



Together...

Believing, Achieving, Succeeding.

## Pupil premium strategy statement: 2018-19

At Reculver C.E Primary School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We are determined to ensure that all of our children are given every chance to reach their full potential.

Pupil Premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect in order to fulfil this goal.

1. Summary information					
<b>School</b>	Reculver Church of England Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£119,920	<b>Date of most recent PP Review</b>	March 2018
<b>Total number of pupils</b>	455	<b>Number of pupils eligible for PP</b>	92	<b>Date for next internal review of this strategy</b>	March 2019

### What is Pupil Premium?

In 2011/2012 the Government launched the Pupil Premium funding allocation to schools.

The Pupil Premium is funding in addition to the schools budget and is based on the number of pupils eligible for free school meals (FSM) and all children who have been eligible for FSM within the last six years, Looked After Children (LAC) and for those children whose parents are currently in the Armed Forces. The goal is that we are *“consistently improving the outcomes, especially for disadvantaged pupils” (Ofsted).*

The DfE have stated that schools have the freedom to decide how to use this funding as they see fit based upon their knowledge of individual pupils needs and that all pupils are taught to a good standard.

*“Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”*

*Source: DfE website.*

The Senior Leadership Team, Governors, Pupil Premium champion and all members of the teaching staff monitor the attainment and progress of children very carefully. ALL children's progress is discussed at termly pupil progress meetings and where additional support is deemed necessary, Pupil Premium funding is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment and progress in English and Maths as well as pupil well-being, but Reculver Primary School recognises the need to provide a varied and stimulating curriculum which we do through our INSPIRE curriculum and enrichment activities.

Our teachers are accountable for pupils' attainment, progress and outcomes. (Teacher Standards).

We have embedded a robust monitoring system based on termly tracking, classroom based monitoring and pupil progress meetings to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

We have high expectations of our teachers and provide them with a good programme of professional development opportunities to constantly improve their practice.

Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium. The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning.

### Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation. The Local Authority can use pupils' postcodes to rank the 456 Kent primary schools in terms of IMD. Reculver Church of England Primary School is ranked 275 out of 456 schools (May 2018) with 1 being the most deprived.

Our School Development Plan aims to ensure that:

- The percentage of children that reach ARE in Reading, Writing, GPS and Maths combined is in line with or exceeds the national average
- Groups/ pupils at risk of under achievement are identified quickly and addressed through initiatives such as Achievement for all (AFA) and PIXL in order to close any gap
- 100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.

<b>Current attainment</b>				
<b>Attainment for: 2017-2018 Year 6</b>	<i>Pupils eligible for PP (16/17)</i>	<i>Pupils eligible for PP (17/18)</i>	<i>All (16/17)</i>	<i>All(17/18)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	<b>43%</b>	<b>58%</b>	<b>61%</b>	<b>88%</b>
<b>% achieving expected standard or above in reading</b>	<b>62%</b>	<b>67%</b>	<b>71%</b>	<b>92%</b>
<b>% achieving expected standard or above in writing</b>	<b>62%</b>	<b>67%</b>	<b>76%</b>	<b>90%</b>
<b>% achieving expected standard or above in maths</b>	<b>62%</b>	<b>83%</b>	<b>82%</b>	<b>94%</b>

<b>Early Years reception and disadvantaged attainment</b>				
<b>% Good Level of Development</b>	<b>50%</b>	<b>50%</b>	<b>69%</b>	<b>67%</b>
<b>% Exceeding or Expected Reading Goals</b>	<b>67%</b>	<b>75%</b>	<b>73%</b>	<b>68%</b>
<b>% Exceeding or Expected Writing Goals</b>	<b>67%</b>	<b>63%</b>	<b>65%</b>	<b>67%</b>
<b>% Exceeding or Expected Mathematics Goals</b>	<b>89%</b>	<b>75%</b>	<b>85%</b>	<b>72%</b>
<b>Current Attainment (Baseline Data) for Year 6 pupils</b>				
<b>% achieving expected standard or above in reading, writing and maths</b>	<b>80%</b>			
<b>% achieving expected standard or above in reading</b>	<b>83%</b>			
<b>% achieving expected standard or above in writing</b>	<b>83%</b>			
<b>% achieving expected standard or above in maths</b>	<b>87%</b>			

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

<b>A.</b>	Communication and language skills and Early literacy in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B</b>	Attainment on entry in EYFS is significantly lower than nationally expected, and varies between feeder nurseries
<b>C</b>	Children with poor SEMH. This slows progress and attainment in all subject areas.
<b>D</b>	Mobility - High number of children, especially with additional SEN needs moving in year to the school
<b>E</b>	SEND – High percentage of children will SEN/D who are Pupil Premium eligible

### External barriers

<b>F</b>	Children have limited home experiences and resources (e.g. books) or have financial restraints leading to non-participation.
<b>G</b>	Attendance rates for pupils eligible for PP are below the target for all children (96%) This reduces their school hours and causes them to fall behind on average
<b>H</b>	Poor parental engagement and high level of need for Early Help referrals.

I	Lows level of aspiration and resilience amongst children and parents	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved communication and language skills and Early literacy skills for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of reception so that most make age related expectations in communication and language, reading and writing.
<b>B.</b>	Nursery Feeders School to maintain support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.	Attainment on entry in EYFS will have shown an improvement thereby bringing the school in line with national expectations. Nursery staff will have been offered opportunities to observe Quality First Teaching in school and applied appropriate strategies within their own setting. This will in turn upskilled nursery staff and impact positively on the baseline assessments. EYFS staff will visit the local nurseries as part of the transition to school discuss families with the focus for PP children within the nursery.
<b>C.</b>	Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children will have improved SEMH, allowing them to make progress in line with their peers. Input from STLS and training sessions will improve staff knowledge and application of strategies. The Boxall Profile will be completed for the PP children and will demonstrate an improved mind-set for self-learning. Zones of Regulation will be embedded as a supportive strategy to help children self-regulate their emotions and overcome issues across the school. Staff will record behaviour concerns on MyConcern and these will be tracked and analysed throughout the year. The behaviour entries on MyConcern will reduce to show the impact of using the Zones of Regulation.
<b>D.</b>	To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.	Questionnaire to be completed which will provide a specific historically accurate picture of the children and their education thus far. Transition Policy to be followed and assessments arrangements to be completed on entry to the school. Teachers will meet with new parents a few weeks after their start date to inform of initial settling period and discuss any additional support that may be required.
<b>E.</b>	Improved progress for all children with SEND who are also eligible for pupil premium	All children with SEND who are also eligible for pupil premium make rapid progress and a greater proportion of these children meet age related expectations.
<b>F.</b>	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths Accelerated rates of progress across KS 1 and 2 for all pupils eligible for pupil premium including high attaining pupils eligible for pupil premium.	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, which will then impact positively in writing and maths, therefore diminishing the difference by the end of Key Stage 2 Pupils eligible for pupil premium make as much progress as other pupils across Key Stage 2 in maths, reading and writing. Measured in year 1 ,2 ,3, 4, 5 and 6 by teacher assessments and successful in-school moderation practices, as well as moderations across the coastal alliance.
<b>G.</b>	Pupils eligible for PP will have the same participation rates as all pupils for activities provided in school	Equal participation in residential trips, events, activities and extra-curricular activities.

<b>H.</b>	Improved attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 3% or below. Overall PP attendance improves from 95.2 to 97%+ to bring them in line with ALL pupils.
<b>I.</b>	Improved parental engagement and as a result the amount of support children receive at home and the participation in school events, especially sporting, increases.	Parents will have increased participation within their child's learning journey. Children will receive increased support at home. There will be an increase in the number of PP children participating in clubs, particularly sports clubs as evidenced by the PE leader.
<b>J.</b>	An increased level of aspiration as a result of engagement of parents in structured conversations. Resilience develops in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.	Parents will be more empowered leading to pupils having increased aspiration, leading to improved progress and attainment. To implement the education philosophy of growth mind set throughout the school, with particular focus on PP children.

**4. Planned expenditure to improve classroom pedagogy, provide targeted support and support whole school strategies.**

**Academic year**

**2018/19**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead When will you review implementation?</b>	<b>Cost Implication</b>
A. Improved communication and language skills and Early literacy skills for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	Additional 1:1 RW/Inc  Additional 1:1 reading  Use 2BAP to set additional tracking of next steps.  PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties  Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities	The children start school with such low literacy skills and we want to support them to succeed by providing intense, individualised 1:1 phonic and reading sessions.  COeL focus on how children learn and when adults know how children learn they can plan for their next steps and challenge thinking by asking probing questions.  Research suggests that outdoor learning promotes language skills and writing.	Training schedule for Teaching Assistants  Training sessions evaluated for impact on future practice  Teacher to attend relevant courses and cascade ideas to the team  Linked to staff appraisal	DHT/EYFS Phase Leader  Termly reading and writing DATA  Mid-year appraisal reviews  ELG/GLD T6	£2000 Additional TA support in RWI  2BAP £400  £ 4484 £ 4270 Additional teachers 1 morning per week to complete Language Link/SpeechLink screening and carry

					out S&L interventions
B Nursery Feeders- School to offer and provide support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.	Nursery staff from BDN and other local nurseries to be given the opportunity to observe structured teacher directed activities, particularly phonics and early writing led by the EYFS staff.	Children are starting school without the foundations for learning and there are evident inconsistencies between skills evident in children from differing feeder nurseries. By enabling nursery staff to see the expectations of the Reception class teacher, groundwork can be done at nursery stage by nursery staff.	EYFS Phase Leader to arrange opportunities for new staff and existing staff to come and visit the school during terms 3 and 5, to observe good practice and share ideas. EYFS Phase Leader to plan opportunities to moderate end of year judgements with the nursery to improve knowledge of children prior to transition to school and to offer advice on next steps for individual children.	DHT/EYFS staff SENcO	
C Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Class Dojo behaviour and rewards system to be used to reinforce positive behaviour.  Sports coaches to facilitate appropriate games and activities during break times and lunch times.  Chill out club.  Money used to support the enrichment of children's learning e.g.: school trips.  Providing uniform  Play leaders/sports crew to support children during break and lunch times.	Positive learning behaviour leads to increased well-being, progress and attainment.  Class Dojo behaviour rewards system to continue to promote positive behaviour.  Play leaders and sports crew enable a more structured break and lunch time to reduce any incidents.	Monitoring the effectiveness of strategies through documentation and lesson observations.  Ensure staff and pupils are fully aware of the behaviour policy. Monitor.  Coastal alliance moderations and meetings support the consistency of teaching and assessment across the trust.  Club registers will be monitored to ensure that PP children are attending where appropriate	HT/DH SLT FLO CTs SENcO SLT  T5/6	Sports coaches £4885 + £4885  Chill out club £2452  Providing uniform and trip expenditure £2800

D To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.	HT/DHT and admissions staff to formulate an entrance form for new starters in year.	All staff aware of the needs of new starters and children will be quickly targeted with effective support so that their learning does not dip during transition. Staff will build a relationship with the new parents at an early stage of their transition	Admissions manager to liaise with class teachers in order to evaluate effectiveness of new system.	KN AC and phase leaders HT/DHT	
E Pupils eligible for PP will have the same participation rates as all pupils to activities	Funding to be allocated to subsidise trips in the school year.	Funding will support low income families to ensure their children can take part in enrichment opportunities.	Review of trips and how their successes engage the children in class.	SC, AC and phase leaders	Trip expenditure £2800
F Improved attendance rates for pupils eligible for PP	Incentives to gain higher percentages of attendance.  Attendance Ted  Certificates and rewards.  Attendance raffle and termly badges awarded	Children with high attendances will be rewarded for the efforts. Those with lower attendances will be given incentives to increase this.	Action plan created at the end of the year by the attendance officer to gauge the success of what has been put in place	Attendance officer HT DHT FLO PP leader.	£250 rewards budget
G Improved parental engagement. Increasing the amount of support children receive at home and the participation in school events, especially sporting	Parent workshops  Open afternoons  AFA  Sporting competitions	An increased level of events to support parental engagement will endeavour to break down barriers they may have towards schools.	Parental feedback Subject leader reports. AFA review	HT DHT SLT CTs PE leader PP leader Subject leaders	
H An increased level of aspiration as a result of engagement of parents in structured conversations. To develop resilience in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.	AFA  Coaching model used by staff  On site school councillor/wellbeing manager.	Structured conversation/coaching tools strive to develop resilience within children and parents.  Parents will know how they can make a difference to their child's learning and be better equipped to support them more effectively at home.	Parental feedback Subject leader reports. AFA end of year review and evaluation carried out by Phase Leaders and School Champion. AFA Focus Parent Group	HT DHT SLT CTs PE leader PP leader Subject leaders	

**ii. Targeted support 2018/2019**

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?	Cost Implication
<p>To improve the standards of language, communication and literacy skills in reception.</p> <p>September 2018 Baseline DATA attainment on entry</p> <p>Baseline CLL 75% (all 76%) Baseline LIT 50 % (all 52%) Baseline on track for GLD 50% (all 46%)</p>	<p>Additional 1:1 RWInc</p> <p>Additional 1:1 reading</p> <p>Staff training to create greater focus on tracking next steps</p> <p>Engage with parents to give them ideas of how to support their child to meet the expectations of the GLD at the end of EYFS</p> <p>PP children to be screened using Language Link and Speech Link in order to identify any specific speech and language difficulties</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities</p> <p>Maintain the focus on COeL, train and support new staff to embed further into teaching practice.</p>	<p>Daily practice of literacy skills in addition to the whole class/small group will have an impact on the development of early reading and writing skills</p> <p>Adult interactions are key to improving outcomes for learning and supporting children to achieve their next steps in learning.</p> <p>COeL focus on how children learn and when adults know how children learn they can plan for their next steps and challenge thinking by asking probing questions.</p> <p>Research suggests that outdoor learning promotes language skills and writing.</p>	<p>Class provision maps</p> <p>Intervention records</p> <p>Language Link and Speech Link records together with evidence of the interventions that are completed</p> <p>EYS staff to attend the Coastal Alliance groups meetings and work with other schools in the alliance who are also focussing on outdoor environments and early writing skills</p> <p>Teacher to attend relevant courses and cascade ideas to the team</p> <p>Linked to staff appraisal and the Inclusion Hub group</p>	<p>DHT/EYFS Phase Leader Termly reading and writing DATA</p> <p>Mid-year appraisal reviews</p> <p>ELG/GLD T6</p>	<p>£2000 Additional TA support in RWI</p> <p>2BAP £400</p> <p>£ 4484 £ 4270 Additional teachers to complete Language Link/SpeechLink screening and carry out S&amp;L interventions</p>

<p>Improved attainment in reading</p> <p>The % of children that reach ARE in <b>Reading</b>, Writing, GPS and Maths combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>PIXL intervention for years 2, 5 and 6</p> <p>Busters Book club</p> <p>Accelerated reader</p> <p>Star assessment</p> <p>Morning and after school interventions taking place across the school</p> <p>"Pure age class" in year 5</p>	<p>Through a range of courses and meetings with other professionals, we have selected a range of resources which have been effective in other schools. Resources such as PIXL and accelerated reader have been used before by those in our costal alliance and academy trust.</p>	<ul style="list-style-type: none"> <li>• Courses selected using evidence of effectiveness.</li> <li>• Using Inset days and staff meetings</li> <li>• Feedback embedded in feedback/ marking policy</li> <li>• Lesson monitoring</li> <li>• Parental feed back</li> <li>• Coastal alliance moderations and meetings support the constancy of our teaching in our cooperative trust.</li> </ul>	<p>HT/DH</p> <p>SLT</p> <p>PP leader</p> <p>PIXL leader</p> <p>RWI Leader</p> <p>English Subject leader</p> <p>T5/6</p>	<p>PIXL annual cost £2500</p> <p>Early Morning Intervention costs £12,500 p/a</p> <p>Buster's Book Club - £250</p> <p>Year 5 teacher £45,679</p>
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<p>Improved attainment in maths</p> <p>The % of children that reach ARE in Reading, Writing, GPS and <b>Maths</b> combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>PIXL intervention for years 5 and 6</p> <p>Morning and after school interventions taking place across the school</p> <p>Achievement for All package – structured conversation with parents and children.</p>	<p>Through a range of courses and meetings with other professionals, we have selected a range of resources which have been effective in other schools. Resources such as PIXL and Mathletics have been used before by those in out costal alliance and academy trust.</p> <p>Mathletics and AFA are used to also bridge the gap in parental engagement with the child’s learning.</p>	<ul style="list-style-type: none"> <li>• Courses selected using evidence of effectiveness.</li> <li>• Using Inset days and staff meetings</li> <li>• Feedback embedded in feedback/ marking policy</li> <li>• Lesson monitoring</li> <li>• Parental feed back</li> <li>• Coastal alliance moderations and meetings support the constancy of our teaching in our cooperative trust.</li> </ul>	<p>HT/DH SLT PP leader Maths Subject leader T5/6</p>	<p>Pixl intervention £2500 and additional adult support for implementation £13,426</p> <p>Mathletics subscription and after school Mathletics club targeting PP eligible children £3000</p> <p>Secondary trained maths tutor to target most able year 6 group - £2877</p>
<p>Improved SEMH</p>	<p>On site counselling services for children</p> <p>Provision of 1:1 pastoral support by the FLO for parents and families so that individual pupils develop socially, emotionally and academically.</p> <p>Achievement for All package – structured conversation with parents and children.</p>	<p>Positive learning behaviour leads to increased well-being, progress and attainment.</p> <p>Work previously carried out by the FLO has supported the behaviour on various children throughout the school – as of this year, the FLOs expanded role aims to further that success.</p> <p>AFA project not only targets attainment but also SEMH – engaging with the parents on such a level can be used to support behaviour.</p>	<ul style="list-style-type: none"> <li>• Monitoring the effectiveness of strategies through documentation and lesson observations.</li> <li>• Ensure staff and pupils are fully aware of the behaviour policy. Monitor.</li> <li>• Parental feed back</li> <li>• Coastal alliance moderations and meetings support the constancy of our teaching in our cooperative trust.</li> </ul>	<p>HT/DH SLT FLO CTs SENCo SLT T5/6</p>	<p>Wellbeing manager £19210</p>
					<p>Trips, Residential and other expenditure £2800</p>

## 5. Review of expenditure

Previous Academic Year 2017/2018

Budget £134,360

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved communication and language skills and Early literacy skills for PP pupils, leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	<p>Additional 1:1 RWInc</p> <p>Additional 1:1 reading</p> <p>Staff training focused on tracking next steps.</p> <p>Develop the new outdoor area, purchase new equipment to promote language skills and writing opportunities</p> <p>Engage with parents to give them ideas of how to support their child to meet the expectations of the GLD at the end of EYFS</p>	Improved early literacy skills.	<p>The percentages for PP children have increased from the baseline but the percentages of all pupils have risen more. The difference has widened and is now 44% diff CLL, 33% diff LIT and GLD. The children in this group are still very immature and although they reached 40-60S by the end of the summer term they will need further support and intervention in Year 1 so that they make accelerated progress.</p> <p>The outdoor areas was fully resourced and operational from term 4 and will now need to be built upon to show greater opportunities for children to develop their communication and language skills.</p> <p>Baseline CLL 0% (all 34%) Baseline LIT 13% (all 28%) Baseline on track for GLD 0% (all 13%)</p> <p>End of year CLL 33% (all 74 %) End of year LIT 33 % (all 66%)</p>	<p>£2000</p> <p>Additional TA support in RWI</p> <p>£5000 AFA project</p>
Nursery Feeders-School to offer and provide support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.	Nursery staff from BDN to be given the opportunity to observed structured teacher directed activities, particularly phonics and early writing led by the EYFS staff.	To improve the baseline for school starters.	<p>Local nursery has now achieved a Good judgement from their most recent Ofsted inspection.</p> <p>The school will continue to offer the opportunity to observe phonic sessions and to share resources.</p> <p>Next year it would be useful to model how we use the Russian Approach to support the early stages of writing.</p>	

Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	New behaviour and rewards system.  Pass survey	Positive learning behaviour leads to increased well-being, progress and attainment.	The new behaviour and rewards system has been a great success. Not only do we now have a concrete way to record behaviour issues electronically but also we now have an engaging and interactive way to reward positive behaviours. This will continue to evolve throughout the next academic year.  Pass survey was completed but proved difficult to analyse so will not be used again next year.	Behaviour and rewards £1650
To provide a positive and successful transition between schools to ensure that the learning environment and strategies used meet their needs immediately as they start.	HT/DHT and admissions staff to formulate an entrance form for new starters in year.	The staff are made aware of the needs of new starters prior to their first day and can plan effectively to ensure that learning continues without any regression. Pupils settle well into school.	Effective system in place to continue	
Pupils eligible for PP will have the same participation rates as all pupils to activities	Funding to be allocated to subsidise trips in the school year.	Trips and enrichment activities are subsidised for low income families to ensure that no child misses a trip or enrichment activity	Parents and families continue to require this. Trip letters will be worded appropriately to make sure that our PP families are aware of this support. The school now use ParentPay to take payments for trips so this make it very easy to identify families who have not make sufficient payments and teachers/staff can follow this up as needed.	£4000
Improved attendance rates for pupils eligible for PP	Incentives to gain higher percentages of attendance.  Attendance Ted  Certificates and rewards.  Attendance raffle and termly badges awarded	Improved attendance	Attendance has been rigorously monitored this year. Hard to reach parents are beginning to engage with the school and this is an essential element to ensuring successful learning for their children. Initiative to continue next academic year.	£5000 AFA

<p>Improved parental engagement. Increasing the amount of support children receive at home and the participation in school events, especially sporting</p>	<p>Parent workshops Open afternoons AFA Sporting competitions</p>	<p>An increased level of events to support parental engagement will endeavour to break down barriers they may have towards schools.</p>	<p>Our second round of meetings should show an improved attendance from parents. SLT and Office staff have systems in place for those hard to reach children.</p> <p>Parent meeting with AFA parents to explore the successes and improvements for next year.</p> <p>Parental registers to be collated with the % of PP parents attendance detailed.</p> <p>Looking forward, aim to put a maths evening in to allow parents to gain insight into the methods and manipulatives we use.</p>	<p>£5000 AFA £300 pupil premium.</p>
<p>An increased level of aspiration as a result of engagement of parents in structured conversations. To develop resilience in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.</p>	<p>AFA Coaching model used by staff On site school councillor/wellbeing manager.</p>	<p>Increased parental engagement leading to increased support for children that builds their resilience to learning challenges</p>	<p>All parents are now engaging with teachers as part of this initiative and they are more open to taking on strategies suggested by the teachers. This needs to continue into the future.</p>	<p>£5000 AFA – coach training for structured conversations</p>
<p><b>ii Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></p>

<p>Improved attainment in reading</p> <p>The % of children that reach ARE in <b>Reading</b>, Writing, GPS and Maths combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>PIXL intervention for years 5 and 6</p> <p>Busters Book club</p> <p>Morning and after school interventions taking place across the school</p> <p>Additional teacher to implement a reading recovery style intervention.</p> <p>Achievement for All package – structured conversation with parents and children.</p> <p>Maintain pure age classes in years 5/6</p> <p>Maintain pure age classes in years 1/2</p>	<p>Improved attainment in reading</p>	<p>PIXL – highly effective approach that focuses on really specific areas of learning</p> <p>Busters Book Club has raised the profile of reading and provided incentives for the children. Continue with this approach</p> <p>Reading recovery adult has been successful with all children in the reading group</p> <p>Pure age groups to be maintained wherever possible</p> <p>PIXL to be introduced and used in Year 2 next year</p>	<p>PIXL annual cost £2500</p> <p>Early Morning Intervention costs £12,500 p/a</p> <p>AFA package £5000 p/a</p> <p>Reading Recovery adult £15,814</p> <p>Buster’s Book Club - £250</p> <p>Year 2 teacher £42,508</p> <p>Year 5 teacher £45,221</p>
<p>Improved attainment in maths</p> <p>The % of children that reach ARE in Reading, Writing, GPS and <b>Maths</b> combined is in line with or exceeds the national average</p> <p>100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress.</p>	<p>PIXL intervention for years 5 and 6</p> <p>Morning and after school interventions taking place across the school</p> <p>Achievement for All package – structured conversation with parents and children.</p>	<p>Improved attainment in maths</p>	<p>PIXL – highly effective approach that focuses on really specific areas of learning</p> <p>Mathletics</p> <p>Mathletics club to continue</p> <p>PIXL to be introduced and used in Year 2 next year</p>	<p>Pixl intervention £2500 and additional adult support for implementation £13,426</p> <p>Mathletics subscription and after school Mathletics club targeting PP eligible children £3000</p> <p>Secondary trained maths tutor to target most able year 6 group - £2877</p>

Improved SEMH	<p>On site counselling services for children</p> <p>Provision of 1:1 pastoral support by the FLO for parents and families so that individual pupils develop socially, emotionally and academically.</p> <p>Achievement for All package – structured conversation with parents and children.</p>	Enable positive learning behaviours	Essential to promote positive well being of individuals and therefore enable effective learning.	Wellbeing manager £19210

**6. Additional detail**