received a wide range of high quality CPD throughout the school year (see CPD matrix).</p> <p>Attainment of PPG children across school was positive (see data analysis from Summer 2019). Priorities for next year have been set on this data analysis. GDS attainment in KS2 improved as a result of deployment of CTG. Progress of SEN PPG children in Y5 improved considerably as a result of deployment of CTG (see SEN data analysis).</p> <p>Reading - above national in all but 2 year groups for PPG attainment</p> <p>Writing - above national in all but 3 years groups for PPG attainment</p> <p>Maths - above national in all but 1 year group for PPG attainment</p>
<p><u>Targeted Support</u></p> <p>To deploy a TA in every classroom</p>	<p>£70,383</p>	<p>Additional adult time will allow for a personalised approach to learning.</p>	<p>Attainment of PPG children across school was positive (see data analysis from</p>

<p>(3x L2, 2x L3) in order to:</p> <ul style="list-style-type: none"> To allow for additional adult intervention for vulnerable groups. To offer small group support. To allow children to access 'keep up, not catch up' opportunities. To offer a personalised approach to learning. To target vulnerable learners and offer opportunities to close the attainment gap. To deliver specific interventions where required 		<p>Additional adults can offer greater support for vulnerable learners and support and challenge for all learners.</p> <p>Differentiation by support can be offered in all classrooms</p> <p>Specifically focused work delivered to allow children to make progress and meet ARE.</p>	<p>Summer 2019). Priorities for next year have been set on this data analysis.</p> <p>Reading - above national in all but 2 year groups for PPG attainment</p> <p>Writing - above national in all but 3 years groups for PPG attainment</p> <p>Maths - above national in all but 1 year group for PPG attainment</p> <p>Only 9% of PPG children ended the academic year not on track to meet predicted grade based on flight path. These children will be targeted in Autumn 2019.</p> <p>Gap is closing in the majority of year groups (see data analysis). The gap in KS1 Reading is closed and is only 1% in Writing.</p> <p>Phase leaders intervention trackers show positive impact of intervention and evidence that where interventions have not shown great impact, they have been adapted or changed to ensure progress is made.</p>
<p><u>Wider Opportunities</u></p> <p>To offer children a holistic approach in addressing their needs and removing barriers to</p>	<p>£63,822</p>	<p>Speech and Language - to allow children who had been discontinued through the core service (due to lack of parental engagement) an opportunity to make progress and address speech and language needs. To offer targeted support</p>	<p>Impact report for speech and language therapist shows positive impact of commissioned work and an increase in % of child achieving ELG in communication areas at EYFS (see speech and language impact report).</p>

learning through the employment of:

- full time pastoral and behaviour lead
- speech and language therapist (1 day per week)
- counsellor (0.5 days per week)

To subsidise opportunities for experiential learning including school trips and resources.

To operate two nurture bases - key stage one and key stage two to improve social, emotional skills of vulnerable learners.

To provide a breakfast club facility for identified children to improve attendance and punctuality.

To provide a breakfast for every child.

To provide a two week summer school for new Reception children to support transition and develop social, emotional skills ready to start learning.

To facilitate G&T workshops.

Purchase of SATs preparation materials, e.g. revision guides.

to individuals who do not meet criteria for full core service referral but have an identified need. To offer support to TAs who deliver S&L interventions.

Counsellor - to support children who have experienced trauma/bereavement. To allow children the opportunity to speak about emotions with trained professional. To offer support to teaching staff as to how best support child daily in school. To offer targeted counselling to identified children to reduce emotional barriers to learning.

Pastoral Manager - to offer children and their families pastoral support and remove barriers to learning. To liaise with external services in providing a package of support unique to the child and their families.

Nurture leads provide individualised and small group sessions tailored to specific children's needs. To reduce emotional anxieties child may experience and to provide positive role models for behaviour.

Visits are proposed to broaden children's horizons and offer new experiences.

Pupil's well-being needs are addressed in small groups. Specific interventions are

Closure reports for counsellor show positive impact on CORS scores for majority of children she has completed therapy work with. Further work into developing an impact report will be started in Autumn 2019.

Through the EHAT and Child in Need process, support and provision for individual cases was managed by pastoral lead. A specific package of support was put in place for our most vulnerable parents.

Attendance of PPG children - the gap has closed by 0.2% from end of summer 2018.

BOXALLs show majority of children have made good progress during nurture this term. This has been disrupted at times due to staff absence. Behaviour logs of these children has reduced. Impact report to be completed termly next academic year.

All children have accessed a range of extra-curricular activities this year and all children have attended at least one academic visit to a place of interest with class. Increase in amount of children attending Children's University this year and PPG children have taken part in

<p>To provide Easter school for Year 6 children.</p> <p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p>	<p>delivered to provide for a variety of needs and demands.</p> <p>Pupil's social, emotional and well-being issues are addressed and barriers to learning are lifted. Pupils with attendance issues are targeted and overall attendance is improved.</p> <p>Readiness for learning - pupils are offered a breakfast snack.</p> <p>The project is aimed at raising aspirations and improving outcomes for vulnerable groups.</p> <p>Structured conversations with parents / carers are used.</p> <p>To raise engagement levels and confidence in mathematics.</p> <p>Selected children in receipt of pupil premium to attend more able. For example Maths workshops with Anthony Reddy.</p> <p>To ensure that children have the required materials to assist their revision for end of key stage assessments.</p> <p>Vulnerable children are identified through introductory meetings and are given additional opportunities to be school ready, e.g. awareness of routines and extra time with school staff.</p>	<p>various dance shows, recording for Children In Need single, sporting tournaments etc.</p> <p>Summer school allowed for early identification of need and this supported transition to EYFS. Two families placed on FAM before child starting in September following conversations at Summer School.</p> <p>Breakfast club improved the attendance of the majority of the children who attended however we feel as an SLT that this needs to be reviewed in September 2019 to increase impact and find opportunities to improve aspirations with Y5/6 children based on a model at another school.</p> <p>Approximately 30 children attended Easter School in Y6 and progress of PPG children in end of KS2 SATs was positive (based on initial analysis by local authority).</p> <p>Parent workshops and invites into school to work with children offered half termly appear to have improved parental engagement across school. Further development in this area is planned for next academic year.</p>
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		<p>Head teacher, Deputy Headteacher, Assistant Headteacher and Y6 teacher (x2) to offer SATs revision classes to help Y6 prepare for end of key stage assessments.</p> <p>Parents to be offered parent workshops for various curriculum areas. Classes should equip parents / carers with the skills and resources to support their child at home.</p>	
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