**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
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| **School** | Leedon Lower School |
| **Academic Year** | 2019-2020 | **Total PP budget** | £78,700 | **Date of most recent PP Review** | Unknown |
| **Total number of pupils** | 380 | **Number of pupils eligible for PP** | 53 | **Date for next internal review of this strategy** |

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|  | *Pupils eligible for PP (your school)* |
| **% achieving expected levels in reading** | Year 1 – 57% |
| Year 2 – 57% |
| Year 3 – 50% |
| Year 4 – 67% |
| **% achieving expected levels in writing** | Year 1 – 54% |
| Year 2 – 29% |
| Year 3 – 35% |
| Year 4 – 44% |
| **% achieving expected levels in maths** | Year 1 – 57% |
| Year 2 – 57% |
| Year 3 – 45% |
| Year 4 – 56% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | School readiness falls below expected levels when children begin school. |
|  | Life experiences of some children are limited and many are lacking in speech and language proficiency. Many others have severely limited vocabularies.  |
| **C.** | Attendance of a few children is far below what is deemed acceptable. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | The social, emotional and mental health of a significant proportion of children is impacted by external issues e.g. parental availability and health, poverty and complex relationships. |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Work alongside advice from Ofsted and supporting experts to move forwards with the school’s objectives to ensure quality first teaching for all. | Milestones as dictated by the school improvement advisor have been met. |
|  | Staff are deployed effectively – particularly the LSAs where the most funding is spent to ensure that children’s learning progresses at optimum pace and progresses so children reach their full potential. | LSAs are undertaking specific interventions to meet the needs of children within their year groups and these are monitored for effectiveness.  |
|  | The curriculum is broad and engaging and includes opportunities for children to particularly broaden their experience and vocabulary and allow them to gain skills to set them up in later life. | Subject leaders have proven effectiveness in different areas of the curriculum. |
|  | Data is used effectively by all staff to monitor progress and attainment and to flag up gaps in understanding. Manageable systems allows this to be tracked, monitored and shared with stake holders. | All staff have clear understanding of the needs of their children and use the data provided by formative and summative assessment to move the children on effectively and fill gaps in learning.  |
| 1. **Planned expenditure**
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| **Academic year** | **£78,700** |
| 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**
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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?** |
| Enabling all children to have rich and varied experiences as part of a broad and balanced curriculum. Outdoor learning opportunities planned into the curriculum as a matter of course.  | INSET day to introduce the concept of neuroscience of play in schools. Whole staff training from Tracey Hurrell to reinvigorate the outdoor learning curriculum using our own grounds.  | The Neuroscience of Play – INSET training delivered by Ben Kingston-Hughes. | SLT to monitor curriculum planning to ensure outdoor learning opportunities.Lesson observations and learning walks will note the use of outdoor learning opportunities.  | SLT | Each term during planning reviews.  |
| Role of Learning Support Assistants altered to allow time to further support children’s needs.  | The job description of TAs redesigned to ensure that they are Learning Support Assistants – not just assisting the teachers. Timetables are redesigned so that LSAs have planning, execution and assessment time for structured interventions. Monday morning assemblies are rearranged to allow liaison time between LSAs and teachers to ensure information sharing and preparation. Whole staff training provided by subject leaders on best practice in using LSAs in classes. LSA observations and appraisals conducted.  | EEF guidance on best practice in use of Learning support assistants.Feedback from Ofsted on supporting the most and least able and those with a disadvantage.  | Scrutiny of evidence of planning, assessment and tracking of interventions. Learning walks and lesson observations to scrutinise the work of LSAs.Evidence from Classroom Monitor and in school books to show the impact that LSAs are having in lessons.  | Gemma O’R and Nic T | Termly using evidence from interventions and from lesson observations and book scrutinies.  |
| Inclusion Team meet regularly to enable a pupil-centred approach  | Fortnightly meetings of the Inclusion Team which will focus on the needs of specific children allowing a triangulated approach between SENDCos, PPG leaders, CP leads and SLT. Continuing work on key focus tasks from feedback on Inclusion Quality Mark. | Award of the Inclusion Quality mark praised many aspects of the work of the Inclusion Team and Ofsted praised the use of Pupil Premium funding to support children with a disadvantage. | Agendas, minutes and outcomes from the meetings.Improved outcomes for children will be demonstrated in a number of ways e.g. lesson observations, book scrutiny and Classroom Monitor. | Inclusion Team | Fortnightly agendas and minutes. Termly scrutiny of Classroom Monitor.  |
