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| 1. **Summary information** | | | | | |
| **School** | Leedon Lower School | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £63,580 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 363 | **Number of pupils eligible for PP** | 55 | **Date for next internal review of this strategy** |

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| Current levels | *Pupils eligible for PP (your school)* |
| **% achieving expected levels in reading** | 50% |
| **% achieving expected levels in writing** | 48% |
| **% achieving expected levels in maths** | 45% |
| **% making expected or better progress in reading** | 57% |
| **% making expected or better progress in writing** | 69% |
| **% making expected or better progress in maths** | 69% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | A significant number of children who are in receipt of PPG are also on the SEND register. | | |
|  | | Poor vocabulary and oral language skills. | | |
| **C.** | | Lack of motivation and empathy among pupil premium children. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Lack of personal experience on which to base reading, writing, foundation subjects. | | |
| **E.** | | Lower levels of attendance, higher levels of lateness and persistent absenteeism. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Attendance of the PPG children is improved. | | Children’s attendance this academic year is improved compared with last academic year. |
|  | Children who are in receipt of PPG and who are on the SEND register will make accelerated progress in order to lessen the disparity between their attainment and that of their non-PPG and non-SEND peers. | | Children make better than expected progress across this academic year in reading, writing and maths. |
|  | Improvement in and oral language skills among the PPG children. | | Renfrew Language scores will show good levels of improvement in children’s language after Talking Partners or other child-specific intervention (at least 1 year’s progress in grammar and vocabulary). |
|  | Motivation levels among pupil premium levels improve. | | Emotional Literacy assessments show improved scored in the area of motivation. |
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| 1. **Planned expenditure** | | | | | |
| **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. | | | | | |
| 1. **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 tracking of all groups of children across school.** | Provision Map will be used to track the progress and attainments for all groups of children.  Provision Map implemented to track the success / impact of intervention for children.  Inclusion Team will be responsible to maintaining an overview of the progress made during intervention groups to ensure their efficacy and inform future provision. All children receiving intervention will be given provision passports to ensure information about their support is passed through the school and progress during intervention groups is assessed and monitored.  TAs trained and supported to conduct baseline and end of intervention assessments to track the impact of the interventions that they are providing.  RM Intelligence is used often to inform class teachers and TAs plus key stage leaders and other members of SLT of trends and relationships between groups of children and their attendance etc.  Frog Progress and 2Simple2Builda Profile are used effectively in classes to track day-to-day attainment towards objectives and allow for gap-filling. | Collaborative work between Pupil Premium leaders in the local area has allowed us to share good practice. This piece of software was designed and introduced by colleagues at Shefford Lower School who use it very effectively to track the progress of their students.  The Education Endowment Foundation reports that relative cost of teaching assistants is high and they are therefore one of our most valuable assets. | Members of the Inclusion Team will be responsible for using Provision Map to monitor the progress of each sub-group of children alongside the information from their teacher-led pupil progress meetings. The assessment leader is one of those members of staff and she will produce a report for the head teacher and staff team as well as governors and SIP if required to summarise the findings. Staff meeting time will be given to feeding back the findings and making a plan of action to close the gaps in progress and attainment between groups.  TA appraisals will monitor their participation in ensuring good progress and attainment for the children in their class.  Members of the Inclusion Team will be included in all pupil progress meetings as well as meetings with SIP to review attainment and pupil progress. | Gemma O’Reilly,  Sarah Spencer,  Nikki Harding,  Barbara Kirby,  Tracey Hurrell. | Reviews will be conducted at the end of each intervention cycle (dependent on the length of each intervention) and more intensely at the end of each term when data is inputted onto G2.  RM Intelligence opportunities will be timetabled into staff training sessions each half term to ensure that it is being well utilised. |
