

## Lakeside Primary School Pupil Premium Strategy Statement 2018-19

### Principles for use of Pupil Premium

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups and to ensure that the needs of socially disadvantaged pupils are addressed.
- In so doing, we recognise that there are socially disadvantaged and vulnerable pupils who do not qualify or register for free school meals. We also recognise that some pupils who have been eligible for free school meals within the last 6 years, may not be socially disadvantaged.
- We therefore allocate Pupil Premium funding to support any pupil or group of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Allocation will also reflect impact research including reported findings by the Education Endowment Fund (Sutton Trust) and Ofsted

### Objectives in spending PPG:

- To continue to diminish the gap in attainment between Pupil Premium and Non Pupil Premium pupils in Reading, Writing and Maths across the school.
- To ensure there is no significant difference in progress made between SEND, FSM and vulnerable pupils and cohorts and to accelerate the progress of these children to narrow the gap in attainment.
- To secure consistently good or outstanding teaching and learning, with appropriate emphasis on accelerating learning of FSM/SEND/PP and other vulnerable pupils, particularly boys.

1. Summary information					
<b>School</b>	Lakeside Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£171,600	<b>Date of most recent PP Review</b>	Summer 2018
<b>Total number of pupils</b>	378	<b>Number of pupils eligible for PP</b>	130	<b>Date for next internal review of this strategy</b>	Termly Autumn 2018

2. Current attainment – Provisional unvalidated data based FSM									
	<i>Pupils eligible for PP (your school) (Unvalidated FSM – KS1)</i>				<i>All Pupils (national average)</i>				
EYFS - % reaching Good Level of Development 2017-18	Sch 33%	LA 59%	NA 56%	Diff -23%	Sch 51%	LA 70%	NA 72%	Diff -21%	
KS1 - % Reaching Expected Standard 2017-18	Sch	LA	NA	Diff	Sch	LA	NA	Diff- NA	
Reading	58%	61%	61%	-3%	66%	72%	76%	-13%	
Writing	67%	55%	54%	+13%	57%	69%	70%	-13%	
Maths	58%	63%	62%	-4%	64%	75%	76%	-12%	
KS2 - % Reaching Expected Standard 2017-18	Sch	LA	NA	Diff	Sch	LA	NA	Diff - NA	
Reading	64%	59%	63%	+1%	68%	70%	75%	-7%	
Writing	64%	67%	67%	-3%	70%	77%	78%	-8%	
Maths	52%	62%	62%	-10%	59%	72%	76%	-17%	
EGPS	68%	64%	65%	+3%	73%	74%	78%	-5%	
RWM	40%	48%	49%	-9%	50%	60%	64%	-14%	
Outcomes for PP pupils are in line with NA in all aspects of English and lower in Maths. Differences with National and LA outcomes for PP pupils in all subjects are smaller than for all pupils.									
KS2 – Average Scaled Scores 2017-18 (Unvalidated)	Sch	NA	Diff	Sch	NA	Diff			
Reading	101.92	101.4	+0.52	103.24	105	- 1.76			
Writing	100.67			102.24					
Maths	101.25	101.7	-0.45	102.29	104	-1.71			
EGPS	104			106	106	0			
Outcomes for PP pupils are close to NA based on Average Scaled Scores. Differences with National and LA outcomes for PP pupils in all subjects are smaller than for all pupils.									

