

# Pupil Premium Strategy Statement - Sylvester Primary Academy

1. Summary information					
School	Sylvester Primary Academy				
Academic Year	2019/20	Total PP budget	£154,700 + £2416.80 (EYFS)	Date of most recent PP Review	n/a
Total number of pupils		Number of pupils eligible for PP	112 + 8 (nursery)	Date for next internal review of this strategy	July 2020

2. Current attainment - End of Key Stage 2				
	<i>All pupils School</i>	<i>Pupils eligible for PP School</i>	<i>Pupils not eligible for PP School</i>	<i>All pupils National</i>
% achieving in reading, writing and maths				
Progress in reading				
Progress in writing				
Progress in maths				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
	Percentage gap between Pupil Premium and non-Pupil Premium pupils achieving expected standard in the phonics screening test.
<b>A.</b>	Attainment & Progress of Pupil Premium pupils across KS2 (in reading, writing and mathematics).
<b>C.</b>	High ability pupils who are eligible for Pupil Premium are making less progress in their overall attainment than other high ability pupils who are not eligible for Pupil Premium.
<b>D.</b>	The behaviour of small groups of Pupil Premium pupils is having a negative effect on their academic progress and that of their peers.
<b>E.</b>	Outcomes of Pupil Premium pupils at the end of Early Years Foundation Stage at the expected standard.
<b>F.</b>	Identification of all children who are eligible for Pupil Premium funding (particularly in EYFS and KS1).
<b>External barriers</b>	
<b>G.</b>	Speech and communication
<b>H.</b>	Low aspirations/ low expectations
<b>I.</b>	Emotional, social and mental health needs which are impacting upon behavioural needs

<b>J.</b>	Poverty (including narrow experiences of life outside school)	
<b>K.</b>	Attitudes towards attendance and punctuality (particularly P.P. eligible families)	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils, in particular Pupil Premium pupils, are achieving the expected standard in phonics by the end of Year 1 and at least by the end of KS1.	To be inline or above national figures.
<b>B.</b>	The gap has significantly diminished between Pupil Premium and Non-Pupil Premium pupils in ALL year groups at the expected standard. The gap between Pupil Premium pupils and others nationally has diminished by the end of KS1 and KS2.	To be inline or above national figures. For in house data, the gap between PP and non-PP pupils has diminished.
<b>C.</b>	More able Pupil Premium eligible children are making good or better progress between EYFS and KS1 and KS1 and the end of KS2.	Outcomes are inline or above national figures.
<b>D, I &amp; J.</b>	Mental health, social and emotional and poverty needs of vulnerable pupils are identified and supported therefore having a positive impact on pupil's behaviour for learning and learning outcomes.	Fewer behaviour incidents recorded for these pupils and an improvement in their overall attitude to towards their behaviour and their behaviour for learning.
<b>E.</b>	The gap has diminished between Pupil Premium and Non-Pupil Premium at the end of EYFS.	Outcomes are inline or above national figures.
<b>F.</b>	All Pupil Premium eligible children across school have been identified and are in receipt of P.P. funding. Parents in EYFS and KS1 in particular are aware of funding and have applied if eligible.	The gap between P.P. and non-P.P. children has reduced.
<b>G.</b>	Pupil Premium children with speech and communication difficulties are receiving necessary interventions and making good or better progress towards national expectations for their age.	Children with speech and language difficulties are being supported and making progress towards being able to access the curriculum for their age.
<b>H.</b>	Low aspirations and expectations are addressed through the schools PSHE curriculum, through sessions with the learning mentor and on a daily basis. All children have high aspirations and ambitions for their futures. All children have a positive attitude towards learning and a desire to achieve their best.	Outcomes of all pupils are inline or above national expectations.
<b>K.</b>	Attendance and punctuality of Pupil Premium pupils has improved compared to Non-Pupil Premium pupils and others nationally. The most vulnerable children in each class targeted using specific interventions.	Reduce the number of persistent absentees amongst pupils eligible for Pupil Premium and increase the overall percentage for attendance of Pupil Premium pupils across school enabling them better life changes and an increase in their attainment.