| **Improved language / vocabulary provision in all classrooms and for all children.** | Guided reading training rolled out to all staff by Literacy leader. This will focus on the children making links with their language and personal experiences to improve comprehension skills.  Talking Partners intervention for ten weekly programmes.  Literacy leader to observe Guided Reading lessons and Literacy lessons with a focus on vocabulary.  Young Librarians to hear other children read during lunch breaks.  Miniature world areas in each classroom provide vocabulary rich activities which link to the children’s topic learning. Role play areas  Teachers are to send daily ‘Ask me about…’ texts to parents to engage their children in conversations about learning at school.  Literacy planning is based around Pie Corbett’s Talk for Writing scheme.  New reading resources are purchased for the ‘book band levelled’ readers in Key Stage One and a small selection of new library books are purchased along a theme each month which will link to the art-based library events. | A study by Biemiller in 2003 showed that, when starting school, higher achieving children had a vocabulary of around 7100 root words and were acquiring an average of three new words a day whereas those who were poorly performing started school with an average of only 3000 root words and were only acquiring one new word a day.  The Millennium Cohort Study revealed that a child’s use of vocabulary at the age of five years is the best predictor of whether children who experienced social deprivation in childhood were able to ‘buck the trend’ and escape poverty in later adult life. | Learning walks during Guided Reading sessions will monitor whether the six part lesson structure of reading lessons is taking place and whether vocabulary training makes up part of each of those lessons.  Learning walks to assess the language rich environment in classrooms meets expectations set out in the Talk Policy.  Text messages are sent to parents daily from all classes to allow for conversations around learning to take place at home.  Scrutinies of Literacy planning show rich opportunities for talk and language acquisition as well as lesson based on Pie Corbett’s Talk for Writing process.  Scrutinies of Topic planning identify the Goldilocks vocabulary which will be taught through the topic.  EAL children will each be tracked using the NASSEA steps and provision maps will be provided to them to ensure progress towards proficiency in English. | Gemma O’Reilly | Reviews of classroom provision to be undertaken at the start of each new topic.  Lesson observations / learning walk to be undertaken each term.  Scrutinies of Topic, Guided Reading and Literacy planning to take place each term. |

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| **Teaching assistant training and development.** | TA appraisal targets are set to ensure that they are working towards high quality interventions which maximise the potential of children in their classes.  TAs trained and supported to conduct baseline and end of intervention assessments to track the impact of the interventions that they are providing.  Job descriptions of all TAs to be reviewed to show a true reflection of what their role is in school.  Guided reading training rolled out to all staff by Literacy leader. This will focus on the children making links with their language and personal experiences to improve comprehension skills.  Vocabulary training with TAs to disseminate the language training that teachers have received.  Refresher of Talking Partners games.  Unqualified teacher is planning alongside all TAs to ensure high quality Talking Partner resources and lessons are provided.  E-learning courses available to TAs when appropriate.  Half termly liaison with member of Inclusion Team.  A staff handbook outlining essential information as well as professional codes of conduct and supporting paperwork is compiled and handed to all members of staff. This will reflect the school’s commitment to inclusion for all. | | Research from EEF show that using TAs to deliver high-quality one-to-one and small group support using structured interventions shows a consistent impact on attainment of three to four months’ progress.  These effects are only observed when TAs work in structured settings with high-quality support and training.  When TAs are deployed in a more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.   * Education Endowment Foundation | | Members of the Inclusion Team will meet half termly with Teaching Assistants to provide them with in-house training and monitor their progress towards appraisal targets.  Members of SLT will undertake performance reviews of TAs during lesson / group observations and these observations will inform appraisals.  Head teacher will review all job descriptions during this academic year. | Gemma O’Reilly  Barbara Kirby | Termly review of appraisal targets with TAs.  Half termly training delivered by members of Inclusion Team and more frequently if required.  New TAs to have a structured induction and support programme in line with the Safer Recruitment training undertaken by SLT. |
| **Maintaining the Inclusion Quality Mark centre of excellence status of our school and working towards the flagship school status recommended to us.** | Breakfast Club allows for opportunities for children to eat healthily, have a nutritious start to the day and also take part in conversational activities.  We will monitor the use of the sensory room to ensure that the benefits of this new resource are acknowledged and used to help inform future need.  Ensure relationships between feeder schools are maintained to carry through information-sharing and best practice reviews.  Teachers2Parents text system to be used to share learning from the school day with parents to encourage conversations about school-based learning with parents at home.  Ensure community links are established and maintained to promote charitable relationships and to allow for extra-curricular experiences for those who express an interest or those who have limited experiences. Links between food banks, homeless shelters, care homes and animal charities to be set up. | | Mery Hewitson, the assessor from the Inclusion Quality Mark recommended that, as we have such a strong ethos of attainment and achievement for all as well as inclusion, we should consider applying for the Centre of Excellence award and a further assessment to become a beacon school. | | Inclusion Team meetings will form their agendas and action points around the areas for development from the IQM assessment alongside the tracking of pupil progress and attainment of the disadvantaged children. | Inclusion Team members. | Ongoing actions throughout the year undertaken at weekly Inclusion Team meetings. |