KS2 – Progress 2017-18 (Unvalidated) Reading Writing Maths Progress of PP pupils was stronger than all PP pupils nationally (based on unvalidated progress measures).	Sch NA Diff -0.0 -0.7 + 0.7 +1.37 -0.37 +1.74 -0.31 -0.6 +0.29	Sch NA Diff +0.9 +2.7 +0.9
Whole school average progress 2017-18 based on school tracking. Reading Writing Maths More PP pupils making expected and accelerated progress in reading and writing. 4% fewer made expected progress in maths but 8% more made accelerated progress.	PP Expected Exp + 90% 24% 92% 38% 89% 29%	Non PP Expected Exp + 87% 15% 85% 23% 93% 21%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	EYFS outcomes were well below national. Attainment of disadvantaged pupils in the EYFS was lower than non disadvantaged in Reading, Writing and Maths. Performance of boys in the EYFS was lower in English. A significant number of children in the cohort have special needs or poor communication and language skills. Pupil premium, boys and SEND pupils will therefore require a 2018-19 focus in Year 1.
<b>B.</b>	The widest attainment gaps to be addressed in 2018 – 19 are in Y2 in reading and maths and in Y6 in all subjects. These year groups will therefore be prioritised. There is a high correlation between PP and SEN pupils in these year groups. The vast majority of these pupils are also boys. Low 2017-18 outcomes in Y3 will be addressed through interventions for pupils in Y4, particularly in reading for disadvantaged pupils. Outcomes in Y4 were higher although differences between disadvantaged and non disadvantaged pupils were wider in reading and this will be addressed through reading interventions in Y5.
<b>C.</b>	Baseline assessment confirms well below average communication and language skills. Our School Development Plan therefore prioritises oracy and literacy. The 2018-19 Strategy will continue to focus on diminishing differences in reading in all year groups, particularly in Y2 and Y6.
<b>D.</b>	Emotional issues for a proportion of pupils have detrimental effects on their academic progress and that of their peers.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Absence and persistent absence rates for all pupils and pupils eligible for PP are higher than the national average. We have high mobility, particularly amongst Eastern European families.
<b>F.</b>	We have a high percentage of EAL and NTE pupils requiring an emphasis on development of communication, language and literacy.
<b>G.</b>	Free school meals entitlement in the EYFS and KS1 means that some families do not register their Pupil Premium entitlement.
<b>H.</b>	Some families and pupils benefit from additional support to develop coping strategies and improve overall engagement with school.

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Further improve progress and outcomes for all pupils and diminish differences for pupils eligible for PP in Y1, Y2 and Y6 and for SEN pupils and boys, particularly in Y6 where differences are widest.</p> <p>Rates of progress by PP pupils in core subjects in Y2 and Y6 are accelerated and in school and national attainment gaps are diminished, particularly in Y6 where differences are widest.</p> <p>A high percentage of PP pupils in Y6 are also boys and SEND:- .Progress of boys and SEND is accelerated to narrow both disadvantage and gender gaps in Y6.</p> <p>Raise outcomes for all pupils in Y4 and diminish differences for disadvantaged pupils particularly in reading.</p>	<p>Pupils eligible for PP make similar to or better progress than 'other' pupils in Y1 and Y2 and particularly Y6. where differences are widest.</p> <p>More PP pupils make accelerated progress to diminish differences</p> <p>Progress of boys is in line with or better than girls to diminish gender differences.</p> <p>2017-18 rates of progress for SEND pupils will be sustained or improved.</p> <p>Y2 and Y6 end of key stage outcomes will be in line with or closer to LA and national averages.</p> <p>School tracking confirms higher percentages at ARE by the end of Y4 for all pupils and stronger progress by PP to diminish differences.</p>
<b>B.</b>	Accelerate progress of PP pupils in most year groups to diminish differences in reading.	Pupils eligible for PP make similar to or better progress than 'other' pupils in all year groups in reading. More PP pupils make

	Provide appropriately differentiated phonics and guided reading teaching to support pupils with different starting points, particularly NTE and SEND pupils.	accelerated progress to diminish differences in reading particularly in Y6 where differences are widest. All children, including EAL, NTE and SEND pupils make rapid progress in reading and phonics from low baselines.. 2018 gap between school and NA in Y1 phonics screening check is narrowed.
<b>C.</b>	Targetted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.	Fewer crisis or behaviour incidents recorded for these pupils on the school system.
<b>D.</b>	Attendance and persistence absence rates for all pupils and PP .pupils are improved with positive impact on accelerated progress.	Reduce the number of persistent absentees among pupils eligible for PP to NA or below. Overall PP attendance improves to bring it into line with 'other' pupils/national averages..
<b>E.</b>	All entitled families register pupil premium entitlement therefore pupil premium funding reflects all pupils with eligibility.	Pupil premium funding is maximised and used to improve outcomes for pupils in school .
<b>F.</b>	Families are supported and better able to meet children's needs and support their learning. Families have positive relationships with school.	Identified families engage with PSA/Attendance Officer a This has positive impact on:- Attendance Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework

5. Planned expenditure					
Academic year	2018/19				
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					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Funding for attendance initiatives	£750 (PP )	Fund 0.5 Attendance Officer to monitor and respond to PA, low attendance and punctuality.	School has seen historical improvement in attendance and reduction of PA which has plateaued since 2016-17 despite wide ranging activity and intervention. It remains an ongoing challenge. Attendance Officer post supports ambition for further improvement to reduce PA and reach/exceed NA for attendance.	<ul style="list-style-type: none"> <li>Attendance of all pupils is in line with NA – 2018 - 19</li> <li>Attendance of PP pupils is in line with or better than non PP pupils and NA.</li> <li>PA data is in line with NA.</li> <li>% of PP with PA reduces so that it is at least in line with LA/national averages.</li> <li>% of pupils who are late reduces further.</li> <li>Differential between attendance in F2 and other year groups narrows.</li> </ul>	Weekly monitoring of attendance and lates. Three weekly attendance meetings (Attendance Officer and PSA)
R Stringer – Attendance Officer	£10.969 (Inclusion Support - see below)	Deploy additional member of support staff for 5hrs per week for accompanied home visit in response to unexplained absence.	Attendance of PP pupils is lower than non PP.		SLT monitoring CPOMS
LA Education Welfare Service SLE	£1928.50 (main budget)	Fund range of graduated termly rewards for children with attendance of 98% to 100%. Target lower attendance in EYFS with rewards scheme Work with LA Diversity Service to better engage with some EAL families. Commission events to promote attendance	High mobility and low attendance of some BME groups has adversely affected attendance.  We need to maintain high profile of good attendance		Half termly analysis - whole school and pupil group attendance data Monitoring of “lates”. Historical and benchmark data analysis.
PiL Research School	£13000	EEF research based	T4W project has impacted positively	<ul style="list-style-type: none"> <li>All pupils, including PP pupils</li> </ul>	Half Termly data