## 5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Assessment tracking to improve outcomes for high attaining PP pupils in all year groups with a focus on end of Key Stage attainment and progress.</b></p>	<p>SLT to review the current format of Pupil Premium trackers, frequency of completion and plan in directed time for these to be completed by teachers.</p> <p>Following review, Pupil Premium lead to amend as necessary and produce tracking sheets for each class to be completed and updated following assessment periods.</p> <p>Teachers will plan bespoke small group interventions and learning strategies for all disadvantaged pupils.</p> <p>Decision made by SLT as to whether any additional 'mini assessments', and what form these may take, will be made between formal assessment periods.</p> <p>PP data will also be recorded on the whole class data tracking.</p>	<p>Schools need to collate pupil data to monitor attainment and progress to track overall achievement.</p>	<p>Tracking sheets will be updated and saved on the staff shared drive following assessment periods. They will be reviewed by the Pupil Premium lead and can be accessed by the HT (assessment lead) and SLT.</p> <p>Bespoke interventions and learning strategies will be reviewed following assessment.</p> <p>Tracking and outcomes will form part of Pupil Progress mid-year and end-of-year reviews.</p>	<p>Pupil Premium Lead</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>

<p><b>Raise attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups. Ensure attainment and progress is in line or above National at the end of KS1 and KS2.</b></p> <p><b>Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.</b></p>	<p>PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group to be identified and communicated to class teachers.</p> <p>PP children at risk of not making good or better progress in reading, writing and mathematics in each year group to be identified and communicated to class teachers.</p> <p>These children will then be targeted in class through high quality 'first teaching' and with bespoke interventions planned by the class teacher. SEND interventions to be put in place as necessary.</p> <p>Children in the above groups should be closely monitored and decisions made as to whether monitoring, in addition to formal assessment periods, is needed for key children.</p> <p>A review of the new behaviour system to take place and necessary amendments to be made; particularly in terms of sanctions and support.</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Programmes involving teaching assistants can have a valuable impact. Where tuition is delivered by teaching assistants, there is evidence that training and the use of a structured programme is beneficial. Education Endowment Foundation.</i></p>	<p>Ensure the quality of teaching and learning and management of behaviour enables children of all abilities to make good progress through termly assessment and regular reviews of the provision (performance management observations, learning walks, book scrutiny and assessment-data).</p> <p>School is inline or above national at the end of KS2 in reading, writing and mathematics. Children making good or better progress.</p> <p>The gap between PP children and others (in school and nationally) at the end of <b>KS1</b> and <b>KS2</b> has diminished.</p> <p><b>'In-house' data for Y1, Y3, Y4 and Y5 shows good progress for PP children and that the gap between PP children and others is diminishing.</b></p> <p>Performance management observations show good or better teaching and outcomes.</p>	<p>HT</p> <p>DHT</p> <p>PP Lead</p> <p>Performance management appraisers</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>
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	<p>DHT to manage whole school behaviour, and to devise strategies alongside class teachers and the learning mentor, to support vulnerable children and families in challenging behavioural issues.</p> <p>Alternative strategies for managing and improving the behaviour of individuals to be devised for those children whom the school behaviour system is not appropriate.</p> <p>Learning mentor L2 to work with individuals on self-regulation and meta-cognition.</p>				
<p><b>Diminish the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.</b></p>	<p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.</p> <p>Interventions to be taught by teachers and teaching assistants in same ability groups (30 minutes daily).</p> <p>All teaching assistants and teachers who provide phonics interventions to receive additional training, as necessary, in house or external. This need should be</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as</i></p>	<p>Groups to be assessed on a regular basis to monitor progress. Groups will be changed as necessary and additional interventions employed as and when required.</p> <p>Interventions will be planned by the class teacher using a structured programme (Read Write Inc) and regularly assessed and groups reviewed.</p> <p>All pupils to be tracked and reassessed approximately every 6 weeks to ensure the bespoke phonics curriculum is targeted at the appropriate level for individuals.</p>	<p>Rebecca Tomlinson</p> <p>Plus: KS1 teachers</p>	<p>Following each intervention assessment period and after the outcomes of the Year 1 Phonics screenings are available.</p> <p>Final review: July 2020</p>