| **Total budgeted cost** | | | | | | | £20,000 |
| 1. **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?** |
| **Pupil Premium children with limited experiences are taken on experiential visits which link to the topic as a pre-tutoring session before topics are covered in class.** | Developing community links to allow children with limited experiences outside school to have a greater understanding of the world around them.  Food bank  Homeless  Care home  Ensure community links are established and maintained to promote charitable relationships and to allow for extra-curricular experiences for those who express an interest or those who have limited experiences. Links between food banks, homeless shelters, care homes and animal charities to be set up.  Guided Reading training provided to all staff utilises children’s own real-life experiences to help with their skills in inference and improve reading (and therefore writing levels).  Pre-tutoring sessions led by teaching staff allow children to be exposed to vocabulary and additional experiences before those aspects of learning are covered in class. | Families with a financial disadvantage may struggle to be able to provide their children with learning opportunities outside of the school setting, which may well limit the development of the whole child.  We are in the privileged position of being able to offer experiences which go beyond the solely academic and in this way they can play an important role in the creation of well-rounded, educationally proficient and culturally experienced individuals. | | Teachers will provide soft data after each experiential visit to allow the Inclusion Team to understand how each individual child responded to the visits.  Writing assessments from the children who attended the experiential visits and those who didn’t will be compared to see the variance in use of subject-specific vocabulary.  Writing levels of those children undertaking the experiential visits will show better than expected progress in their use of vocabulary. | | Nikki Dell, Nick Neill and Tracey Hurrell as key stage leaders and Gemma O’Reilly and Nikki Harding as Pupil Premium leaders. | Reviews will be conducted using ‘soft data’ after each experiential visit (usually half termly) and using hard data from writing assessments each half term as part of ongoing intervention analyses. |
| **Improved attendance of the children who receive Pupil Premium grants.** | Children’s attendance team (CHAT) to run inspirational workshops. Currency earning is also linked to attendance and good time-keeping as well as improvements in these.  Headteacher to closely monitor the attendance of persistent absentees and meet regularly with specific parents. Persistent absenteeism is regularly discussed during staff meetings.  RM Intelligence allows the Inclusion Team as well as class teachers to see absence trends in their class / year group / area of responsibility and monitor this. Headteacher will train teaching staff how to use this resource to track the attendance trends in classes.  Our minibus provision identifies persistent absentees and late-comers and collects the children from home four out of five days a week.  Breakfast club is used as a carrot for persistent latecomers. | Attendance at school is also related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). | | The attendance of Pupil Premium children is analysed regularly as part of our weekly Inclusion Team meetings and minibus registers are altered accordingly to maximise its usage.  Trends in attendance and lateness are also analysed half termly be the Inclusion Team.  Members of breakfast club will have their attendance tracked and the register for this provision is continually updated to ensure maximum impact. | | Inclusion Team members. | Weekly review of attendance and lateness. |
| **The social and emotional needs of the children eligible for the Pupil Premium grant are catered for using the provision provided by our excellent Learning Mentor.** | Open-door policy in Nikki Harding’s nest.  All Pupil Premium children have a staff member ‘champion’ (not their class teacher or TA) who will regularly meet with them and who is always available as a further source of support.  Outreach work such as visiting disabled parents and / or meeting with council employees to discuss housing issues are undertaken by Nikki Harding and Gemma O’Reilly.  The Nurture Group continues to provide for the social and emotional needs of Reception children four days per week. | Our Inclusion Quality Mark report specifically mentions the effectiveness of our Learning Mentor, Nikki Harding, and how she has been meeting the social and emotional needs of deprived families when helping them with personal issues such as bereavement, housing, benefits and domestic violence etc. This can have a huge impact on the social and emotional welfare of children at school and, based on an understanding of Maslow’s hierarchy of needs, children’s education is reliant on their psychological security. | | Emotional Literacy questionnaires and staff record notes reflect the impact that the Pupil Premium Champions have had on the emotional well-being of the pupil premium children. | | Nikki Harding and Gemma O’Reilly plus Barbara Kirby to analyse the impact of the Nurture Group. | Termly Emotional Literacy analyses are undertaken.  Termly analysis of the impact of Nurture Group. |
