

# Pupil premium strategy statement 2018-2019

| 1. Summary information |                          |                                  |         |                                                |           |
|------------------------|--------------------------|----------------------------------|---------|------------------------------------------------|-----------|
| School                 | Templefield Lower School |                                  |         |                                                |           |
| Academic Year          | 2018-2019                | Total PP budget                  | £39,820 | Date of most recent PP Review                  | Sept 2016 |
| Total number of pupils | 254                      | Number of pupils eligible for PP | 21 (8%) | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment (2017-2018)                                                    |                               |                                   |
|--------------------------------------------------------------------------------------|-------------------------------|-----------------------------------|
|                                                                                      | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| % achieving a GLD at the end of the EYFS                                             | 67                            | 81                                |
| % achieving the expected standard in phonics by the end of Year 1                    | 100                           | 91                                |
| % achieving the expected standard in reading, writing and maths by the end of KS1    | 67                            | 80                                |
| % achieving the expected standard in reading, writing and maths by the end of Year 4 | 71                            | 76                                |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                                             |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |                                                                                                                                                                                                                                                                         |                                                                                                                                                                             |
| A.                                                                                                       | Communication, language and social skills are lower for PP children in Reception than for other pupils. This slows reading and writing progress in subsequent years.                                                                                                    |                                                                                                                                                                             |
| B.                                                                                                       | Proportion of PP children reaching the expected standard in reading at the end of KS1 is below the national for disadvantaged pupils. In both reading and writing there are significant differences between the attainment of PP and non-PP children at the end of KS1. |                                                                                                                                                                             |
| C.                                                                                                       | A small minority of pupils eligible for PP (29%) also have SEND. This impacts significantly on their learning and progress.                                                                                                                                             |                                                                                                                                                                             |
| D.                                                                                                       | Low levels of resilience among PP children and issues around emotional wellbeing and self-esteem.                                                                                                                                                                       |                                                                                                                                                                             |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                                                                                                                                         |                                                                                                                                                                             |
| E.                                                                                                       | Attendance issues for the majority of pupils eligible for PP (57%). This reduces their school hours and causes gaps in their learning.                                                                                                                                  |                                                                                                                                                                             |
| F.                                                                                                       | Low levels of engagement and support from a significant minority of PP families which reduces the progress these children could make.                                                                                                                                   |                                                                                                                                                                             |
| 4. Desired outcomes                                                                                      |                                                                                                                                                                                                                                                                         |                                                                                                                                                                             |
|                                                                                                          | <i>Desired outcomes and how they will be measured</i>                                                                                                                                                                                                                   | <i>Success criteria</i>                                                                                                                                                     |
| A.                                                                                                       | Improved oral language and social skills for PP children in the EYFS and Year 1, measured through the EYFSP and Year 1 phonics screening results.                                                                                                                       | PP children in the EYFS reach age related expectations in CL, PSED and Literacy and achieve a GLD.<br>PP children are working at the expected standard in phonics and PSHE. |

|           |                                                                                                                                                       |                                                                                                                                                                                                                                                                    |
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| <b>B.</b> | Improved outcomes for PP children in reading, writing and maths, measured through end of year data.                                                   | PP children make as much progress as their peers in reading, writing and maths.<br>Increase in the proportion of PP children achieving age related expectations at the end of the year.<br>Gaps between PP and non-PP children in reading and writing are closing. |
| <b>C.</b> | Improved progress for PP children identified as SEND, measured through pupil tracking.                                                                | Increased knowledge of strategies to support pupils with SEND.<br>Support plans identify appropriate short term outcomes to enable progression in learning.<br>PP children with SEND make as much progress as their peers.                                         |
| <b>D.</b> | Improved emotional wellbeing and resilience of PP children, measured through Strengths and Difficulties questionnaires and academic progress.         | Increased focus and levels of engagement in lessons.<br>Increased proportion of PP pupils accessing extra-curricular activities and out-of-school clubs.<br>Improved scores on Strengths and Difficulties questionnaires.                                          |
| <b>E.</b> | Increased attendance rates for pupils eligible for PP.                                                                                                | Reduction in the number of persistent absentees among pupils eligible for PP from 25% to below 15%.<br>Overall PP attendance improves from 94% to 96% in line with all pupils.                                                                                     |
| <b>F.</b> | Increased parental engagement from parents of children eligible for PP, measured through attendance at parents evenings, workshops and school events. | Majority of PP families engage with activities intended to increase parental engagement.<br>Improved relationships with hard to reach families.                                                                                                                    |