<p>Improving Literacy Programme – Writing</p> <p>Complete Primary Writing Project (T4W) Whole school training Day</p> <p>Extend reading Inference intervention in KS2 – Y4, Y5 &amp; Y6</p> <p>Develop diagnostic assessment in reading – YARC Reading assessment NFER QLA and year group ITAFs/QLA in writing, spelling and grammar.</p>	<p>LA Funded</p> <p>PWP - £6500 (2017-18 budget)</p> <p>CPD/Resources £1500 (English budget)</p> <p>CPD/Resources £175</p>	<p>collaborative improvement programme with partner school. Whole school CPD and development focussing on:-</p> <ul style="list-style-type: none"> <li>- Oracy</li> <li>- Reading – development of pedagogy and questioning by teachers and support staff for comprehension and fluency</li> <li>- Writing – Audience and purpose/teaching of spelling &amp; grammar</li> <li>- Diagnostic assessment of oracy reading and writing</li> </ul> <p>Embed T4W after 2 year development project.</p> <p>See “Targetted Support” below for training in specific reading interventions</p>	<p>on PP progress and diminished differences in most year groups. However, writing outcomes are lower than other subjects in most year groups. Attainment differences for PP pupils and boys remain and are wider in writing than in other subjects in some year groups (Y6). .We will therefore embed T 4 W strategies and enhance them by focussing on audience and purpose with a view to motivating boys, spelling and grammar</p> <p>2018 end of key stage outcomes at Expected and Greater Depth have improved in reading. Rates of progress in reading were higher than in 2016-17 and PP pupils made better progress than non PP pupils. However, attainment is lower in all year groups with wider differences than in some other subjects. We have identified the need to further develop comprehension and inference skills of pupils to meet higher curriculum demands.</p>	<p>make progress in line with SDP targets/PM targets in reading and writing</p> <ul style="list-style-type: none"> <li>• Progress of PP pupils will exceed non PP pupils in reading and writing</li> <li>• Attainment gaps between PP and non PP pupils will narrow in reading and writing</li> <li>• Attainment gap between writing and other subjects will narrow.</li> <li>• Outcomes will be higher and attainment gaps will be diminished in line with targets in focus year groups – Y1, Y2, Y4 and Y6</li> </ul>	<p>tracking</p> <p>Diagnostic testing and QLA.</p> <p>Book scrutiny</p> <p>Termly teaching observations-teaching and support staff</p> <p>PM reviews</p> <p>Pupil interviews</p> <p>Termly update of teaching profile.</p>
<p>Embedding deepening/Mastery approach in Maths</p> <p>Develop diagnostic assessment/QLA in maths using NFER tests</p>	<p>£2000 (main budget)</p> <p>£2500 (main budget)</p>	<p>Participation in Maths Hub Working Group – 2 teachers Y1 &amp; Y5.</p>	<p>Introduction of Inspire Maths has contributed to expected or better progress for PP in all year groups and has impacted positively on progress of BA/SEND pupils in particular. We need to embed Inspire approach and enhance teaching approaches to promote deepening of learning,</p>	<ul style="list-style-type: none"> <li>• All pupils, including PP pupils make progress in line with SDP targets/PM targets in maths</li> <li>• Progress of PP pupils will exceed non PP pupils in maths</li> <li>• Attainment gaps between PP and non PP pupils will narrow in maths, particularly in target</li> </ul>	<ul style="list-style-type: none"> <li>• Termly data tracking</li> <li>• Book scrutiny</li> <li>• Termly teaching observations-teaching and support staff</li> <li>• PM reviews</li> </ul>

			problem solving and reasoning in maths Progress in maths was stronger than in 2016-17. Pupil premium progress was similar to other pupils and attainment was lower in all year groups. The 2018-19 Strategy will therefore continue to focus on diminishing differences in Y1, Y2, Y5 and particularly Y6 where differences are widest.	year groups and Y6.	<ul style="list-style-type: none"> <li>• Pupil interviews</li> <li>• Termly update of teaching profile.</li> <li>• NFER tests and QLA</li> </ul>
Employ 0.5 Specialist SEN Teacher S. Smith	£25411	<p>SEN assessment and intervention planning (Precision teaching)</p> <p>Support teachers and support staff in delivery of interventions (Precision teaching)</p> <p>Monitoring delivery and impact.</p> <p>EYFS speech and language assessment and interventions.</p>	<p>Enhance capacity to develop and quality assure class teaching and interventions to accelerate progress of PP/SEN children who are falling behind.</p> <p>Narrow gender gaps as majority of SEN pupils are boys.</p> <p>Focus on SEND/PP/Boys in Y5</p>	Identified pupils make targetted expected and accelerated progress with focus on targetted pupils in Y1, Y2, Y4 and particularly Y6.	<p>Termly observation (S Smith/G Holland Support Staff Devpt Manager)</p> <p>Termly data tracking/standardised scores</p> <p>NFER tests</p> <p>Miscue analysis</p> <p>YARC assessments</p> <p>Book scrutiny</p>
Total budgeted cost - Main School Budget/LA Funded					£21104
(See below for SEN Teacher/Attendance Officer and Rewards)					
<b>ii. Targeted support – Teachers</b>					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Employ additional teacher in Y6 to	Teacher £30105	Y6 cohort will be divided into 3 small classes of 14 – 16	Cohort has high percentage of vulnerable pupils with social and	Progress of pupils in Y6 continues to accelerate in line with	<ul style="list-style-type: none"> <li>• Termly data tracking</li> </ul>

provide targetted support for high percentage of children with additional needs in small classes of 16	(TA – am £6365)  Additional resources	pupils supported by a TA – am. This will enable personalised and targetted learning and behaviour support.	emotional needs and SEND, which were impacting on the achievement of all pupils and particularly disadvantaged pupils. Small classes were introduced in 2017 and have proved successful in improving behaviour and academic outcomes and will therefore be resourced for 2018-19. Differences for disadvantaged pupils in this year group are the widest in the school.	challenging targets leading to a significant increase in percentages at ARE. Wide pupil premium and gender differences are diminished. Attainment and progress measures for all pupil groups are closer to or in line with national averages at the end of KS2.  Learning behaviours are improved/behaviour incidents are infrequent.	<ul style="list-style-type: none"> <li>• Book scrutiny</li> <li>• Termly teaching observations-teaching and support staff</li> <li>• PM reviews</li> <li>• Pupil interviews</li> <li>• Termly update of teaching profile.</li> <li>• NFER tests and QLA</li> </ul>
Employ 0.5 Specialist SEN Teacher S. Smith  Lead – K Bostock/S Smith SENCo J Witton – PP Lead	£25411	SEN assessment and intervention planning (Precision teaching)  Support teachers and support staff in delivery of interventions (Precision teaching) Monitoring delivery and impact  EYFS speech and language assessment and interventions.	Enhance capacity to develop and quality assure class teaching and interventions to accelerate progress of PP/SEN children who are falling behind. Narrow gender gaps as majority of SEN pupils are boys. Focus on SEND/PP/Boys in Y6 Ensure early identification and intervention for pupils with speech and language needs.	Identified pupils make targetted expected and accelerated progress. with focus on Outcomes improve for targetted pupils in Y1, Y2, Y4 and particularly Y6.  PP gaps in EYFS, Y1 and Y2 in CLL and English narrow.	Termly observation (S Smith/G Holland Support Staff Devpt Manager) Termly data tracking/standardised scores NFER tests Miscue analysis  Book scrutiny
Easter School – Y6 Lead – J Witton – PP Lead	£1800	Teaching & support staff - 3 days Easter School -targeted Y6 pupils.	Provide pre – SATs boosting for targeted Y6 pupils	Y6 target outcomes achieved in KS2 SATS	SATs outcomes June 2019
<b>Pupil Premium Budget</b>					<b>£44648</b>
Total budgeted cost					£57316
<b>li Targeted Support – Support Staff</b>					

Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
<p>Employ Sports Coach x 17 hours p week Pupil Premium Release time (J Mellor)</p> <p>Employ HLTA x 6 hrs per week Pupil Premium Release Time (G Deakin/D Williams)</p> <p>Lead – J Witton – PP Lead</p>	<p>£7797</p> <p>£3301</p>	<p>Release classteachers to pre-teach/boost targeted PP pupils x 1 session per week. Y1 – Y5</p> <p>Provide opportunities to boost more able disadvantaged pupils.</p>	<p>Intervention to accelerate progress/diminish differences for PP and other pupils who need booster intervention to enable them to access class teaching or catch up.</p> <p>This will impact on PP/non PP and gender attainment gaps as majority of SEN pupils are boys.</p> <p>Enhance outcomes for AA disadvantaged pupils.</p>	<p>85% of targetted pupils will make expected or accelerated progress.</p> <p>Progress of PP pupils will exceed non PP pupils.</p> <p>Attainment gaps between PP and non PP pupils will narrow, particularly in Y1, Y2, Y4 and Y6</p> <p>AA pupils will achieve targeted outcomes.</p> <p>Gender attainment gaps narrow.</p>	<p>Termly data tracking/standardised scores</p> <p>NFER tests</p> <p>Miscue analysis</p> <p>Book scrutiny</p> <p>Dec, March, June</p>
<p>Employ 3 Thrive Trained practitioners (L Embleton, K Gladstone, J Mellors)</p> <p>HLTA (16.25 hrs per week)</p> <p>TA (7.5 hours per week)</p> <p>Sports Coach – 5.5 hrs per week</p> <p>Lead – K Bostock/S Smith - SENCo J Witton – PP Lead</p>	<p>£8739</p> <p>£3871</p> <p>£2523</p>	<p>Trained practitioners to implement Thrive programme with targeted pupils.</p> <p>Thrive training for Sports Coach to further extend capacity in response to need. (LA Collaborative funding)</p> <p>Develop Thrive room and resources (LA Collaborative funding)</p> <p>Ongoing Thrive Licence annual practitioner CPD (LA Collaborative funding)</p>	<p>Targetted pupils are enabled to learn/access class based teaching.</p> <p>Maintain positive whole school climate for learning.</p>	<ul style="list-style-type: none"> <li>All pupils make progress in line with SDP targets/PM targets</li> <li>Thrive assessments evidence progress</li> <li>% of behaviour incident reduce for targeted pupils</li> <li>Additional Thrive practitioner trained – Sept 2018</li> <li>Thrive room and resources in place.</li> </ul>	<p>Progress data - As above</p> <p>Thrive programme assessments</p> <p>Attendance and exclusion data</p> <p>CPOMS – monitoring of behaviour incidents</p>

<p>Employ team of Teaching Assistants to provide range of targeted literacy and numeracy interventions KS1 and 2 (0.5 of timetable)</p> <p>Lead – K Bostock/Sally Smith - SENCo J Witton – PP Lead</p>	<p>£75691</p>	<p>Intervention - Year groups</p> <ul style="list-style-type: none"> <li>• Thrive - Whole school</li> <li>• Rapid Reader Yrs 3-5</li> <li>• Y6 reading Booster</li> <li>• Reading comp/Inference Training Yr 6</li> <li>• Time to Talk – Y1</li> <li>• FFT Year 1-3</li> <li>• Reading Inference Training – KS2</li> <li>• Working Memory – Y3-5</li> <li>• Differentiated Phonics/boosting - Target children</li> <li>• Precision teaching Whole school</li> <li>• Talk for maths -Y3/4</li> <li>• Y2/Y6 Maths Booster</li> <li>• Speech and Language</li> <li>• Pupil Premium focus groups</li> </ul>	<p>Interventions to accelerate progress/diminish differences for PP, boys, SEND and other pupils who need booster intervention to enable them to access class teaching or catch up.</p>	<ul style="list-style-type: none"> <li>• 85% of targetted pupils will make expected or accelerated progress.</li> <li>• Progress of PP pupils will exceed non PP pupils.</li> <li>• Attainment gaps between PP and non PP pupils will narrow, particularly in writing and maths.</li> <li>• Attainment gaps between boys and girls will narrow.</li> </ul>	<p>Termly data tracking/standardised scores</p> <p>Progress meetings</p> <p>NFER tests</p> <p>Miscue analysis</p> <p>Letter &amp; Sounds phonics assessments</p> <p>YARC assesments</p> <p>Book scrutiny</p> <p>Provision map review</p> <p>Termly observations to quality assure teaching by Support Staff</p> <p>Development Manager/Specialist SEN Teacher/SLT</p>
<p><b>EYFS</b></p> <p>Support high staff/pupil ratio in F2 through small classes (below 20) and FT TAs in both classes to enhance ongoing access to all areas of provision and differentiated teaching groups – phonics and specific 1:1 interventions (speech</p>	<p>TA X 1 £14248</p> <p>£6248</p>	<ul style="list-style-type: none"> <li>• Enable free flow provision in F1 (pm)</li> <li>• Differentiated phonics groups – F1 and F2</li> <li>• Speech and language interventions/EALIP EAL programme</li> <li>• Facilitate adult intervention in independent learning</li> </ul>	<p>Staffing ratios were limiting opportunities to access extended independent learning in FS. They were also limiting opportunities for targeted teaching in differentiated groups and 1:1 intervention work.</p> <p>Outcomes for PP pupils were lower than for non PP pupils 2017 – 18 in English and Maths.</p>	<ul style="list-style-type: none"> <li>• F1 and F2 pupils will make accelerated progress, particularly in Literacy and mathematical development</li> <li>• Accelerated progress in CLL and phonics</li> <li>• PP and boys’ attainment gaps narrowed.</li> <li>• ELGs and GLD targets reached</li> </ul>	<p>Termly tracking data</p> <p>Book scrutiny (F2)</p> <p>Ongoing observation/update of Tapestry pupil profile.</p> <p>Termly lesson observations</p> <p>External assessment moderation</p>

& language)					
				Total - Support Staff (minus Inclusion)	<b>£93037</b>
<b>li Targeted Support – Inclusion Team</b>					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Employ 3 Thrive Practitioners  (See above)  Lead K Bostock /Sally Smith– SENCo J Witton – PP Lead	£15133 (See above)	<ul style="list-style-type: none"> <li>1:1 Social and emotional support for vulnerable pupils</li> <li>Provide universal and targeted lunchtime and homework clubs</li> <li>Respond to behaviour incidents</li> <li>Drop in facility</li> <li>Work with PSA/Attendance Officer to enhance behaviour and attendance</li> </ul>	<p>Role supports positive climate for learning by providing targeted support for PP and other vulnerable pupils to manage feelings and behaviour.</p> <p>To reduce incidences of negative behaviour, particularly by PP pupils.</p> <p>Targetted pupils enabled to access learning and make progress.</p>	<ul style="list-style-type: none"> <li>All pupils, including PP pupils make progress in line with SDP targets/PM targets</li> <li>% of behaviour incident reduce for targeted pupils</li> <li>All children and parents feel children are safe and cared for in school.</li> </ul>	<p>Progress data - As above Pre and post intervention SDQs</p> <p>Attendance and exclusion data</p> <p>CPOMS – monitoring of behaviour incidents Termly monitoring of incidences in “Red”.</p> <p>Parent and pupil surveys.</p>
Employ full time PSA/Attendance Officer – R Stringer (0.5 Attendance/0.5 PSA) Lead – J Witton	£21938 (See Attendance above)	<ul style="list-style-type: none"> <li>Targetted support for vulnerable families to enhance pupils’ attendance and learning</li> <li>Targetted action and work with families to address safeguarding issues.</li> <li>Delivery of Solihull</li> </ul>	<p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.</p> <p>To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school</p>	<ul style="list-style-type: none"> <li>All pupils, including PP pupils make progress in line with SDP targets/PM targets</li> <li>Attendance for all pupils and PP pupils is at least in line with national averages.</li> <li>PA continues to move towards NA</li> <li>Parents have confidence in</li> </ul>	<p>Progress data - As above Pre and post intervention SDQs</p> <p>Attendance and exclusion data – see above CPOMS – monitoring of</p>

		<ul style="list-style-type: none"> <li>parenting programme</li> <li>Universal strategies to build positive home school relationships - (Coffee mornings/Drop Ins)</li> </ul>	relationships and maximise parental support for learning.	and feel supported by the school	<p>safeguarding and welfare incidents</p> <p>Parent and pupil surveys.</p>
<p>Employ Attendance Officer (0.5) Roz Stringer</p> <p>Lead – J Witton K Veall – Business Manager</p> <p>See above</p>	£10969 (see above)	<ul style="list-style-type: none"> <li>Monitor attendance and punctuality and be proactive in taking range of targeted actions in response to attendance below 96%.</li> <li>Support parents in improving child’s attendance</li> <li>Manage rewards for good attendance</li> <li>Provide attendance data</li> </ul>	<p>School has seen historical improvement in attendance and reduction of PA which has plateaued since 2016-17 despite wide ranging activity and intervention. It remains an ongoing challenge. Attendance Officer post supports ambition for further improvement to reduce PA and reach/exceed NA for attendance.</p> <p>Attendance of PP pupils is lower than non PP.</p> <p>High mobility and low attendance of some BME groups has adversely affected attendance.</p> <p>We need to maintain high profile of good attendance</p>	<ul style="list-style-type: none"> <li>Attendance of all pupils is in line with NA – 2018 - 19</li> <li>Attendance of PP pupils is in line with or better than non PP pupils and NA.</li> <li>PA data is in line with NA.</li> <li>% of PP with PA reduces so that it is at least in line with LA/national averages.</li> <li>% of pupils who are late reduces further.</li> <li>Differential between attendance in F2 and other year groups narrows.</li> </ul>	<p>Weekly monitoring of attendance and lates. Three weekly attendance meetings (Attendance Officer and PSA)</p> <p>SLT monitoring CPOMS</p> <p>Half termly analysis - whole school and pupil group attendance data Monitoring of “lates”. Historical and benchmark data analysis.</p>
<p>Total Budgeted Cost – Inclusion Team Support Staff</p> <p>Total Budgeted Cost – Inclusion and Teaching Support</p>					<p><b>£37071</b></p> <p><b>£130108</b></p>
<b>ii Targeted Support - Specialist Support</b>					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact

SLE support for English - focus on supporting teaching in identified year groups and phonics	LA funded	Evaluate provision and provide training and strategies	Decline in outcomes in Y1 Phonics screening 2018  To provide targetted support in aspects of English teaching for individual teachers.	Teachers and TAs teaching differentiated phonics groups are effective and maximise pupil progress.  Teaching of English is strengthened in identified areas for development so that 85%+ of teaching is good or better.	Termly data tracking/standardised scores NFER tests Miscue analysis
SLE support for CLL and promotion of learning through independent activities in EYFS		Evaluate provision and provide training and strategies	To provide support with organisational changes to support development of literacy and numeracy through independent learning in the EYFS.	EYFS outcomes for GLD and ELGs in CLL, English and Maths are in line with targets.	
Total Budgeted Cost – Specialist Support					LA Funded
<b>iii Other approaches</b>					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Subsidy for out of school activities /trips  Sports and Dance Coaches  Holiday Clubs  Children’s University Subscription  Funding for More Able Maths and Writing Days	Professional Services  £11000	Extra curricular clubs offered at subsidised rate to all pupils and free of charge for targeted pupils.  School trips subsidised for all/identified PP pupils.  Targetted more-able pupils are funded to attend off site more able maths and writing workshops.	FSM eligibility is not reliable indicator of deprivation/need for many families therefore universal subsidy offered to maximise engagement in activities. Incentivise attendance so that all PP pupils access at least one extra-curricular club per term.  Outcomes at Greater Depth improved in 2018. We seek to further increase the percentage of more able PP pupils achieving Greater Depth.  Funding used to support targeted enrichment/extension days for more able pupils.	There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.  .  More able disadvantaged pupils make accelerated progress/are working at greater depth in line with targeted outcomes.	Attendance records  Monitoring of attendance by PP pupils  Tracking  Book Scrutiny

Breakfast Club/After School Clubs	£7000 (£6000 revenue)	Breakfast Club/After School Clubs offered at subsidised rate to all pupils and free of charge for targeted pupils.	FSM eligibility is not reliable indicator of deprivation/need therefore universal subsidy offered to maximise engagement	See above	Attendance records Monitoring of attendance by PP pupils Attendance and punctuality data
School Uniform Voucher Scheme	£3000	£50 voucher offered to all pupils registering for FSM	Parents incentivised to sign up for FSM Barriers to learning due to clothing equipment removed	PP allocation maximised. Children have appropriate clothing and equipment	% of sign up by eligible parents
Attendance Rewards (See above)	£750	See above	See above	See above	See above
Free Milk – FSM pupils	£1000	FSM pupils in KS1 and KS2 offered free milk	Barriers to learning arising from undernourishment reduced.	PP children make good progress in lesson and over time	Attendance and progress data – see above.
Total budgeted cost – Other Approaches					<b>£16750</b>
Income (Breakfast Club/After School Clubs)					-£6000
<b>Total Planned Pupil Premium Spend</b>					<b>£191506</b>