| **The financial understanding of children will be improved.** | Metro Bank visits linked to Maths week focus in school.  School Council will continue their plans to open and run the school bank. | Children whose families are at a financial disadvantage may not have experience of saving money and budgeting which are essential skills for children to have as they grow older and become financially independent. | | Resources from Young-Money charity will be used to assess children’s understanding of personal finances before the bank is opened and then at termly intervals after the bank has been used by the students. | | Gemma O’Reilly | Assessments will show significant understanding of personal finances. |
| **Total budgeted cost** | | | | | | | £20,000 |

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| 1. **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?** |
| **Parents of children who receive the Pupil Premium grant are more actively involved in their child/ren’s education.** | Parental workshops to be run by Learning Mentor, Literacy leader, ICT leader and local parent support worker to provide guidance on issues affecting families as recognised by school staff or parents /families themselves.  Positive relationships between families and members of the Inclusion Team – in particular Nikki Harding.  Signposting families to extra support. Nikki Harding has a range of extra support material and resources are available to families on the school website.  Relationships between Inclusion Team and families help support with bereavement, housing, domestic violence, parenting issues and benefits.  Triple P Parenting programme to be provided to parents who have been identified or who have self-referred for support with parenting issues.  Monthly library events are held to advertise the new library books we have purchased but are based around art activities so as not to isolate families with limited literacy skills or anxiety over learning-based activities in school.  Structured Conversations (National Strategies intervention) training to be undertaken at Shefford Lower School using resources from previous provision which they had for their families and rolled out for selected families at our school.  A Parent Council group is to be set up and monthly meetings held for parents to attend informal sessions in which to express their opinions / interests in their child’s education. | In 2007 a study by Harris and Goodall1 found that the engagement of parents with the process of their child’s learning is critical to the child’s achievement. There is a consistent relationship between increasing parental engagement (particularly of hard to reach parents) and improved attendance, behaviour and student achievement. The second finding arose from the Lamb Inquiry2 . The Chair of the Inquiry, Brian Lamb, reported to the Secretary of State in 2009: ‘What has struck us quite forcibly is that it seems no one has had a discussion with parents about the outcomes they aspire to for their child.’ | Parental workshop feedback forms to be completed by attendees to evaluate the success / impact of the sessions.  Regular questionnaires / questions to be sent to parents via text / email to get feedback from families regarding different aspects of school – the answers to which will be analysed to inform further school foci.  Triple P feedback questionnaires to be evaluated to show impact.  Attendance of library events to be recorded.  Structured Conversations outcomes to be analysed in detail.  Parent Council agendas and minutes to reflect school-based foci and parental opinions. | Members of the Inclusion Team. | At the end of each intervention / strategy dependent on the length of each. A termly review of strategies will be undertaken as part of the Inclusion Team meetings. |
| **Total budgeted cost** | | | | | £20.000 |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **2017-2018** | | | |
| 1. **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 language / vocabulary provision in all classrooms and or all children. | Whole-staff training from EMASS trained specialist educator entitled: Moving all children on: addressing the effects of language deprivation.  Talking Partners training for all Teaching Assistants and Pupil Premium Champion who will cascade training to teaching staff. Lift off to Language intervention will continue in Reception and Little Learners.  Library events are organised monthly and parents and families are invited to encourage continued use of the library. Leedon’s Little Learners’ families will also be invited to join the school library.  Weekly pre-tutoring sessions for groups of children with language deprivation undertaken by Pupil Premium leader.  Inclusion Team will be receiving training on assessing children with EAL and moving them forwards. | | Learning walks showed excellent provision for the acquisition of new vocabulary in line with the school talk policy.  The KS1 EOY data shows that there is a disparity remaining between the writing levels of Ever 6 and non- Ever 6 working at expected or greater depth.  40% Ever 6 achieved expected or greater depth versus 75% non-Ever 6. This is an improvement since 2016 when the difference was 29% Ever 6 versus 80% non-Ever 6.  We still have some way to go in this area as the national gap between Ever6 and nonEver6 in 2017 (the latest available data) was 19% and our gap in 2018 was 35%.  In reading, a gap is also evident where 78% of non-Ever6 achieved expected or greater depth whereas 40% of the Ever6 children achieved expected or greater depth.  