| 5. Planned expenditure                                                                                                                                                                   |                                                                                                                                                                                               |                                                                                                                                                                                                                           |                                                                                                                                                               |                   |                                      |
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| Academic year                                                                                                                                                                            |                                                                                                                                                                                               | 2018-2019                                                                                                                                                                                                                 |                                                                                                                                                               |                   |                                      |
| 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? |
| Improved oral language skills.                                                                                                                                                           | Elklan accredited training for one TA and one teacher on communication and language development. Whole-staff training on communication strategies. Embed knowledge in targeted interventions. | Research shows that developing pupils speaking and listening skills and wider understanding of language, improves reading skills and develops language capabilities that support writing. (EEF Improving Literacy in KS1) | Use INSET days / staff meetings to deliver training. Half termly PPMs to monitor pupil progress.                                                              | Lead Practitioner | Termly                               |
| Improved reading outcomes for all.                                                                                                                                                       | CPD on effective guided and whole-class reading. Purchase high quality texts.                                                                                                                 | Studies have found that guided reading and explicit teaching of reading comprehension strategies develops language capability and supports pupils to become fluent readers. (EEF Improving Literacy in KS2)               | Use INSET days / staff meetings to deliver training. Monitor the teaching of reading through classroom observation, planning scrutiny and pupil conferencing. | English leader    | Termly                               |

|                                           |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                               |                |        |
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|                                           | Daily guided reading to ensure QFT and gaps in reading are addressed. Regular whole-class reading sessions to immerse pupils in high-quality literature. |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Half termly PPMs to monitor reading progress.                                                                                                                                                 |                |        |
| Improved spelling outcomes for all.       | Purchase No Nonsense Spelling programme. Whole-staff training on teaching spelling. Purchase spelling journals. Embed spelling programme in Years 2 - 4. | Accurate spelling is a key component of writing fluency and should be explicitly taught. (EEF Improving Literacy in KS1 / KS2)<br>Although there is little robust evidence about what constitutes effective approaches to teaching spelling, schools that use the No Nonsense Spelling programme report significant improvements.                                                                                                                  | Use INSET days / staff meetings to deliver training. Monitor the teaching of spelling through observations, work scrutiny and pupil conferencing. Half termly PPMs to monitor pupil progress. | English leader | Termly |
| Improved knowledge of SEND for all staff. | CPD on strategies to support pupils with SEND. SEND training from Advisory Teachers eg. Precision Teaching, PECS.                                        | NFERs briefing for school leaders identified a whole school ethos of attainment for all as a key factor in raising the attainment of disadvantaged pupils. In successful schools there is a clear vision for what all pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. Our school is committed to developing the skills of our staff to ensure we meet the needs of all pupils. | Use INSET days / staff meetings to deliver training. Monitor QFT and differentiation to meet individual needs.                                                                                | SENCo          | Termly |

**Total budgeted cost**

**£12,564**

## 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? |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------|--------------------------------------|
| Improved oral language and social skills. | TA led 1:1 and small group language interventions eg. Lift Off to Language. TA led 1:1 and small group social skills programmes eg. Purr-fect Skills, PALS, Time to Talk. TA support during daily phonic sessions. | A focus on developing oral language skills is important for the development of a range of reading and writing skills in KS1. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of a year. (EEF Toolkit)<br>Studies also show that social skills interventions have a significant impact on social relationships and attainment in school, particularly for disadvantaged pupils. (EEF Toolkit) | Rigorous monitoring and tracking of pupil progress. Observations to check the delivery of interventions. | Class teachers | Half termly                          |

|                                                       |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                     |                                                |                |
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| Improved outcomes in reading.                         | Extra guided reading sessions with class teacher.<br>Daily reading and key word precision teaching.<br>Additional small group phonic sessions.<br>Weekly 'Book Club' to develop reading comprehension skills.                                                                                       | Studies have found that successful reading comprehension approaches can deliver an additional 6 months progress over the course of a year. (EEF Toolkit)                                                                                                                                                                                                                                                                                                                                                    | Rigorous monitoring and tracking of pupil progress.<br>Observations to check the delivery of interventions.                                                                                                                                                                                         | Class teachers                                 | Half termly    |
| Improved outcomes in writing                          | Teacher led writing interventions focused on fine motor skills, sentence structure and handwriting.<br>TA support during No Nonsense Spelling.<br>Additional small group spelling sessions and key word precision teaching.<br>TA led writing intervention programmes eg. 1stClass@Writing.         | Research shows that 1:1 and small group tuition can accelerate learning by approximately 5 months, particularly if it is targeted to individual needs and linked to learning in class. (EEF Toolkit)                                                                                                                                                                                                                                                                                                        | Rigorous monitoring and tracking of pupil progress.<br>Observations to check the delivery of interventions.                                                                                                                                                                                         | Class teachers                                 | Half termly    |
| Improved progress for PP children identified as SEND. | Targeted interventions to address individual needs.<br>Use of Boxall Profile to assess and review social, emotional and behavioural difficulties.<br>Prompt referrals to outside agencies for specialist advice and support eg. Educational Psychologist, SALT, CDC, CHUMS.                         | NFERs briefing for school leaders identified meeting individual learning needs as a key factor in raising the attainment of disadvantaged pupils.<br>Successful schools provide targeted support for pupils with SEND and seek out strategies best suited to addressing individual needs.                                                                                                                                                                                                                   | Reports and recommendations used to set targets and measure progress.<br>Provision mapping and rigorous tracking of pupil progress.<br>Observations to monitor the quality of provision.<br>Termly review meetings to evaluate the effectiveness of the provision and the impact on pupil progress. | SENCo                                          | Termly         |
| Improved emotional wellbeing and resilience.          | Continue to subsidise or pay for educational and residential visits, and other school activities.<br>Pay for extra-curricular activities and out-of-school clubs in the community.<br>Continue Forest School sessions for targeted pupils.<br>Purchase resources to deliver Forest School sessions. | These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem. Some children may not otherwise have access to these activities due to the cost.<br>Research has also found that children who are stimulated by the outdoors typically experience, over time, an increase in their confidence, emotional wellbeing and problem solving skills. Staff observations of the children support this. | Monitor uptake of activities by those eligible for PP.<br>Compare results of Strengths and Difficulties questionnaires at the start and end of the intervention to measure impact.                                                                                                                  | School Business Manager / Forest School Leader | Termly         |
| <b>Total budgeted cost</b>                            |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                     |                                                | <b>£18,727</b> |

| iii. Other approaches                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                             |                                |                                      |
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| 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? |
| Improved attendance rates.                | School secretary to closely monitor attendance and act quickly if attendance drops below 95%.<br>School secretary and Headteacher to hold fortnightly meetings to discuss attendance and monitor individual pupils.<br>Headteacher and School Attendance Officer to meet with families where attendance / punctuality is an issue to address individual circumstances.<br>Termly attendance awards to praise improved / outstanding attendance. | NFERs briefing for school leaders identified addressing attendance as a key factor in raising the attainment of disadvantaged pupils.<br>Pupils who have poor attendance are more likely to have gaps in their learning and find it harder to keep up with their peers.<br>Schools that have successfully reduced absence rates have set up rapid response systems and work closely with families to address the barriers they face in getting their child to school. | Thorough briefing of school secretary about attendance issues.<br>School secretary and Headteacher will collaborate to ensure new procedures work smoothly. | Headteacher / School secretary | Termly                               |
| Improved parental engagement and support. | Structured conversations to engage parents.<br>Workshops to help parents support their child's learning at home.<br>Range of school events to increase parental involvement in school life.                                                                                                                                                                                                                                                     | Effective parental involvement and aspiration is associated with pupils' academic success. (EEF Toolkit)<br>A number of parents of PP pupils are not engaging in their child's learning which reduces the progress these children could make.                                                                                                                                                                                                                         | Monitor attendance at parents evenings, workshops and school events.                                                                                        | Headteacher                    | Termly                               |
| Total budgeted cost                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                             |                                | £9,110                               |

| 6. Review of expenditure                                                     |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Previous Academic Year                                                       |                                                                                                                                                                                | 2017-2018                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |
| 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   |
| Improved communication, language and phonic development in the EYFS and KS1. | Training on communication and language development.<br>Lift off to Language intervention.<br>Training on phonic acquisition and development.<br>Phonic and word interventions. | There has been staff training on speech and language, phonics and precision teaching. The following interventions were shown to be effective in improving communication, language and phonic development: <ul style="list-style-type: none"><li>Lift off to Language</li><li>Additional phonics sessions</li><li>Word building activities</li></ul> The results of the phonics screening check show that staff have a good level of skill in this area.              | It is important to continue training staff to meet the needs of our pupils. Further training is needed on communication and language development to enable pupils who start school with poor oral language skills to meet the expected standard by the end of KS1.                                                                                                                                                                 | £2,646 |
| Improved progress for PP pupils who are not identified as SEND.              | CPD on providing challenge for all and developing positive learning behaviours.<br>Targeted interventions on a 1-1 or small group basis.                                       | In the EYFS, 80% of children achieved a GLD and in Year 1, 91% of children reached the expected standard in the phonics screening check. At the end of KS1, 85% of children reached the expected standard or above in reading, 82% in writing and 87% in maths.<br>In all statutory assessments we achieved well above the local and national average, demonstrating the high standard of teaching and our ability to meet the needs of the vast majority of pupils. | Further training is needed on identifying and meeting the needs of all pupils, particularly those who have gaps in their learning and pupils with SEND.                                                                                                                                                                                                                                                                            | £3,680 |
| 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   |
| Improved communication, language and phonic development in the EYFS and KS1. | Communication and language interventions eg. Lift off to Language, Time to Talk.<br>Phonic sets.<br>Small group phonic tuition for targeted pupils.                            | Overall these interventions have had a positive impact on outcomes in the EYFS and KS1, with 67% of PP pupils reaching the expected standard in CL, PSED and Literacy and achieving a GLD, and 100% of PP pupils passing the phonics screening check in Year 1 and 78% in Year 2. At the end of KS1, 67% of PP pupils achieved the expected standard in reading and writing.                                                                                         | In Reception and Year 1 there are so few PP pupils that it is hard to statistically analyse the data and draw any meaningful conclusions from it.<br>In Year 2 significant gaps have emerged between PP and non-PP pupils in reading (21%) and writing (17%). Next year we will need to review the teaching of phonics in Year 2 and implement strategies to diminish the difference between disadvantaged pupils and their peers. | £3,381 |

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| Improved progress for PP pupils who are not identified as SEND. | <p>Guided group work in English and maths lessons.</p> <p>1-1 tuition for targeted pupils.</p> <p>Precision teaching.</p> <p>Small group writing interventions eg. 1<sup>st</sup> Class@writing.</p> <p>Small groups maths interventions eg. Max's Marvellous Maths, Number Sense.</p>              | Regular PPMs with teachers ensure that swift action is taken to address pupils not on track to achieve their target. Overall PP pupils made similar progress to their peers, although more non-PP pupils made accelerated progress in reading and maths. 100% of non-SEND PP pupils reached the expected standard or above in reading, and 94% in writing and maths. 44% achieved GD in reading and maths, and 38% in writing | Next year we will need to focus on increasing the proportion of PP pupils making accelerated progress, particularly in reading and maths. We will continue to use these approaches but changes will need to be made to the way interventions are monitored and the impact measured. | £3,832 |
| Reduced emotional issues for PP pupils.                         | <p>SEMH programmes eg. Happy to be Us, Happy to be Me.</p> <p>Lunchtime club for pupils who struggle emotionally with this unstructured time of the day.</p> <p>Forest School sessions and outdoor learning provision.</p> <p>Bought in therapy based approaches eg. art therapy, play therapy.</p> | A range of support has been provided to children through intervention programmes, therapy based approaches and outdoor learning experiences. Feedback from staff and parents indicates that the children have benefited socially and emotionally from this support.                                                                                                                                                           | We will continue to offer this support because of the positive impact on confidence, self-esteem and social skills. To measure impact quantitatively, Strengths and Difficulties questionnaires will need to be used at the start and end of the intervention.                      | £5,339 |
| Increased progress in reading for PP pupils.                    | <p>Read with targeted pupils more frequently in school through 1-1 and guided reading sessions.</p> <p>Update the reading scheme to support language acquisition and comprehension skills.</p> <p>Parent workshops eg. phonics, reading comprehension strategies.</p>                               | Overall these strategies have had a positive impact on reading outcomes. All PP pupils made at least expected progress in reading and all non-SEND PP pupils reached the expected standard or above at the end of the year. Staff also report that children's confidence and enjoyment of reading has improved.                                                                                                               | Next year we will need to increase the proportion of PP pupils making accelerated progress in reading. We will also look to purchase a reading assessment tool, such as PM Benchmarking, to support assessment of reading skills and tracking of progress.                          | £3,536 |

| Improved parental support.                                     | PP Champions from SLT for every PP child.<br>Use of Structured Conversations.<br>Parent workshops.<br>Homework club to support pupils who find this difficult to achieve at home.<br>Access to IT for online homework activities. | Although good relationships have been built with some families, other parents have proved harder to reach. Due to other demands, structured conversations have not taken place this year.                                                                                                                                             | Next year we will need to ensure we use structured conversations to raise parents' aspirations for their child and help them support their learning at home.                                                                                                                                                                        | £3,136 |
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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   |
| Improved attendance figures for PP pupils.                     | Individual targets set with parents and children when attendance falls below 95%.<br>Involvement of EWO when attendance falls below 90%.                                                                                          | Attendance rates for pupils eligible for PP were 94% (2017-2018), 2% below the attendance of all pupils. The number of persistent absentees was 25%, a rise of 7% from the previous year.                                                                                                                                             | Improving attendance and punctuality for PP pupils will continue to be a focus next year but we will need to ensure we monitor attendance more closely and follow up quickly when issues arise.                                                                                                                                     | £879   |
| Increased number of PP pupils accessing enrichment activities. | Provide financial assistance to enable PP pupils to access schools trips, including the Y4 residential.<br>Extra-curricular activities offered free to all PP pupils.<br>Forest School provision in the EYFS and Year 1.          | Uptake of residential and educational visits 100%.<br>Uptake of Forest School sessions 100%.<br>Uptake of extra-curricular activities only 16%.<br>Low self-esteem and confidence are sometimes barriers to pupils wanting to access these activities. Some pupils also need to develop their resilience to sustain their commitment. | We will continue to provide these opportunities next year to ensure that PP pupils have equality of access to both curricular and extra-curricular activities. However, more needs to be done to increase participation in extra-curricular activities, such as paying for children to access out-of-school clubs in the community. | £1,944 |

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