| Staff induction is sufficient that all staff members follow the ethos of inclusivity of our school.  | Whole school INSET day in September to introduce the Neuroscience of Learning for all staff.LSA job description altered to ensure staff are able to work with allocated groups. Staff handbook provided to all staff for reference. LSAs invited to all staff meetings if desired.Focus on provision for most and least able and those children with a disadvantage provided by SLT monitoring schedule.  | Feedback from Inclusion Quality Mark.Ofsted feedback regarding the provision provided by the Pupil Premium Grant but also that the attainment of those children who are least able and who are at a disadvantage.  | Lesson observations, learning walks, book scrutinies all demonstrate an inclusive atmosphere and progress, attainment and outcomes of those with a disadvantage and those least able to children is expected or better in lessons and during overview pupil progress meetings.  | SLT and Inclusion Team. | Termly.  |
| Talk for writing to be fully implemented across the school. | Whole school staff training in April to train all members to use Talk for Writing in classes. | Feedback from Ofsted regarding the attainment and progress of children in writing and the limited experiences that the children have in writing across the curriculum.  | Staff training records. Literacy observation lessons show use of the Talk for Writing scheme consistently and correctly across the school. | External trainer and Gemma.  | In the summer term lesson observations.  |
| Current affairs and multifaith assemblies weekly | Timetabled assemblies are shared between year groups. This allows the majority of teachers and LSAs to liaise at the start of the week. One year group per week will take the school for an assembly based on a current event or religious aspect. | Children previously had a poor understanding of current affairs and multi-faith disciplines. This was exemplified during the Year 4 Faith Tour where children had limited understanding and concept of other faiths.  | Timetabled provided for staff and allocated time is protected. | All staff | Weekly |
| Sensory room is used effectively to ensure children are able to explore feelings and emotions through a variety of senses. | Timetabled visits to the sensory room across each year group.  | Some children find it challenging to express their emotions within the classroom environment and this can lead to negative behaviours.  | Anecdotal evidence collected regarding the effectiveness of the resources within the room. | Nikki H | Termly |
| Pupil Premium champions are given to each child receiving the grant and the children are seen by that designated adult each half term. | Pupil premium children are high profile and supported by not only their own class teacher, LSA or the Inclusion Team but the wider school too. | Research has shown that children having a separate adult in whom they can confide and with whom they can build trust benefits the child’s self-esteem and motivation. | Emotional literacy scores. | All staff | Termly |
| Parental engagement and frequent opportunities to come in to school and gain skills  | Parent Matters – the parent council (as recommended by our IQM assessor) takes place every half term to include the parents who may not feel able to join the PTA or Governors and to raise and tackle issues important to them. | Recommended to us by IQM assessor to gain a better parent voice.  | Questionnaires and / or text feedback.Minutes and agendas from Parent Matters sessions.  | Nick N and Sarah S | After each event |
| CPOMS is used to gain a holistic understanding of the children, their needs and their family circumstances and challenges. | All staff have a log on and they record incidents and / or causes for concern. These are shared when appropriate and allow us to have a ‘bigger picture’ understanding of the child.  | This was recommended to our head teacher by another head and replaced paper-based logs. | Regular staff training by the DSL. | Richard | Termly |
| LC2 locality meetings and pastoral emotional and mental health pastoral leads from each school meet to share good practice and other supporting measures. | Pastoral leaders attend the LC2 meetings to effectively network and understand the provisions and support for children and families available in the local area.  | We are unable to meet all of the complex needs presented by children across the school and needed to draw on others’ expertise. This also allows us to signpost effectively.  | Inclusion Team members attend the meetings and shares feedback with staff during briefings and / or staff meetings.  | Inclusion team | As appropriate |
| Classroom monitor implemented to help with tracking. Shared with all staff and governors.  | Teachers track children’s progress towards objectives more effectively and use this tool to gap-fill. G2 is therefore a termly assessment tool only.  | Teachers didn’t all have a clear understanding of the attainment of their children using G2 alone.  | Termly monitoring by assessment leader which feeds into pupil progress meetings.  | All teachers | Termly |
| Lesson observations, book scrutinies and learning walks are conducted to show quality wave one teaching which shows progress towards objectives raised by recent Ofsted inspection. | Monitoring schedule is compiled by Literacy and Maths leaders and is undertaken in line with the objectives set by Ofsted. | Ofsted inspection. | Feedback to staff, governors and school improvement team.  | Gemma and Nic T / Kevin | Weekly targets to be fulfilled. |
| Revamp shine week to ensure it encompasses wide range of career-driven activities and events to encourage aspirations amongst children. | Well organised (in advance) timetable of events includes a number of different career / business sectors to engage children. | Levels of motivation could be improved and many families have no working adults living at home. Some families have not worked for more than one generation. | Local businesses are invited in way in advance and a timetable is produced.  | SLT | After Shine week. |
| **Total budgeted cost** |  |

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| 1. **Targeted support**
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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?** |
| Experiential visits are provided to enrich children’s education.  | Linked to each topic, specific children are taken on an extra visit to a location which links to their learning. | Some children have limited vocabulary, they lack motivation and / or they have limited opportunities due to family circumstances.  | Learning mentor plans these visits alongside year group leaders. She also conducts a review after each session to show gains made in learning and understanding.  | Nikki H | After each visit. |
| Minibus pick ups are used 4 times per week. | A group of children is collected from their homes 4 mornings a week to ensure that they arrive on time to school and start their day in a positive and calm manner and mindset.  | Certain children have poor attendance and / or are often late. Some children may have short-term need due to various circumstances. | Attendance is monitored during Inclusion Team meetings and issues are addressed | Nikki and Inclusion Team | Brief discussion over attendance weekly. |
| Intervention for the less and more able | Reading Gladiators weekly intervention for more able readers in receipt of PPG.Talking Partners for children whose vocabulary and speech is limited.  | Reading Gladiators proved effective last year with the children making 0.8 progress across the year (0.4 is expected).Last year’s data shows that children made excellent progress in both grammar and information giving.  | Pupil progress meetingsReview of assessment data on Provision MappingProtection of timetables to allow for interventions to take placeReview of LSA job descriptions | Gemma, Nikki and Inclusion Team | 10 weekly review for TPs. |
| Nurture provision for Key Stage 2 children | To provide two afternoons a week for targeted pupil premium children to experience a nurturing environment with structured nurture activities and social and emotional support.  | Boxall profiling carried out reflected a number of child in great need of revisiting early years social and emotional learning and exploration. | Careful planning around needs of children with SENDCO support to ensure provision is targeted, well managed and effective. Repeated Boxall Profile reviews.  | Nikki H and inclusion team. | To be reviewed half termly.  |
| Triple P | Parenting course offered to targeted families where positive parenting strategies are learnt and promoted.  | Parents have been identified as being in need of strategies and effective parenting skills at home, and have either approached the school or been approached by the school to take part in the intervention.  | Strict guidelines are established at the beginning of the course that parents will attend and complete each session. Starting and closing questionnaires completed by parents will measure growth in skills base and understanding.  | Nikki Harding and Early Help Team. | Starting and closing questionnaires and measured in child’s progress and mental well-being.  |
| **Total budgeted cost** |  |
| 1. **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?** |
| Food bank provision | Alongside the FareShare Charity, school have established our own food bank provision ‘Leedon’s Larder’.  | High levels of poverty and hardship seen within the school community. Children share concerns about their current situation and lack of current food and provisions. Other children identified by staff.  | Parents and children are able to approach staff and confidentially use ‘Leedon’s Larder’ either short term following a variety of short term circumstances or known longer term support where appropriate and needed.  | Nikki H and Richard Benson | Half termly look at effectiveness amongst the families. Family liaison to establish its impact. |
| School bank | To build a school bank and shop to provide financial education and first-hand experiences of this important earning, saving and spending general life skills.  | Children will develop an understanding of how a positive work ethic impacts upon potential. Data demonstrated a lack of motivation amongst pupil premium children and this resources provides the children the opportunity to gain aspiration and motivation.  | Regular timetabled sessions for each year group to attend the bank and shop with staff leads supporting. On going training for the children to improve skills.  | Gemma O’Reilly | Pupil interviews termly.  |
| **Total budgeted cost** |  |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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** |
| **Improve tracking of all pupils, and groups of pupils, across the 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. | Talking Partners data shows;The age equivalent progress scores in information giving ranged from 9 months to 3 years. 82% of the children made more than one year’s progress in information giving. 27% made more than 2 year’s progress.The age related progress scores in grammar ranged from 6 months to 3 years and 1 month. 73% of the children made more than 1 year’s progress. | Better monitoring needs to be in place to ensure that all teaching staff protect the intervention time, and work with the LSA’s to complete and measure the impact of provisions given.  |  |
|  | 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. |  |  |  |
| **Improve language and 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.  | Children are enjoying reading more and this has been reflected in the number of blues being achieved and received for regular reading at home with parents. Learning walk taken place to observe classroom environments which were rich in resources to support talk and vocabulary acquisition, these included miniature worlds, role play areas, vocabulary vaults and effective use of working walls. Young Librarians read daily with younger children during lunchtimes and younger children are keen to take up this opportunity, again demonstrating their enjoyment of reading and this can also be seen in their improved social interactions. Written report based on parental questionnaire shows 63% of parents feel these regular ‘ask me…’ texts encourage and develop educational vocabulary at home. Talking Partners data shows;The age equivalent progress scores in information giving ranged from 9 months to 3 years. 82% of the children made more than one year’s progress in information giving. 27% made more than 2 year’s progress.The age related progress scores in grammar ranged from 6 months to 3 years and 1 month. 73% of the children made more than 1 year’s progress.Year 2 percentage of children achieving expected or better in reading remained steady at 71% but the percentage of children reaching greater depth increased from 17% in 17/18 to 33% in 18/19.Writing was a similar picture where the percentage of those achieving expected or better was 69% in 17/18 and 63% in in 18/19 but the number of children achieving greater depth went from 13% in 17/18 to 21% in 18/19.The Year 4 percentage of children achieving expected or better in reading was 64% in 17/18 and 65% in 18/19 but those achieving greater depth went from 31% in 17/18 to 35% in 18/19. In writing those achieving expected or better remained steady at 56% for both 17/18 and 18/19 but those at greater depth went from 7% in 17/18 to 15% in 18/19.Student Council visited Peter’s Bookshop in Birmingham and the children selected a new range of reading books, which they would like to read. All year groups are now using similar Literacy planning documents and following Pie Corbett’s Talk for Writing Scheme in lessons. Children are becoming more adept at following this scheme and it is improving writing within lessons. EAL children tracked using NASSEA steps?  | Anecdotal evidence has shown impact of these interventions and provisions; however, providing hard evidence has been more of a challenge. The new provision mapping website will now be used to evidence impact more clearly. Each action/approach will be created as a new provision/strategy in the provision website and we will then be able to monitor and measure the impact and effectiveness more closely. A monitoring schedule written and undertaken by the Literacy leader will allow for closer monitoring of provision of quality first teaching in all classes.  |  |
|  | 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. |  |  |  |
| Learning Support Assistant training and development. | LSA appraisal targets are set to ensure that they are working towards high quality interventions which maximise the potential of children in their classes. LSAs 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 LSAs 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 LSAs to disseminate the language training that teachers have received. Refresher of Talking Partners games. | GOR meets with LSA’s to provide them with in house training and monitor their progress towards appraisal targets. New targets pending are being set through appraisals. Reviews to take place to inform appraisals. Talking Partners data shows;The age equivalent progress scores in information giving ranged from 9 months to 3 years. 82% of the children made more than one year’s progress in information giving. 27% made more than 2 year’s progress.The age related progress scores in grammar ranged from 6 months to 3 years and 1 month. 73% of the children made more than 1 year’s progress.Job descriptions have been effectively reviewed and developed for all LSA’s to develop a clear understanding of the job role and this has enhanced the quality, knowledge and assessment of interventions LSA’s are able to bring to the role. All interventions are now monitored by or delivered by one LSA who takes the responsibility for this intervention. Alongside this, the unqualified teacher ensures all resources and lessons provided are of a high quality. LSA lead encourages LSA’s to visit the local authority e-learning hub to enhance role specific training. Staff handbook is in its final stages of preparation, with a focus on reflecting the schools’ commitment of inclusion for all and is available for all. Monthly meetings with inclusion team have taken place. Minutes and agendas are available.  | LSA needed a voice and this has led to a greater understanding of restrictions and constraints they experience and this has enabled us to reflect on and change our working practises giving them a feeling of greater confidence within their roles. LSA’s skill set is being used more effectively, for example, LSA’s trained in Better readers are leading on this intervention. LSA trained in nurture is leading on social and emotional interventions. Inclusion team involves discussions around vulnerable, PPG, SEND, EAL, GD children and their families. Having a greater overview of all groups and the challenges faced allows us to target and effectively support children and families.  |  |
|  | 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.  |  |  |  |
| Maintaining the Inclusion Quality Mark status of our school. | 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.  | Reduction in morning incidents of the PPG children who previously did not partake in breakfast. Children have evidence of developing improved life skills and social interactions during their time in breakfast club and disadvantaged pupils have had the advantage of trying a wider variety of food and these children begin their day in a more positive manner. Sensory room is being used effectively. Impact is tangible amongst regular users whereby it has had impact around well-being, self-regulation and positive motivation.  | We can positively say their has been impact across the school by applying inclusive practice and additional relationships have established and used effectively to support our children and promote community relations. The monitoring of the data to show impact is an area for on going improvement.  |  |
|  | 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. | Attend locality meetings and pastoral meetings to liase. We have recently and will continue to attend a new panel meeting where information sharing is highly effective in supporting families with children across a number of schools in their learning and the community. Transition to middle schools is effective and thorough and all step up programmes and early interventions are put in place in terms of both information sharing and supporting the child with the move. Written report based on parental questionnaire shows 63% of parents feel these regular ‘ask me…’ texts encourage and develop educational vocabulary at home.We have worked very closely with FareShare and SOFEA based in Milton Keynes to set up our own school food provision. PPG children shopped for our school breakfast morning, putting into practise the monetary and social skills developed during learning. Further progress is going to be made where we establish greater links with homeless shelters in the local community. Visits to care homes have taken place this year and stronger links will continue and become established with them. We contacted a number of local animal charities and will continue discussions on how we can be supportive; however, visits have so far been declined due to the stress this puts on the animals.  |  |  |

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| 1. **Targeted support**
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| **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** |
| **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.** | 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.  | Year 2 percentage of children achieving expected or better in reading remained steady at 71% but the percentage of children reaching greater depth increased from 17% in 17/18 to 33% in 18/19.Writing was a similar picture where the percentage of those achieving expected or better was 69% in 17/18 and 63% in in 18/19 but the number of children achieving greater depth went from 13% in 17/18 to 21% in 18/19.The Year 4 percentage of children achieving expected or better in reading was 64% in 17/18 and 65% in 18/19 but those achieving greater depth went from 31% in 17/18 to 35% in 18/19. In writing those achieving expected or better remained steady at 56% for both 17/18 and 18/19 but those at greater depth went from 7% in 17/18 to 15% in 18/19.Soft data has been collected to show the impact of these experiential visits. This soft data shows that these experiential visits are also of benefit to non PPG children when PPG children return from these visits and share what they have learnt with the rest of their classes.  | We need to find a way to gather hard data from writing assessments to be analysed half termly.  |  |
| **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.  | The children’s attendance team CHAT have held workshops to develop activities and inspirational ideas to encourage those with low attendance to gain greater aspirations on their attendance. Children are offered Blues for sustained improvements in their attendance and punctuality. Absence trends are tracked through RM Intergris and through this, children are identified as to whether they need use of the minibus. Persistent absenteeism is discussed in inclusion meetings and raised through staff where necessary. Headteacher has held meeting with identified parents to discuss impact poor attendance and encourage strategies for improvement.  | The minibus is an excellent provision which will be continued and the children who receive the benefit of the bus will be monitored regularly at Inclusion Team meetings to ensure that it used to its maximum capacity.  |  |
|  | 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. | Training has taken place toshow staff how to monitor attendance on RM Integris. Persistent absentees are identified and discussed with staff to promote awareness and then the necessary support is put in place. JB’s attendance went from 92.2% in 18/19 to 99.4% in 19/20.AA’s went from 92.2% in 18/19 to 98.2% in 19/20.Breakfast club has proved popular and a positive incentive for 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. | This continues to be the case and means children and parents feel they are able to come into the nest at any point to seek support needed. Staff changes and absences has curtailed the effective roll out of this system but once staffing stabilises and new allocations are made, this will be an excellent promotion of pupil premium children to ensure they continue to be high profile and high priority within school. Outreach work has been assisted by the development of a working document which gives up access to a host of support and charity groups within the local community. Using this tool has enabled us to signpost a number of families to receive or undertake a focused support reflecting their circumstances to improve well around the child and across the wider family. Nikki and Gemma continue outreach work within the community, meeting with a variety of professionals to ensure families are supported at their most challenging times. | Emotional literacy questionnaires will be used effectively to establish the impact and progress of the emotional well being of the pupil premium children following the effective establishment of the pupil premium championing. Outreach work is being much better supported with the introduction of the directory.  |  |
| **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. |  |  |  |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
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| 1. **Additional detail**
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| 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  |