The KS1 data shows a narrowing gap between those children with EAL and those without. The data here shows 18% more EAL than non-EAL children were at expected or above in reading, 67% EAL versus 71% non-EAL children achieved expected or above in writing and 100% EAL versus 72% non-EAL children achieved expected or above in Maths.  The Year 4 data shows a much more promising comparison between Ever6 and non-Ever 6 children in reading where 67% of nonEver6 compared to 50% of Ever6 were working at expected or greater depth.  The writing levels are less encouraging with 64% nonEver6 compared to 20% of Ever6 achieved EXP or GD.  65% nonEAL versus 50% EAL achieved EXP or GD in reading 58% nonEAL versus 50% EAL in writing and 65% nonEAL versus 100% in EAL in Maths. | Provision is in place to impact the acquisition of language but the impact is yet to be seen clearly in EOY data.  Talking Partners Interventions must be more consistently conducted throughout the whole school and this objective will be added to TA appraisal documents for the coming academic year. |  |
| **Teaching assistant training** | Class-based teaching assistants will be trained in implementing Talking Partners training.  All TAs will be trained in assessment by assessment leader so they can be involved in pupil progress meetings and have a better understanding of progress and attainment of children in their class.  TAs will be involved in Moving On vocabulary training by EMASS trained educational advisor. | | Talking Partners interventions were sporadically undertaken due to other responsibilities of TAs.  Those who did undertake the programme for the full 10-week intervention showed good results with progress on average showing 16 months in their use of oral language. | TA job descriptions must be made clearer for the next academic year and Talking Partners intervention outcomes will be added to TA appraisal documents. |  |
| **Development of the Inclusion Team** | A group of senior staff including the Pupil Premium Champion, the Learning Mentor, both KS1 and KS2 SENDCos and the Safeguarding Leader meet weekly to address concerns and keep abreast of all matters related to inclusion.  The inclusion team liaise regularly with the head teacher and lead training relevant to CPD in the area of inclusion and relating to staff development requirements.  At some meetings, the Pupil Premium and SEND governors are in attendance and they feedback to governors on our progress and actions. We also invite the relevant members of staff from our nursery to attend if appropriate. | | Mary Hewitson, Inclusion Quality Mark assessor complimented the work of the Inclusion Team stating that ‘work tirelessly to identify the needs of all pupils, especially those who are vulnerable or disadvantaged’ She also stated that, because there is no Deputy Head, we have ‘significant responsibilities’.  During the Ofsted inspection, however, it was noted that the Inclusion Team have further work to undertake to show hard, numerical data relating to the progress and attainment of vulnerable groups and also to show the impact of all intervention groups. This will therefore be a focus for the next academic year. | Tracking groups of pupils will become the main focus for the Inclusion Team during the academic year 2018-2019. |  |
| **Pupil Premium children with language deprivation are given a ten-week programme of Talking Partners intervention.** | Six children from each class will be chosen to take part in the ten-week programme. Priority will be given to Pupil Premium children who have needs in this area of the curriculum. | | Those TAs who conducted a full ten week programme and assessed the children’s progress in vocabulary and grammar showed average progress of 16 months in their use of oral language.  This will be continued in the next academic year ensuring that TA job descriptions and appraisal targets include this and other interventions specifically. | TA job descriptions must be made clearer for the next academic year and Talking Partners intervention outcomes will be added to TA appraisal documents. |  |
| **Children who receive the PPG and who are more able in reading to be offered a year-long Reading Gladiators intervention led by the Literacy leader.** | 3 children from each Year 4 class, two of whom are more able PPG readers will have a weekly reading intervention and which will provide opportunities to read a rich range of texts that they might otherwise not have access to. These texts are then available for the children to keep. | | All of the children made 0.8 levels progress across year 4 in reading. This meant that all of the children made excellent progress from the EOY2 going from 2.6 to 4.8. | This will be continued next year and will be focussed around a more able PLAC child in next year’s Year Four. |  |