	<p>determined by the EYFS/KS1 lead through informal/formal observations, assessment-data and on request from staff.</p> <p>Year 2 teacher to receive phonics support.</p> <p>Additional small group work provided by a teaching assistant; small group precision teaching.</p> <p>Lunch time and after school booster sessions to take place to target children at risk of not achieving the phonics screening standard.</p>	<p><i>they begin to read.</i> <b>Education Endowment Foundation</b></p>			
<b>Total budgeted cost</b>					<b>TBC</b>
<b>ii. EYFS Pupil Premium Support</b>					
<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</b>	<b>When will you review implementation?</b>
<b>Diminish the gap between Pupil Premium and non-pupil premium children by the end of EYFS.</b>	EYFS parents made aware of Pupil Premium funding and thresholds for eligibility. Parents encouraged to complete an application for funding.	<i>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. Once early years</i>	<p>All Pupil Premium eligible children identified and in receipt of funding.</p> <p>Baseline assessment reviewed by EFYS lead to prioritise areas for development and plan bespoke interventions.</p>	EYFS lead	<p>Ongoing assessments will be carried out.</p> <p>More formal assessments will take place following each programme of</p>

<p><b>Vulnerable children being supported via highly targeted intervention from Learning Mentor (Level 2).</b></p>	<p>Complete accurate baseline assessments for all pupils and identify target children.</p> <p>Identify key areas for development from baseline.</p> <p>Part-fund new, high-quality outdoor equipment to enhance the EYFS outdoor provision in order to support PP pupils (all abilities).</p> <p><b>INTERVENTIONS</b></p> <p>Interventions to be carried out in Reception for target children in reading (Read Write Inc - CTA) and mathematics (recognising number - class teacher).</p> <p>Learning Mentor Level 2 to research nurture programmes to target metacognitive, self-regulation, attention and self-control for a small group of PP children. LM to liaise with EYFS lead.</p> <p>EYFS lead to organise structured stay and play sessions and parent workshops.</p>	<p><i>provision is in place, efforts to improve the quality of provision, for example by training staff, appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.</i> <b>Education Endowment Foundation</b></p>	<p>Progress of PP children to be tracked using PP Tracker as well as using the 'Tapestry' on an ongoing basis.</p> <p>Intervention record sheets will be kept by CTAs.</p> <p>Children targeted for interventions from NFER baseline (pilot) are making progress.</p> <p>Child-led planning.</p> <p>Ongoing dialogue between EYFS lead and EYFS staff team.</p> <p>Record of parental attendance at Stay and Play.</p> <p>Weekly attendance updates from Learning Mentor Level 1.</p> <p>Attendance target 96+%. Attendance of persistently absent children has improved.</p>		<p>intervention.</p> <p>Final review: July 2020</p>
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<p><b>Attendance and punctuality support from Learning Mentor (Level 1)</b></p>	<p><b>ATTENDANCE</b> Target school attendance to encourage good attendance habits and attitudes. EYFS lead to liaise with Learning Mentor Level 1 and parents. School attendance prize termly for children achieving 97+% attendance.</p> <p>Early identification of persistently absent children by EYFS lead and LM1. Interventions put in place to support parents.</p>				
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<b>Total budgeted cost</b>					<b>TBC</b>
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**iii. Targeted support**

<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</b>	<b>When will you review implementation?</b>
<p><b>Raise attainment and progress in Reading, Writing and Mathematics; diminishing the gap between PP and non-PP children.</b></p> <p><b>Ensure targeted pupils achieve age-related expectations in Reading, Writing and Mathematics.</b></p>	<p><b>READING</b> Following positive feedback from the use of 'Reading Eggspress' in KS2 during 2018/19, this will continue to be part-funded through PP budget. Timetables to be produced for all KS2 classes to regularly access the online programme.</p> <p>Ensure 'Reading Eggspress' is being utilised as fully as possible at home. Provide</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p> <p><i>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Groups of two or three have been equally or even more effective</i></p>	<p>School inline or above national at end of KS2 in Reading, Writing and Mathematics.</p> <p>The gap between pupil premium eligible and others nationally is closing quickly.</p> <p>Children are making expected or better progress from their starting points.</p> <p>There will be assessment before</p>	<p>Year 6 teacher</p>	<p>Assessment data of targeted children will be monitored to ensure that progress is made after intervention period (December 2019, March 2020 and July 2020).</p> <p>Monitoring will also be conducted through book scrutiny, learning walks and professional</p>



<p><b>Ensure targeted more able pupils achieve greater depth/high scores in Reading, Writing and Mathematics.</b></p>	<p>opportunities for children who may not be able to access the programme at home, to do so in school.</p> <p>Promote reading through a reading-based club.</p> <p>Literacy Lead to continue to assess the success of the online programme.</p> <p>Daily, dedicated reading sessions for all KS1 and KS2 classes. Year 2 to Year 6 to begin using 'Literacy Leaves' whole class, guided reading programme from September 2019.</p> <p>Additional Tuition/Booster Classes in Year 5 and 6 to take place as necessary to achieve the EXP and GD standards.</p> <p>Reading booster sessions to be provided for all children in Year 6 during school time. Additional teacher support for small groups to take place from Jan/Feb for target children at risk of not making good or better progress or meeting the national standard.</p> <p><b>MATHEMATICS</b> Mathematics tuition to take place in Y6 for small groups (twos or threes) of children</p>	<p><i>compared to one to one. Groups not exceeding 6 have been successful.</i> <b>Education Endowment Foundation.</b></p> <p>These approaches can also be used to enable more able pupils to achieve 'greater depth'.</p> <p>Over the past 5 years, one-to-two and one-to-three tuition taught by teachers at Sylvester has consistently accelerated the progress and attainment of children at risk of not achieving age-related expectations as well as giving children greater mathematical fluency and self-confidence.</p> <p>Additional teacher support for the more able in reading and mathematics at Sylvester has proven successful in supporting children in achieving the greater depth standard in writing and a high score in mathematics.</p>	<p>and following all interventions/booster classes.</p> <p>Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> <p>Key pupils, who are not making sufficient progress, should be assessed half-termly (informal).</p>		<p>dialogue (as appropriate).</p> <p>Pupil progress meetings held each term with the Deputy Head Teacher/Inclusion Manager and class teachers.</p>
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	<p>at risk of not achieving the national standard at the end of KS2. These will take place during the spring and summer terms and be taught by teachers.</p> <p>Monitor progress of pupils receiving small group support and tuition via regular meetings and ongoing assessments.</p> <p>Monitoring of planning by Y6 teacher to ensure tuition is targeted accurately.</p> <p><b>WRITING</b> Look at possibly employing M.J. for an additional morning during Spring 2 to support Y6 writing interventions.</p> <p><b>GREATER DEPTH (RWM)</b> Target children in all year groups capable of achieving the Greater Depth standard in reading, writing and/or mathematics through high-quality, small-group, teacher-led guided sessions and CTA interventions.</p> <p>Possible small group tuition to take place in Y6 over a 6 week period either during the school day or after school.</p>				
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<p><b>Raise attainment and progress in Reading, Writing and Mathematics through high-quality teaching assistants at KS1 and KS2.</b></p>	<p>Provide support through small group interventions via high-quality Classroom Teaching Assistants as well as one-to-one support as deemed necessary.</p> <p>Interventions to be planned and over-seen by class teachers. Regular discussions/updates on progress and barriers to learning to take place between class teachers and CTAs. Groups and strategies to be reviewed and amended as necessary.</p> <p>CTA Performance Management observations and drop-ins from HT, DHT or SLT will ensure quality and effective interventions are taking place. CTAs will keep records of interventions and progress.</p> <p>Monitor the impact of targeted interventions through regular formative assessments and summative assessments where appropriate (e.g. every half-term). These should take place in addition to termly summative assessment.</p> <p>Outcomes/progress for target groups to be reviewed at pupil progress meetings.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact particularly if planned to complement quality first-teaching and when a structured, time-limited programme is used.</p> <p><i>Programmes involving teaching assistants can have a valuable impact. Where tuition is delivered by teaching assistants, there is evidence that training and the use of a structured programme is beneficial.</i></p> <p><b>Education Endowment Foundation.</b></p>	<p>School inline or above national at the end of KS1 and KS2 in Reading, Writing and Mathematics.</p> <p>The gap between pupil premium eligible and others nationally is diminishing.</p> <p>Children are making expected or better progress from their starting points.</p> <p>In-house data for Y1, Y2, Y3, Y4 and Y5 shows the gap between pupil premium eligible children and others is diminishing.</p>	<p>HT</p> <p>DHT</p> <p>Class teachers</p>	<p>Assessment data will be monitored to ensure that progress is made after intervention periods (termly).</p> <p>Monitoring of interventions by class teachers to take place regularly as well as CTA performance management observations.</p> <p>Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue (as appropriate).</p> <p>Pupil progress meetings held each term with the Deputy Head Teacher; Inclusion Manager and class teachers. CTAs to attend where possible.</p>
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<p><b>Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.</b></p> <p><b>Ensure pupils with additional needs meet targets in individual PPP.</b></p> <p><b>Ensure all needs are met of our most vulnerable pupils</b></p>	<p>Provide additional provision for children with SEND. Additional teaching assistant interventions and one-to-one support in reading, writing and mathematics to take place in the afternoons.</p> <p>Enhance the SEND provision through the purchase of an SEND SLA with Southern Primary Support Centre.</p> <p>Three additional CTAs to support 3 children in KS1 (on a one-to-one basis).</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p> <p><i>Programmes involving teaching assistants can have a valuable impact. Where tuition is delivered by teaching assistants, there is evidence that training and the use of a structured programme is beneficial.</i></p> <p><b>Education Endowment Foundation</b></p>	<p>The provision for SEND children will be assessed termly by the SEND coordinator and strategies regularly reviewed to ensure maximum impact.</p> <p>Pupil assessments will take place both before and following intervention periods when individual PPP targets will be reviewed and updated in consultation with the class teacher.</p> <p>Pupil attainment and progress will be monitored regularly at pupil progress meetings.</p> <p>Progress of identified pupils is being supported by SEND teaching assistant on a weekly basis and reviewed regularly by the SEND coordinator.</p> <p>Needs are being met effectively for vulnerable pupils.</p> <p>There is equality of opportunity with all pupils needs being met.</p> <p>The gap between pupil premium children is closing in comparison to others nationally.</p>	<p>DHT/SEND coordinator /inclusion manager</p>	<p>Assessment data will be monitored to ensure that progress is made after each intervention period (termly).</p> <p>PPPs will be reviewed each term.</p> <p>Pupil progress meetings will be held each term with the Deputy Head Teacher/ SENCO/Inclusion Manager and Class Teachers.</p>
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<p><b>Highly specialised support available for all families if required.</b></p>	<p>Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).</p>		<p>Through half termly P &amp; R meetings.</p> <p>Opportunities for more intensive work available.</p> <p>Children are being seen at a quicker pace than previously.</p> <p>Early Intervention to avoid future behavioural/emotional concerns.</p>	<p>DHT/SEND coordinator /inclusion manager</p>	<p>Ongoing review and assessment of need throughout 2019-2020</p>
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<b>Total budgeted cost</b>					<b>TBC</b>
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**iv. Other approaches**

<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</b>	<b>When will you review implementation?</b>
<p><b>Ensure standards of behaviour are high and pupils represent the school in a positive manner.</b></p> <p><b>Ensure school is inclusive and has equality for all.</b></p>	<p>Provide funding if required to support our most vulnerable families.</p> <p>For example: breakfast &amp; after school club, uniform, footwear, transport, etc.</p> <p>'Magic Breakfast' to continue with funding to pay CTAs to come into school early to prepare bagels alongside the Learning Mentor L2. This</p>	<p><i>There is some evidence that free school uniforms improve attendance in areas of very high poverty. Education Endowment Foundation</i></p> <p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</i></p>	<p>Monitor impact through behaviour record analysis carried out on an ongoing basis by the Learning Mentor. Early intervention for children who require additional support.</p> <p>Monitor impact through school attendance of our most vulnerable pupils.</p> <p>Children looking smart and adhering to school rules around school uniform.</p>	<p>DHT/SEND coordinator /inclusion manager</p>	<p>Ongoing review and assessment of progress and need throughout 2019-2020</p>

	<p>initiative will be for all children but specifically target PP-eligible children.</p> <p>Learning Mentor to carryout social and emotional interventions for individuals or small groups.</p> <p>Purchase items for school's 'Reward Shop' to reward good behaviour choices and positive behaviour for learning. This proved very popular last year.</p>	<p><i>Approaches have been found to be effective from nursery to secondary school. Education Endowment Foundation</i></p> <p><i>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Education Endowment Foundation</i></p>	<p>Children have very good attendance (96%+) and feel confident when they are in school to achieve their very best, thus impacting on their overall well-being, behaviour, attainment and progress.</p>		
<p><b>School Attendance to be above 96%</b></p> <p><b>School attendance of pupil premium pupils is being targeted.</b></p> <p><b>The school attendance of the pupil premium eligible pupils is in line with non-pupil premium eligible pupils and the gap has diminished.</b></p> <p><b>Reduce the number of persistently absent children.</b></p>	<p>Continue to appoint Learning Mentor Level 1, 20 hours per week, term time only.</p> <p>Purchase incentives to encourage excellent punctuality and attendance (certificates, badges, small gifts).</p> <p>Certificates for 97%+ attendance presented every term in a special attendance celebration assembly.</p> <p>Provide termly attendance rewards / incentives for children</p>	<p>Reward schemes have proved successful in school in past years. Initiatives where all children can win a prize prove to be the most successful so all children have an achievable target to work towards.</p> <p>This should have greater impact on our most vulnerable children and persistent absentees.</p>	<p>Termly analysis of attendance data of pupil premium eligible pupils from Learning Mentor.</p> <p>Termly attendance data report to governors.</p> <p>Comparisons to be made to same term in the previous year and to non-pupil premium eligible children.</p> <p>Half-termly visits from School Attendance Service to offer support with attendance panels, home visits and interventions.</p> <p>Half-termly P &amp; R Meetings. Half-termly analysis of attendance of pupil premium eligible pupils.</p>	<p>Headteacher</p> <p>Learning Mentor Level 1</p>	<p>Monitored on a weekly and half-termly basis.</p> <p>Persistently absent children to be monitored on a daily basis.</p>

	<p>who achieve 96+% attendance. Ensure children know what the treat/reward will be to provide them with a target/goal to strive for..</p> <p><b>PERSISTENT ABSENCE</b>  Learning Mentor level 1 to continue to work with parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer where necessary.  Learning Mentor (Level 1) to be responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees.</p> <p>Learning Mentor (plus additional member of staff) to use the school minibus to pick up persistently absent children; ensuring they are in school and on time.</p> <p>Learning Mentor (Level 1) to liaise with headteacher and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p>		<p>Early intervention regarding attendance through meetings with pupils, parents and School Attendance Officer</p>		
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<p><b>Vulnerable children being supported via highly targeted intervention from Learning Mentor.</b></p> <p><b>Children’s emotional and behavioural needs being supported quickly and effectively; therefore less issues occurring in EYFS, KS1 and KS2.</b></p>	<p>Learning Mentor (Level 2) to work with vulnerable children on a one-to-one, or small group basis to provide emotional, social and mental health support and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>Learning Mentor (Level 2) to research effective interventions for metacognition and self-regulation approaches which are shown to have a quick and sustainable impact on attitudes to learning. These approaches will be used as appropriate.</p> <p>LM interventions should be timetabled for key children in each year group with 'spare slots' available to be allocated on an 'immediate need' basis.</p>	<p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. Education Endowment Foundation</i></p> <p><i>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. Education Endowment Foundation</i></p>	<p>Analysis of break time reflection and lunch time reflection behaviour data to be completed by Learning Mentor. Is there a reduction in incidents?</p> <p>Half-termly meetings will take place between the HT, DHT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.</p> <p>Impact of interventions and support will be measured through outcomes and progress in reading, writing and mathematics.</p>	<p>DHT/SEND coordinator /inclusion manager</p> <p>Level 2 Learning Mentor</p>	<p>Monitored and support reviewed and amended on a weekly and half-termly basis.</p>
<p><b>Children eligible for pupil premium will be settled and secure in school; they will have</b></p>	<p>Learning Mentor (Level 2) to work with vulnerable children using tried and tested intervention support programs on a</p>	<p>Previous experience within school informs that the use of research based therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been</p>	<p>Behaviour logs will be monitored to ensure that positive behaviour is enhanced across school.</p> <p>Impact will also be measured</p>	<p>DHT/SEND coordinator /inclusion manager</p>	<p>Termly/half-termly (in some cases) monitoring of behaviour logs and learning walks shared with SLT on a termly</p>



<p><b>their emotional needs met and will be happy and ready to engage and learn. (This will be measured through Learning Mentor monitoring behaviour logs.</b></p>	<p>one-to-one, or small group basis to provide emotional, social and mental health support; and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>These interventions should be timetabled for key children in each year group with 'spare slots' available to be allocated on an 'immediate need' basis.</p> <p>Interventions will be adapted to meet the complex needs of individuals and the impact measured through: behaviour logs, discussions with children and parents, feedback from class teachers, attendance records and academic progress.</p> <p>The Learning Mentor will also liaise with parents on a regular basis on strategies and progress in school and at home.</p>	<p>demonstrated that disruptive behaviour of children in the class room, caused by anxiety and toxic stress, has significantly reduced capacity to promote a calm and meaningful environment for all children.</p> <p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. Education Endowment Foundation</i></p> <p>Research shows that positive home-school partnerships enhance the quality of learning for all children.</p>	<p>through: feedback from class teachers, attendance records and academic progress.</p> <p>Half-termly meetings will take place between the HT, DHT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.</p> <p>Monitoring will ensue through evaluating parent and pupil voice questionnaires.</p>	<p>Level 2 Learning Mentor</p>	<p>basis.</p>
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<p><b>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</b></p> <p><b>Further enhance the school curriculum through visits and visitors to school.</b></p> <p><b>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</b></p>	<p>Provide funding for pupils eligible for pupil premium to attend educational visits and to participate in enrichment activities at school.</p> <p>Provide funding for eligible children in Y5 to attend residential trips in order to develop team work and bonding.</p> <p>Trips part funded via pupil premium funding to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p>Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital.</p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable. Education Endowment Foundation.</i></p> <p>Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as trips and family activities, helps to close the gap in learning and attainment.</p>	<p>The trips will be monitored via pupils work following the trips and the trips impact on their learning.</p> <p>Children are able to experience trips and visits that they would not be able to normally afford.</p> <p>The children are provided with opportunities that they would not normally experience. Providing them with more than the local surroundings where they live.</p>	<p>DHT/SEND coordinator /inclusion manager</p> <p>Educational visits coordinator</p> <p>HT</p>	<p>July 2020</p>
<p><b>Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.</b></p>	<p>Purchase Children's University SLA to provide children with the opportunity to achieve a Children's University award and to experience visiting a University setting and wear a cap</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p>Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment</p>	<p>Monitor attendance at Clubs and number of children graduating from Children's University in comparison to previous financial year with a particular focus on P.P. eligible.</p> <p>The school provides experiences for children in KS1 and KS2</p>	<p>School Sports Coach</p> <p>Monitored by Extended Schools lead</p>	<p>Monitor termly attendance at clubs (to be recorded on Children's University spreadsheet).</p> <p>Final review: June 2020</p>

	<p>and gown thus raising their future aspirations and ambition.</p> <p>Continue to embrace the Children's University initiative ensuring as many KS2 pupils achieve an award as possible in June 2020.</p> <p>Ensure a range of free activities are made available to all children and these cater for differing interests, talents and needs.</p> <p>Ensure PP children can access activities where a small parental contribution is needed through PP funding to ensure equality for all.</p>	<p>opportunities such as trips and family activities, helps to close the gap in learning and attainment.</p>	<p>offering a varied menu of clubs to cater for a range of interests and talents.</p> <p>Number of Pupil Premium children achieving a Children's University award is equal to or higher than 2019.</p>		
<b>Total budgeted cost</b>					<b>TBC</b>