| **Pupil Premium children with limited experiences are taken on experiential visits which link to the topic as a pre-tutoring session before topics are covered in class.** | Our Learning Mentor plans experiential visits alongside the class teachers. These supplement any other visits that the children will be involved in and are usually planned at the start of a new topic or new aspect of learning to allow pre-tutoring of the subject as well as the opportunity to discuss new vocabulary in context. We have also found that it is beneficial for some children to be taught social etiquette required when visiting public places as they don’t often have the opportunity.  Some of the grant money is also available to provide children with additional experiences that they may not previously have had such as Kiddi Cook sessions, peripatetic music lessons, sports clubs etc. | | The KS1 EOY data shows that there is a disparity remaining between the writing levels of Ever 6 and non- Ever 6 working at expected or greater depth.  40% Ever 6 achieved expected or greater depth versus 75% non-Ever 6. This is an improvement since 2016 when the difference was 29% Ever 6 versus 80% non-Ever 6.  We still have some way to go in this area as the national gap between Ever6 and nonEver6 in 2017 (the latest available data) was 19% and our gap in 2018 was 35%.  In reading, a gap is also evident where 78% of non-Ever6 achieved expected or greater depth whereas 40% of the Ever6 children achieved expected or greater depth.  The Year 4 data shows a much more promising comparison between Ever6 and non-Ever 6 children in reading where 67% of nonEver6 compared to 50% of Ever6 were working at expected or greater depth.  The writing levels are less encouraging with 64% nonEver6 compared to 20% of Ever6 achieved EXP or GD. | This provision will continue next year. |  |
| **Improved attendance of the children who receive Pupil Premium grants.** | Minibus provision is provided for children with persistent lateness or absence. This is reviewed half-termly and attendance is monitored by Inclusion team and flagged up to the head teacher. | | 66% of the children who received the minibus provision had a positive improvement in their attendance data. One of these children gained 10% on his attendance. | We will continue this provision and ensure a much tighter emphasis on raising attainment throughout the school following on from Ofsted recommendations. |  |
| **The social and emotional needs of the children eligible for the Pupil Premium grant are catered for using the provision provided by our excellent Learning Mentor.** | Our full time Learning Mentor has a weekly timetable which is filled based on the needs of the children. This is altered as necessary and is decided by the Inclusion Team and class teachers. We run a wide range of intervention and support groups and the provision is tracked using provision passports which follow the children through the school tracking the impact. | | Overview of Emotional Literacy beginning of school year September 2017 Empathy has continued at an average of 17.5 score, giving 87.5% being the same as the end of year levels across the PP children. Motivation has started higher than the same time last year at a 1.5% increase to 75.5% and a 2.5% increase from the end of the academic year. Self-awareness, confidence, has shown a massive 5% increase from the starting level at the start of the academic year 2016/17. Self-regulation has also increased by 3.5% and Social skills by 2%. Every area of the emotional literacy assessment has shown positive impact.  Analysing the data in comparison to non PP peers the results are excellent. At the start of 2017/18 there was a difference of 4.5% in the area of empathy between PP and Non pp – non pp being the higher percentage and now PP pupils are achieving a positive 3% over non pp children reflecting a staggering 7.5% shift. The area of Motivation last year demonstrated a difference in positive result to the non pp children of 11% and this gap has closed this year to just 3% overall showing a change in comparison motivation amongst PP children of 8%. Self-awareness last year reflected a 5% higher level in non PP children which now shows as equal representing a 5% gap close and self-regulation has improved by 9% showing the gap closing to just 4% from 13%. Social skills reflected a disparity of 11% last year which has closed to just 5% this year. These demonstrate fantastic impact for the Pupil premium children. | This provision will continue into the next academic year after such positive results. |  |
| **The financial understanding of children will be improved.** | Visitors from Halifax bank and MyBnk financial charity have been arranged for all year groups in Key Stages One and Two.  The children from School Council are working alongside Kirton Primary in Lincolnshire to organise and set up a school bank and shop. | | Assessments conducted by the MyBnk charity both before and after the visitor led sessions show an improvement in children’s understanding of personal money.  The building of the bank took longer than expected due to applications for capital funding from school and the process of obtaining competitive quotes but this project will be completed as soon as possible in the autumn of 2018. | We will continue to push on with the building of the bank and use assessments provided by YoungMoney.org to track the impact that this is having. |  |
| **Parents of children who receive the Pupil Premium grant are more actively involved in their child/ren’s education.** | Parental workshops (named ‘parties’ to increase involvement) to explain how early phonics and reading acquisition are taught.  Monthly library events encourage families to use the library and / or take part in art-based activities together.  Parenting support group (Triple P) run by the Community Partner for Leighton Buzzard is undertaken at school for families who have requested additional help.  Staff training undertaken to encourage parental engagement. | | The parent-focussed events are always well attended.  During a recent parental survey, when asked to comment on ‘The school helps me to support my child’s learning’ 97.3% said strongly agree or agree.  ‘ | We will continue to provide parental support at school but will enlist the help of our local parent support worker to help guide us. We will also work with a Parent Council to address the needs that they identify as specific to the parents at our school. |  |
|  |  | |  |  | Total cost  £50,860 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |