

Pupil Premium Strategy Statement - Sylvester Primary Academy

1. Summary information					
School	Sylvester Primary Academy				
Academic Year	2018/19	Total PP budget	£151,760 + £2416.80 (EYFS)	Date of most recent PP Review	n/a
Total number of pupils	208	Number of pupils eligible for PP	108 + 8 (nursery)	Date for next internal review of this strategy	July 2019

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	76%	79%	80%	65%
Progress in reading	TBC	TBC	TBC	TBC
Progress in writing	TBC	TBC	TBC	TBC
Progress in maths	TBC	TBC	TBC	TBC

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Percentage of pupils achieving expected standard in the phonics screening test.
B.	Attainment & Progress of Pupil Premium pupils at KS2, particularly in reading and writing
C.	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.
D.	The behaviour of small groups of Pupil Premium pupils is having a detrimental effect on their academic progress and that of their peers.
E.	Outcomes of Pupil Premium pupils at the end of Early Years Foundation Stage.
F.	Ensuring all children who are eligible for Pupil Premium funding have been identified (particularly in EYFS and KS1).
External barriers	
G.	Speech and communication
H.	Low aspirations/ low expectations

I.	Emotional, social and mental health needs which are impacting upon behavioural needs	
J.	Poverty (including narrow experiences of life outside school)	
K.	Attitudes towards attendance and punctuality (particularly P.P. eligible families)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	The gap has significantly diminished between Pupil Premium and Non-Pupil Premium nationally, in particular more able, by the end of KS1 and KS2.	To be inline or above national figures.
C.	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.
D, I & J.	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.
E.	The gap has diminished between Pupil Premium and Non-Pupil Premium at the end of EYFS.	Outcomes are inline or above national figures.
F.	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.
G.	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.
H.	Low aspirations and expectations are addressed through the schools PSHE curriculum 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.
K.	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	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
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.	<p>Pupil Premium lead to produce tracking sheets for each class to be completed and updated following assessment periods. Sheets to include interventions children will be receiving and notes on impact.</p> <p>Teachers will plan bespoke small group interventions and learning strategies for all disadvantaged pupils.</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 regularly reviewed by the Pupil Premium lead and can be accessed by the Headteacher and Deputy Headteacher (assessment lead).</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 2018</p> <p>March 2019</p> <p>July 2019</p>
Raise attainment and progress in Reading, Writing and Mathematics in line or above National at the	<p>PP children at risk of not achieving the expected standard at the end of KS1 and KS2, or those not making good or better progress, to</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision</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</p>	<p>HT</p> <p>DHT</p> <p>Performance</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

<p>end of KS1 and KS2.</p>	<p>be identified and targeted in class through high quality 'first teaching' and with bespoke interventions planned by the class teacher.</p> <p>A review of the existing behaviour system to take place and necessary amendments to be made.</p> <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>Monitor class teacher's planning and assessments from interventions and their impact.</p>	<p>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>regular reviews of the provision (performance management observations, book scrutiny, class assessment-data).</p> <p>School is inline or above national end of KS2 results 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 KS1 and KS2 has diminished.</p> <p>'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.</p> <p>Performance management observations show good or better teaching and outcomes.</p>	<p>management appraisers</p> <p>Literacy Lead</p>	
<p>Diminish the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.</p>	<p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.</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</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>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</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, who have not recently attended training, to attend CPD training through the Wade Deacon Trust.</p> <p>Year 1 teacher to attend Phonics Roadshow.</p> <p>Additional small group work provided by a teaching assistant; small group precision teaching.</p> <p>Training for all staff on '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>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 they begin to read. Education Endowment Foundation</i></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>Staff questionnaires to assess own knowledge, skills and understanding and to ensure confidence thus impacting on progress.</p>		<p>available.</p> <p>Final review: July 2019</p>
Total budgeted cost					£28,818.00

ii. EYFS Pupil Premium Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Diminish the gap between Pupil Premium and non-pupil premium children by the end of EYFS.</p>	<p>EYFS parents made aware of Pupil Premium funding and thresholds for eligibility. Parents encouraged to complete an application for funding.</p> <p>Complete accurate baseline assessments for all children and identify target children.</p> <p>Identify key areas for development from baseline.</p> <p>INTERVENTIONS</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>Additional adult (CTA) in the mornings to support one Pupil Premium child in EYFS. Support will take place on a one-to-one basis, with child supported working in small groups as appropriate.</p>	<p><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 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></p> <p>Education Endowment Foundation</p>	<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> <p>Progress of PP children to be tracked using PP Tracker as well as using the '2 Simple' programme on an ongoing basis.</p> <p>Intervention record sheets will be kept by CTAs.</p> <p>Children targeted for interventions from NFER baseline 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>Parental involvement/engagement in 'Easy Peasy'.</p> <p>Weekly attendance updates from</p>	<p>EYFS lead</p>	<p>Ongoing assessments will be carried out.</p> <p>More formal assessments will take place following each programme of intervention.</p> <p>Final review: July 2019</p>

<p>Vulnerable children being supported via highly targeted intervention from Learning Mentor (Level 2).</p> <p>Attendance and punctuality support from Learning Mentor (Level 1)</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>ATTENDANCE 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>Learning Mentor Level 1.</p>		
Total budgeted cost					£2416.80

iii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Raise attainment and progress in Reading, Writing and Mathematics.</p> <p>Ensure targeted pupils achieve age-related expectations in Reading, Writing and Mathematics.</p> <p>Ensure targeted more able pupils achieve greater depth/high scores in Reading, Writing and Mathematics.</p>	<p>Online reading resources to be researched and trialled by the Literacy coordinator for KS2 to support the teaching and attainment in reading.</p> <p>Additional Tuition and Booster Classes in Year 6 to take place.</p> <p>Reading booster sessions to be provided for all children in Year 6. 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>Mathematics tuition will take place for small groups (twos or threes) of children at risk of not achieving the national standard. 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>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 compared to one to one. Groups not exceeding 6 have been successful. Education Endowment Foundation.</i></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.</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</p>	<p>School inline or above national end of KS2 results 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 and following all interventions/booster classes.</p> <p>Pupil attainment and progress will be monitored termly at pupil progress meetings.</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 2018, March 2019 and July 2019).</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.</p>

	<p>Monitoring of planning by Y6 teacher to ensure tuition is targeted accurately.</p> <p>Look at possibly employing M.J. for an additional morning during Spring 2 to support Y6 interventions.</p>	<p>high score in mathematics.</p>			
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<p>Raise attainment and progress in Reading, Writing and Mathematics through high-quality teaching assistants.</p>	<p>Provide additional support through small group interventions via high quality Classroom Teaching Assistants as well as one-to-one support as deemed necessary. Interventions to be planned and over-seen by class teachers.</p> <p>CTA Performance Management observations and drop-ins from HT, DHT or SLT will ensure quality and effective interventions are taking place and are effective. CTAs will keep records of interventions and children's progress.</p> <p>Monitor the impact of targeted interventions at termly pupil progress meetings through discussion around assessment data. N.B. Interventions to be monitored regularly by class teachers.</p> <p>Ensure via pupil progress meetings that the correct children are identified for interventions on a termly basis.</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>Education Endowment Foundation.</p>	<p>School inline or above national end of KS2 results 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>DHT</p> <p>Class teachers</p> <p>Literacy Lead (CPD)</p>	<p>Assessment data will be monitored to ensure that progress is made after intervention period (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.</p>
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<p>Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.</p> <p>Ensure pupils with additional needs meet targets in individual PPP.</p> <p>Ensure all needs are met of our most vulnerable pupils</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>Additional teaching assistant to support two children in KS2 (20 hours and 25 hours).</p> <p>Additional CTA to support two children in KS1 (5 afternoon sessions/week). CTA to support KS1 child (one-to-one) in the mornings.</p> <p>Lunch time nurture group for our most vulnerable children via additional welfare staff to support social, emotional and behaviour needs.</p> <p>Evolve education programme to support two vulnerable children in KS2.</p> <p>£1320 to be paid to Meadow Park for one KS2 pupil.</p> <p>Introduce lunchtime games club for key children to support behaviour and 'readiness for learning' at 1nm</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>Education Endowment Foundation</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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Highly specialised support available for all families if required.	Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).		Through half termly P & R meetings. Opportunities for more intensive work available. Children are being seen at a quicker pace than previously. Early Intervention to avoid future behavioural/emotional concerns.	DHT/SEND coordinator /inclusion manager	Ongoing review and assessment of need throughout 2018-2019
Total budgeted cost					£73,709.00
iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure standards of behaviour are high and pupils represent the school in a positive manner.</p> <p>Ensure school is inclusive and has equality for all.</p>	<p>Provide funding if required to support our most vulnerable families.</p> <p>For example: breakfast & after school club, uniform, footwear, transport, etc.</p> <p>Learning Mentors to carryout social and emotional interventions for individuals or small groups.</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,</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</p>	DHT/SEND coordinator /inclusion manager	Ongoing review and assessment of progress and need throughout 2018-2019

	<p>Purchase rewards for schools proposed 'Reward Shop' to reward good behaviour choices and positive behaviour for learning.</p>	<p><i>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>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>uniform.</p> <p>Children have excellent attendance 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>Behaviour and Expectations termly meetings to take place between the class teacher and small groups/individuals as appropriate.</p>		
<p>School Attendance to be above 96%</p> <p>School attendance of pupil premium pupils is being targeted.</p> <p>The school attendance of the pupil premium eligible pupils is in line with non-pupil premium eligible pupils and the gap has diminished.</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>Introduce new termly 100% attendance and punctuality reward initiative.</p> <p>Introduce whole school</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 & R Meetings.</p> <p>Half-termly analysis of attendance of pupil premium eligible pupils.</p> <p>Early intervention regarding attendance through meetings with pupils, parents and School</p>	<p>Headteacher</p> <p>Learning Mentor Level 1</p>	<p>Monitored on a weekly and half-termly basis.</p>

	<p>attendance reward trip for children who achieve 100% attendance for the year.</p> <p>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.</p> <p>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 (Level 1) to liaise with headteacher and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p>		Attendance Officer		
<p>Vulnerable children being supported via highly targeted intervention from Learning Mentor.</p> <p>Children's emotional and behavioural needs</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</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,</i></p>	<p>Analysis of Stage 4 and Stage 5 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</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>being supported quickly and effectively; therefore less issues occurring in EYFS, KS1 and KS2.</p>	<p>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>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>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>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through Learning Mentor</p>	<p>Learning Mentor (Level 2) to work with vulnerable children using tried and tested intervention support programs 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</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 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>Monitoring will ensue through evaluating parent and pupil voice questionnaires.</p> <p>Behaviour logs will be monitored to ensure that positive behaviour is enhanced across school.</p> <p>Impact will also be measured through: feedback from class teachers, attendance records and</p>	<p>DHT/SEND coordinator /inclusion manager</p> <p>Level 2 Learning Mentor</p>	<p>Termly/half-termly (in some cases) monitoring of behaviour logs and learning walks shared with SLT on a termly basis.</p>

<p>monitoring behaviour logs.</p>	<p>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><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>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>Ensure that the capacity of families to parent well is increased through early intervention; close work with all agencies</p>	<p>Utilise the Learning Mentor (level 2) in an outreach role. The Learning Mentor will form appropriate professional relationships with</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met.</p>	<p>The outcome of outreach work will be evaluated by the Learning Mentor and the Inclusion Manager will monitor and evaluate the outcome of TAF plans and other interventions.</p>	<p>DHT/SEND coordinator /inclusion manager</p> <p>Level 2</p>	<p>Half-termly review</p>

<p>and additional in school support.</p>	<p>parents, in order to support families through early intervention programmes. Where appropriate, the Learning Mentor should signpost parents to parenting classes to provide them with the necessary skills to support their child's learning and development.</p> <p>Inclusion Manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process and Early Help.</p>	<p>Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers.</p> <p>Research shows that positive home school partnerships enhance the quality of learning for all children.</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>Learning Mentor</p>	
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<p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p> <p>Further enhance the school curriculum through visits and visitors to school.</p> <p>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school.</p> <p>Provide funding for eligible children in Y5 and Y6 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 2019</p>
<p>Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.</p>	<p>Purchase Children's University SLA to provide children with the opportunity to achieve a Children's University award and to experience</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</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>School Sports Coach</p> <p>Monitored by</p>	<p>Monitor termly attendance at clubs (to be recorded on Children's University spreadsheet).</p> <p>Final review: June 2019</p>

	<p>visiting a University setting and wear a cap 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 2019.</p> <p>Ensure a range of activities are made available to all children; ensuring PP children can access activities where a small parental contribution is needed through PP funding to ensure equality for all.</p>	<p>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 school provides experiences for children in KS1 and KS2 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 2018.</p>	Extended Schools lead	
Total budgeted cost					£27672.00

6. Review of expenditure				
Previous Academic Year		September 2018 to July 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
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.	<p>Pupil Premium lead to produce tracking sheets for each class to be completed and updated following assessment periods. Sheets to include interventions children will be receiving and notes on impact.</p> <p>Teachers will plan bespoke small group interventions and learning strategies for all disadvantaged pupils.</p> <p>PP data will also be recorded on the whole class data tracking.</p>	<p>Tracking sheets were produced for all year groups from Reception to Year 6.</p> <p>Tracking sheets were updated by class teachers following assessment periods. This was increased from twice yearly to three (termly) in 2017/18. Tracking sheets were saved on the staff shared drive reviewed by the Pupil Premium lead and Headteacher (assessment lead). Some sheets were more detailed than others.</p> <p>Appropriate interventions were put in place to support PP pupils and learning strategies reviewed and amended as necessary following assessment periods.</p>	<p>Teachers sometimes found it challenging to update sheets in good time following assessment periods, in addition to planning bespoke interventions for target children.</p> <p>The planning of interventions, to ensure they could immediately be carried out by support staff or teachers, rightly took priority over the immediate completion of tracking sheets. As a result, this had an effect on the PP lead analysing impact of interventions and producing next steps.</p> <p>Time must be allocated as soon as possible following assessments for trackers to be updated and reviewed in order for tracking to have maximum impact. Time during staff meetings has been allocated in the past to ensure staff well-being (in terms of workload) as well as maximum impact on attainment.</p> <p>The frequency of tracking, and allocation of directed time, to be reviewed by SLT in Autumn term.</p>	

<p>Raise attainment and progress in Reading, Writing and Mathematics in line or above National at the end of KS1 and KS2.</p>	<p>PP children at risk of not achieving the expected standard at the end of KS1 and KS2, or those not making good or better progress, to be identified and targeted in class through high quality 'first teaching' and with bespoke interventions planned by the class teacher.</p> <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>DHT/Senior leaders to take on a coaching role to further develop the quality of teaching throughout school and manage whole school assessment and progress.</p> <p>Monitor class teacher's planning and assessments from interventions and their impact.</p> <p>Literacy Lead to research the effectiveness of bespoke</p>	<p>The Headteacher and Deputy identified PP children (and non-PP children) at risk of not achieving the expected standard in reading, writing and mathematics at the end of KS1 and KS2 and also those in Y6 who were not on track to make good or better progress from KS1 results. This informational was clearly communicated to class teachers in autumn pupil progress meetings and reviewed twice thereafter.</p> <p>Identified children were targeted in class by teachers as well as through additional interventions.</p> <p>In all year groups, CTA led interventions took place which were regularly monitored by class teachers, in addition to targeted support during whole class teaching.</p> <p>READING A lot of work was completed by the English lead to research and put in place on online intervention to support reading. This has had a positive impact in terms of comprehension skills and enjoyment in reading, Weekly reading interventions (in the Spring and Summer terms) took place in Y6 led by C.D. and M.J. A significant impact was seen from end of KS2 outcomes. 76% of children achieved the EXP standard or above: an increase of 16% from the previous year. Small group interventions have also taken place in Y5 with 81% of children achieving the EXP standard.</p> <p>Management of behaviour during PM lesson observations was good and enabled children of all abilities to make good progress within and across lessons. Book scrutiny showed good progress for most PP children.</p> <p>The Deputy and EYFS/KS1 lead worked very closely with the Y1 teacher to support behaviour and therefore improve the subsequent quality of teaching and learning. A carefully planned timetable was put in place to support two vulnerable PP children within the classroom as well as outside class during bespoke interventions. This support greatly benefitted all children in the class.</p>	<p>An impact is evident across the school and the amended behaviour system has had a positive impact on the behaviour of most children across school. Alternative short and long term provisions have been accessed for three PP individuals. Two of whom will be integrated back into class full time in September 2019.</p> <p>Further review of sanctions following persistent and reoccurring disruptive behaviours is needed now that the new rewards system is becoming embedded. A program of support for key children must be carried out by the learning mentor to aide a positive/effective transition back into class.</p> <p>Year 3 (Y4 2019/20) will continue to need support and close monitoring to build upon improvements made in terms of behaviour, as well as progress, made during 2018/19.</p> <p>NEXT STEPS: Based upon outcomes of PP-eligible pupils in ALL year groups.</p> <p>PP children in year groups were there is a gap between PP and non-disadvantaged will need to be targeted and regularly monitored.</p> <p>Gaps between the disadvantaged and non-disadvantaged suggest PP Trackers need to be updated and reviewed immediately following assessments. Perhaps additional assessments need to be completed for key</p>
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interventions on attainment for English (via Education Endowment Fund).

Behaviour support was put in place at the start of September 2018 in Y3. A consistent approach by staff, in particular by the Y3 teacher, has had a huge impact on behaviour.

The schools behaviour system was reviewed by the SLT and all staff to further improve the system for all children as well as to support those key children struggling with their behaviour.

Class Dojo was introduced and token shop rewards. Feedback to date shows the new reward system is very positive and has been well-received by children and parents.

KS2 Results 2019

The gap between PP children and others (in school and nationally) at the end KS2 has diminished.

	Reading	Writing	Maths	SPAG
National (All)	73%	78%	79%	78%
School (All)	76% (+3)	93% (+15)	90% (+11)	90% (+12)
School (Non-PP)	70%	90%	80%	80%
School (PP)	79%	95%	95%	95%

Combined Reading, Writing and Mathematics			
National (All)	School (All)	School (Non-PP)	School (PP)
65%	76% (+11)	80%	79%

Within school **PP-eligible children performed better** than there non-disadvantaged peers in **ALL areas**.

School is inline or above national end of KS2 results in Reading, Writing, SPAG and Mathematics. Most children

PP-eligible children as is standard practice in Year 6 (where PP-eligible children out-perform their non-disadvantaged peers).

More analysis needs to be carried out in Autumn 2019 to determine why PP children performed below their peers in years 1, 2, 3, 4 and 5.

QUESTIONS TO BE ASKED:

What is the percentage of PP-eligible children?

How many PP-eligible children did not achieve the EXP standard compared to their non-disadvantaged peers?

Were these children SEND?

Was attendance an inhibiting factor?

What support/intervention did they receive?

How was progress of individuals monitored by class teachers? PP lead? Assessment lead?

		<p>made good or better progress from KS1.</p> <p>RWM combined has increased in school from 58% in 2018 to 76% in 2019 (+18%).</p> <p><u>KS1 Results 2019</u></p> <p>The gap between PP children and others (in school and nationally) at the end KS1 has not diminished. End of KS1 results show PP-eligible children did not perform as well as their peers.</p> <table border="1"> <thead> <tr> <th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined</th></tr> </thead> <tbody> <tr> <td>National (All)</td><td>TBC</td><td>TBC</td><td>TBC</td><td>TBC</td></tr> <tr> <td>School (All)</td><td>68%</td><td>71%</td><td>68%</td><td>68%</td></tr> <tr> <td>School (Non-PP)</td><td>94%</td><td>100%</td><td>94%</td><td>94%</td></tr> <tr> <td>School (PP)</td><td>36%</td><td>36%</td><td>36%</td><td>36%</td></tr> </tbody> </table> <p>'In-house' data for Y1, Y3, Y4 and Y5 shows progress for most but not all PP children.</p>		Reading	Writing	Maths	Combined	National (All)	TBC	TBC	TBC	TBC	School (All)	68%	71%	68%	68%	School (Non-PP)	94%	100%	94%	94%	School (PP)	36%	36%	36%	36%		
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<p>Diminish the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.</p>	<p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme. Interventions to be taught by teachers and teaching assistants in same ability groups (30 minutes daily).</p> <p>All EYFS and KS1 teaching assistants and other teaching assistants who provide phonics interventions to attend CPD</p>	<p>Children were grouped according to ability across Y1 and Y2 and the 'Read Write Inc' scheme was employed.</p> <p>Groups were assessed on a regular basis to monitor progress. Groups were changed following assessments where necessary and additional interventions employed as and when required.</p> <p>All pupils were tracked and reassessed half-termly to ensure the phonics curriculum was targeted at the appropriate level for individuals.</p> <p>Regularly meeting took place between Y1 and Y2 teaching staff and the EYFS/KS1 lead. Following assessment and</p>	<p>Teacher new to Year 2 for 2019/20 will need Phonics training and support from EYFS/KS1 lead and externally as necessary.</p> <p>Children who did not achieve the standard in Year 1 should continue to be targeted and progress monitored in Year 2. PP children to be closely monitored and barriers to achieving the standard to be carefully considered in planning and teaching of phonics.</p> <p>Children who did not achieve the standard</p>																										

	<p>training at The Oaks teaching school.</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>meetings, data was discussed between the HT, DH and EYFS/KS1 lead.</p> <p>Staff knowledge, skills and understanding were assessed and training took place for some teachers and CTAs who did not receive training during the 2017/18 academic year.</p> <table><tr><td>Phonics Year 1</td><td>EYFS Profile Reading EXP+ (GLD+)</td><td>Percentage achieving the standard.</td></tr><tr><td>ALL (30)</td><td>73%</td><td>83%</td></tr><tr><td>Non-PP</td><td>93%</td><td>93%</td></tr><tr><td>PP-eligible</td><td>53%</td><td>73%</td></tr></table> <table><tr><td>Phonics Year 2</td><td>Percentage achieving the standard.</td></tr><tr><td>ALL (30)</td><td>87%</td></tr><tr><td>Non-PP</td><td>94%</td></tr><tr><td>PP-eligible</td><td>79%</td></tr></table>	Phonics Year 1	EYFS Profile Reading EXP+ (GLD+)	Percentage achieving the standard.	ALL (30)	73%	83%	Non-PP	93%	93%	PP-eligible	53%	73%	Phonics Year 2	Percentage achieving the standard.	ALL (30)	87%	Non-PP	94%	PP-eligible	79%	<p>at the end of Y2 to receive phonics support in Y3. Consider whether alternative approaches are needed with these individuals; particularly any children who achieved a score significantly below the threshold.</p>	
Phonics Year 1	EYFS Profile Reading EXP+ (GLD+)	Percentage achieving the standard.																						
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ii. EYFS Pupil Premium Support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Diminish the gap between Pupil Premium and non-pupil premium children by the end of EYFS.</p>	<p>Complete accurate baseline assessments for all children and identify target children.</p> <p>Identify key areas for development from baseline.</p> <p>INTERVENTIONS</p> <p>Interventions to be carried out in Reception for target children in reading (Read</p>	<p>Baseline assessment was reviewed by EFYS lead to prioritise areas for development and plan necessary interventions. Records of interventions and outcomes kept by CTAs.</p> <p>Progress of PP children was tracked using PP Tracker as well as using the '2 Simple' programme on an ongoing basis.</p> <p>Planning in EYFS is partly child-led; centring around the</p>	<p>Ensure intervention programmes are sustainable in terms of staffing (as much as possible) to ensure maximum impact (e.g. Can Do Music).</p>	

	<p>Write Inc - CTA) and mathematics (recognising number - class teacher).</p> <p>'Can Do Music' to be carried out in nursery and Reception to target speech and language.</p> <p>Additional adult (CTA) for 3 afternoons per week to support 4 vulnerable, PP pupils in reception to develop PSED skills.</p> <p>Additional adult (CTA) to support vulnerable, PP pupils in nursery to develop PSED skills.</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>ATTENDANCE</p> <p>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>interests of, and needs of individuals.</p> <p>Regular meetings took place between the EYFS lead and EYFS staff team to discuss interventions and progress.</p> <p>Due to long-term staff absence, 'Can Do Music' was not carried out consistently.</p> <p>An additional adult (CTA) supported vulnerable PP pupils in Reception from September to February until she accepted a permanent post.</p> <p>Nursery class size was reduced by the introduction of an afternoon nursery session. Afternoon nursery was taught by a qualified teacher along with a CTA. This provision supported vulnerable pupils.</p> <p>Learning mentor nurture programmes did not take place.</p> <p>Structured Stay and Play sessions are to be planned and take place during 2018.</p> <p>EYFS Outcomes:</p> <table><tr><th rowspan="2"></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th></tr><tr><th>EXP</th><th>EXC</th><th>EXP</th><th>EXC</th><th>EXP</th><th>EXC</th></tr><tr><td>ALL</td><td>73%</td><td>7%</td><td>73%</td><td>7%</td><td>77%</td><td>7%</td></tr><tr><td>Non-PP</td><td>78%</td><td>4%</td><td>78%</td><td>4%</td><td>87%</td><td>3%</td></tr><tr><td>PP</td><td>57%</td><td>14%</td><td>57%</td><td>14%</td><td>43%</td><td>14%</td></tr></table>		Reading		Writing		Mathematics		EXP	EXC	EXP	EXC	EXP	EXC	ALL	73%	7%	73%	7%	77%	7%	Non-PP	78%	4%	78%	4%	87%	3%	PP	57%	14%	57%	14%	43%	14%		
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		<p>Attendance for children in reception during 2018-19 was as follows:</p> <table><tr><td>Non-Pupil Premium</td><td>Pupil Premium</td><td>Gap</td></tr><tr><td>97.10%</td><td>90.14%</td><td>-6.96%</td></tr></table> <p>Attendance prizes proved successful for most children but there were still some who did not attend regularly enough to take part in attendance incentives.</p> <p>These children will be targeted in Y1 during the 2018-19 academic year.</p>	Non-Pupil Premium	Pupil Premium	Gap	97.10%	90.14%	-6.96%		
Non-Pupil Premium	Pupil Premium	Gap								
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iii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Raise attainment and progress in Reading, Writing and Mathematics.</p> <p>Ensure targeted pupils achieve age-related expectations in Reading, Writing and Mathematics.</p> <p>Ensure targeted more able pupils achieve greater depth/high scores in Reading, Writing and</p>	<p>Additional Tuition and Booster Classes in Year 6 to take place.</p> <p>Reading booster classes, taught by teachers after school, to be offered to all children in the first instance during the autumn term. Additional small group precision teaching groups to take place in Jan/Feb for target children at risk of not making good or better progress or meeting the</p>	<p>INTERVENTIONS Year 6 children at risk of not making good or better progress in reading, writing and mathematics between KS1 and KS2 were identified to ensure they received appropriate targeted CTA interventions as well as targeted guided sessions carried out by C.D. and M.J.</p> <p>MATHEMATICS: In order to target more able learners and children at risk of not achieving the expected standard, an additional teacher supported the teaching of maths revision sessions in Year 6 for one afternoon a week for 4 weeks. This had a marked impact on outcomes; without this intervention, in addition to small group tuition, fewer children would have achieved the expected standard.</p>	<p>Interventions carried in reading, writing and mathematics within curriculum time, supported by MJ, had a significant impact upon progress and/or outcomes for all target children. If the PP budget (2019/20) allows, these strategies should continue next academic year.</p>	

Mathematics.	<p>national standard.</p> <p>Mathematics tuition will take place for small groups (twos or threes) of children at risk of not achieving the national standard. These will take place during the spring and summer terms and be taught by teachers.</p> <p>Monitor progress of pupils receiving tuition via regular meetings and ongoing assessments.</p> <p>Monitoring of planning by Y6 teacher to ensure tuition is targeted accurately.</p> <p>M.J. to support writing via a weekly 1 hour intervention.</p>	<p>Seven children received small group tuition for 4 weeks (1 hour sessions) after school to target GD depth problem solving and reasoning. Six out of seven (86%) achieved the GD standard. Five of the target children were PP-eligible and 100% achieved the GD standard.</p> <p>Twelve children received targeted small group tuition from teachers during the Spring and Summer terms in order to secure the EXP standard or to achieve a good level of progress between KS1 and KS2.</p> <table><tr><td></td><td>Vulnerabilities</td><td>KS1 Level</td><td>Scaled Score</td><td>SATs Level</td><td>Progress KS1 - KS2</td></tr><tr><td>Child 1</td><td>FSM</td><td>2B</td><td>103</td><td>EXP</td><td></td></tr><tr><td>Child 2</td><td></td><td>2A</td><td>106</td><td>EXP</td><td></td></tr><tr><td>Child 3</td><td>FSM, AT</td><td>2A</td><td>101</td><td>EXP</td><td></td></tr><tr><td>Child 4</td><td></td><td>2C</td><td>101</td><td>EXP</td><td></td></tr><tr><td>Child 5</td><td>FSM, B</td><td>2C</td><td>100</td><td>EXP</td><td></td></tr><tr><td>Child 6</td><td>B</td><td>2C</td><td>103</td><td>EXP</td><td></td></tr><tr><td>Child 7</td><td>FSM, SEND, AT</td><td>2C</td><td>102</td><td>EXP</td><td></td></tr><tr><td>Child 8</td><td>FSM, SEND, AT</td><td>2A</td><td>103</td><td>EXP</td><td></td></tr><tr><td>Child 9</td><td>FSM</td><td>2B</td><td>103</td><td>EXP</td><td></td></tr><tr><td>Child 10</td><td>IM3</td><td>2B</td><td>102</td><td>EXP</td><td></td></tr><tr><td>Child 11</td><td>IM4, SEND, B</td><td>2B</td><td>93</td><td>WT</td><td></td></tr><tr><td>Child 12</td><td>IM3, SEND</td><td>1C</td><td>92</td><td>WT</td><td></td></tr></table> <p>Key: FSM = Pupil Premium AT = attendance IM = inward mobility SEND = Special Educational Need B = behaviour</p> <p>READING: From January, an additional teacher worked with a small target group of children on comprehension skills - in particular, inference and deduction - while the rest of the class were taught by the class teacher (one hour per week). This was in addition to the teaching of reading in class and weekly 'Reading Eggspress' sessions. Most children within in</p>		Vulnerabilities	KS1 Level	Scaled Score	SATs Level	Progress KS1 - KS2	Child 1	FSM	2B	103	EXP		Child 2		2A	106	EXP		Child 3	FSM, AT	2A	101	EXP		Child 4		2C	101	EXP		Child 5	FSM, B	2C	100	EXP		Child 6	B	2C	103	EXP		Child 7	FSM, SEND, AT	2C	102	EXP		Child 8	FSM, SEND, AT	2A	103	EXP		Child 9	FSM	2B	103	EXP		Child 10	IM3	2B	102	EXP		Child 11	IM4, SEND, B	2B	93	WT		Child 12	IM3, SEND	1C	92	WT			
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the group made excellent progress. Reading boosters did not take place after school.

Results of target children:

READING PROGRESS	Scaled Score (prior to intervention)	End of KS2 Scaled Score	Scaled Score Difference
Child 1 (FSM)	87	104	+17
Child 2	96	102	+6
Child 3	93	97	+4
Child 4 (FSM)	87	100	+13
Child 5	96	108	+12
Child 6 (FSM)	95	103	+8
Child 7	93	97	+4
Child 8 (FSM)	96	102	+6
Child 9 (FSM)	92	98	+6
Child 10 (FSM)	93	104	+11
Child 11 (FSM)	96	98	+2
Child 12 (FSM)	96	97	+1
Child 13	97	106	+9
Child 14 (FSM)	96	100	+4

WRITING: M.J. worked with a group of 8 children with similar needs for 5 mornings prior to submission of writing assessment data while the remainder of the class were taught by the class teacher (C.D.). This intervention had a significant impact on all children within Year 6 as individuals could be targeted by M.J. and C.D. who were just below the 3 standards (WT, EXP and GD) to ensure enough evidence could be provided for assessments. C.D. worked with 3 children during the June holiday for 1 day (9.30-2.30) to target greater depth. Two out of three of the children were PP-eligible - all 3 children achieved the GD standard. **KS2 writing was moderated by the Local Authority external moderation team and all teacher judgements were agreed (WT=7% EXP+=93% GD=10%).**

Assessments took place before and following all interventions/booster classes to determine impact.

		<p>OUTCOMES</p> <p>The school was above National at the end of KS2 for Reading, Writing and Mathematics combined with an in-school gap of -1%. School was above or inline for all subjects individually with PP-eligible children performing better than their peers in all areas.</p> <table><tr><td>National RWM</td><td>School RWM ALL pupils</td><td>School RWM - Non-PP</td><td>School RWM - PP-eligible</td></tr><tr><td>65%</td><td>76%</td><td>80%</td><td>79%</td></tr></table> <p>(NB. At this point National data is provisional.)</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td><td>SPAG</td></tr><tr><td>National (All)</td><td>73%</td><td>78%</td><td>79%</td><td>78%</td></tr><tr><td>School (All)</td><td>76% (+3)</td><td>93% (+15)</td><td>90% (+11)</td><td>90% (+12)</td></tr><tr><td>School (Non-PP)</td><td>70%</td><td>90%</td><td>80%</td><td>80%</td></tr><tr><td>School (PP)</td><td>79%</td><td>95%</td><td>95%</td><td>95%</td></tr></table> <p>Provisional school data shows that most children made expected or better progress from their starting points.</p>	National RWM	School RWM ALL pupils	School RWM - Non-PP	School RWM - PP-eligible	65%	76%	80%	79%		Reading	Writing	Maths	SPAG	National (All)	73%	78%	79%	78%	School (All)	76% (+3)	93% (+15)	90% (+11)	90% (+12)	School (Non-PP)	70%	90%	80%	80%	School (PP)	79%	95%	95%	95%		
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<p>Raise attainment and progress in Reading, Writing and Mathematics through high-quality teaching assistants.</p>	<p>Provide additional support through small group interventions via high quality Classroom Teaching Assistants as well as one-to-one support as deemed necessary. Interventions to be planned and over-seen by class teachers.</p> <p>CTA Performance Management observations</p>	<p>OUTCOMES</p> <p>The school was above National at the end of KS2 for Reading, Writing and Mathematics combined.</p> <table><tr><td>National RWM</td><td>School ALL pupils</td><td>School - Non-PP</td><td>School - PP</td></tr><tr><td>65%</td><td>76%</td><td>80%</td><td>79%</td></tr></table> <p>(NB. At this point National data is provisional.)</p>	National RWM	School ALL pupils	School - Non-PP	School - PP	65%	76%	80%	79%	<p>Data suggests that CTA support continues to have a significant impact upon attainment and progress as children move through school and that support should continue.</p> <p>Most children who receive CTA intervention in the mornings or afternoons make good progress.</p> <p>Training to take place for key CTAs in RWI and all CTAs in precision teaching.</p>																										
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	<p>and drop-ins from HT, DHT or SLT will ensure quality and effective interventions are taking place and are effective. CTAs will keep records of interventions and children's progress.</p> <p>Monitor the impact of targeted interventions at termly pupil progress meetings through discussion around assessment data.</p> <p>Ensure via pupil progress meetings that the correct children are identified for interventions on a termly basis.</p> <p>Literacy Lead to provide bespoke literacy CPD for all CTAs.</p>	<table border="1"> <thead> <tr> <th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>SPAG</th></tr> </thead> <tbody> <tr> <td>National (All)</td><td>73%</td><td>78%</td><td>79%</td><td>78%</td></tr> <tr> <td>School (All)</td><td>76% (+3)</td><td>93% (+15)</td><td>90% (+11)</td><td>90% (+12)</td></tr> <tr> <td>School (PP)</td><td>79%</td><td>95%</td><td>95%</td><td>95%</td></tr> </tbody> </table> <p>Provisional school data shows that most children made expected or better progress from their starting points.</p> <p>Literacy Lead provided bespoke literacy CPD for all CTAs in reading, including the use of 'Reading Eggs' and 'Reading Eggspress'.</p>		Reading	Writing	Maths	SPAG	National (All)	73%	78%	79%	78%	School (All)	76% (+3)	93% (+15)	90% (+11)	90% (+12)	School (PP)	79%	95%	95%	95%		
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<p>Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.</p> <p>Ensure pupils with additional needs meet targets in individual PPP.</p> <p>Ensure all needs are met of our most vulnerable pupils</p>	<p>Provide additional teaching provision for children with SEND.</p> <p>Additional teaching assistant interventions and one to one support in reading writing and mathematics to take place in the afternoons.</p> <p>The school understands when a pupil's needs require further specialist intervention therefore will</p>	<p>The provision for SEND children was assessed termly by the SEND team and strategies were regularly reviewed to ensure maximum impact.</p> <p>All staff received 'Precision Teaching' training during Autumn 2018 led by Julie Harrington from Southern Primary Support. Precision teaching has been employed with key children and is reported to be having an impact on the progress of children with more pronounced difficulties in reading and spelling.</p> <p>Pupil assessments took place both before and following intervention periods when individual PPP targets were reviewed and updated in consultation with the class teacher.</p>	<p>Continue lunch time nurture group as long as funding allows.</p> <p>The lunch time games/activity group proved difficult to sustain at times due to staffing. If this is to continue it will need to be led by a different member of staff (perhaps the Learning Mentor).</p>																					

	<p>enhance the SEND provision through the purchase of an SEND SLA with Southern Primary Support Centre.</p> <p>Provide an additional 1:1 full-time teaching assistant and a part-time teaching assistant to support the learning, social, emotional and behavioural needs of two vulnerable PP pupils.</p> <p>Lunch time nurture group for our most vulnerable children via additional welfare staff to support social, emotional and behaviour needs.</p> <p>Evolve education programme for to support vulnerable individuals.</p>	<p>Review meetings also took place with parents led by the SEND coordinator.</p> <p>Progress of identified pupils is being supported by SEND teaching assistant on a weekly basis and reviewed regularly.</p> <p>Needs are being met for vulnerable pupils and alternative provision and support is sought where necessary.</p> <p>A lunch time nurture group continued following its success last year for a small group of vulnerable children to support social, emotional and behavioural needs. This continues to have a positive impact for children within the group as well as for their peers.</p> <p>A total of 3 children attended the Evolve education programme. One child has since been integrated back into school and is trying to use skills learnt to manage behaviour and emotions. The plan is for a second child to integrate back into class in September 2019. The third child has since moved to an alternative provision.</p> <p>A second lunch time games/activity club for selected children who struggle with behaviour or friendships at lunch time was introduced. This supported key children with social skills as well as forming friendships.</p>		
<p>Highly specialised support available for all families if required.</p>	<p>Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).</p>	<p>The Educational Psychology Service was accessed to assess a number of children with a range of needs. Appropriate support has been put in place for these children.</p> <p>Children are being seen at a quicker pace than previously and reports are being produced which outline children's needs and provide advice for school and parents.</p> <p>E.P. sessions have supported a child with multiple needs in securing a place in a more appropriate provision.</p>	<p>Continue to access E.P. service.</p>	

iv. Other Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Ensure standards of behaviour are high and pupils represent the school in a positive manner.</p> <p>Ensure school is inclusive and has equality for all.</p>	<p>Provide funding if required to support our most vulnerable families.</p> <p>For example: breakfast & after school club, uniform, footwear, transport, etc.</p> <p>Designated CTAs to support vulnerable individual/groups.</p> <p>Learning Mentors to carryout social and emotional interventions for individuals or small groups.</p>	<p>'Magic Breakfast' was introduced for all children from Reception to Year 6 with the view to specifically target vulnerable families. School chose to provide free bagels which have been well received. Teachers have seen improved concentration for all children who choose to have a bagel.</p> <p>The behaviour record was regularly updated by the Learning Mentor and monitored by the HT, DHT, LM and class teachers. Interventions were put in place for children who required additional support, including 1:1 and small group nurture sessions with the Learning Mentor.</p> <p>Attendance Learning Mentor has closely monitored impact through school attendance of our most vulnerable pupils.</p> <p>Where parents have struggled to buy uniform, assistance has been provided as well as additional cardigans/jumpers which have been donated by other parents.</p>	<p>Some vulnerable children are not accessing 'Magic Breakfast' as a result of poor punctuality.</p> <p>Approach to continue with possibility of bagels/fruit provided for children who are late (after register has closed).</p>	
<p>School Attendance to be above 96%</p> <p>School attendance of pupil premium pupils is being targeted.</p> <p>The school attendance of the pupil premium eligible pupils is in line with non-pupil premium eligible</p>	<p>Appointment of 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>Awards for 97%+ attendance presented every half-term in</p>	<p>Termly analysis of attendance data of pupil premium eligible pupils has taken place by the Learning Mentor.</p> <p>A termly attendance data report was produced for Governors which includes comparisons between the same term in the previous year and to non-pupil premium eligible children.</p> <p>Half-termly visits from School Attendance Service took place to offer support with attendance panels, home visits and interventions.</p>	<p>Individual behaviour award trips could not be sustained this academic year on a termly basis despite the positive impact upon attendance during 2017/18.</p> <p>An end of year treat was introduced. To enable a greater impact of this strategy moving forward, the treat that children are striving for needs to perhaps be identified to pupils and parents earlier. Could low-cost or no-cost treats be carried out at the end of each term? (e.g. sporting</p>	

<p>pupils and the gap has diminished.</p>	<p>a special attendance celebration assembly.</p> <p>Introduce new whole-school termly attendance and punctuality reward initiative for 97%+ attendance where ALL children 'win a prize'.</p> <p>Continue with '5 for a prize' initiative for attendance and punctuality.</p> <p>Additional hours for sports coach and Learning Mentor level 1 to pick up key children in the mornings to ensure they are in school and on time. (Pick up on school mini-bus during autumn/winter and via a 'walking bus' during spring/summer.)</p> <p>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.</p> <p>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 (Level 1) to liaise with headteacher and</p>	<p>Early intervention took place regarding attendance through meetings with pupils, parents and School Attendance Officer. In most cases attendance and punctuality improved but to differing degrees.</p> <p>Learning Mentor level 1 continued to work with parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer when necessary.</p> <p>Learning Mentor (Level 1) was responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees. She liaised with the HT and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p> <p>Reports on attendance were produced for Governors on a termly basis with comparisons to the previous year.</p> <p>Attendance Information 2018/19 (Whole School)</p> <table><tr><th>Attendance</th><th>Current Att</th><th>June 2018</th><th>June 2017</th></tr><tr><td>ALL Pupils</td><td>95.20%</td><td>95.80%</td><td>93.70%</td></tr><tr><td>PP-eligible</td><td>93.52</td><td>94.52%</td><td>90.81%</td></tr><tr><td>Non-dis</td><td>95.27</td><td>94.72</td><td>91.10%</td></tr></table> <p>At the end of the year, attendance was just below the 96+ target for all children (0.8%) and 2.48% below for PP-eligible pupils.</p> <p>Attendance Information 2018/19 (by year group)</p> <table><tr><th>Reception</th><th>No. of Pupils</th><th>Attendance</th><th>Authorised</th><th>Unauthorised</th></tr><tr><td>PP-eligible</td><td>11</td><td>90.14%</td><td>6.95%</td><td>2.92%</td></tr><tr><td>Non-PP</td><td>19</td><td>97.10%</td><td>2.26%</td><td>0.64%</td></tr></table> <p>A number of illnesses have impacted on the class attendance as well as holidays and unauthorised absences due to lateness.</p>	Attendance	Current Att	June 2018	June 2017	ALL Pupils	95.20%	95.80%	93.70%	PP-eligible	93.52	94.52%	90.81%	Non-dis	95.27	94.72	91.10%	Reception	No. of Pupils	Attendance	Authorised	Unauthorised	PP-eligible	11	90.14%	6.95%	2.92%	Non-PP	19	97.10%	2.26%	0.64%	<p>events, whole school movie afternoon, etc)</p> <p>The work carried out by the Learning Mentor (Level 1) has had a significant impact upon improvements in attendance and punctuality. A gap between PP. and Non-PP children remains, although it has narrowed, therefore this role should be sustained.</p> <p>Continue to devise strategies and early intervention for children who are persistently absent or late.</p>
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class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.

Year 1	No. of Pupils	Attendance	Authorised	Unauthorised
PP-eligible	17	92.94%	3.34%	3.71%
Non-PP	13	97.65%	2.09%	0.26%

Illness, holidays and unauthorised lateness are the main factor within this class.

Year 2	No. of Pupils	Attendance	Authorised	Unauthorised
PP-eligible	14	93.61%	2.47%	3.92%
Non-PP	17	98.13%	0.84%	1.03%

Holidays, illness and unauthorised lateness are the main factor in this class.

Year 3	No. of Pupils	Attendance	Authorised	Unauthorised
PP-eligible	15	93.55%	2.63%	3.80%
Non-PP	14	96.65%	1.13%	2.22%

Holidays, illness and unauthorised lateness are the main factor in this class.

Year 4	No. of Pupils	Attendance	Authorised	Unauthorised
PP-eligible	18	93.75%	3.00%	3.25%
Non-PP	13	98.32%	1.33%	0.35%

Holidays, lateness and sickness within this class have impacted on attendance. 2 children left the local area and were not allocated places within another school for a number of weeks. The attendance of these children was recorded as still being on role at Sylvester.

Year 5	No. of Pupils	Attendance	Authorised	Unauthorised
PP-eligible	20	93.10%	3.40%	3.50%
Non-PP	9	98.25%	0.83%	0.92%

It is mainly illness and lateness within this class, plus one child who left the local area and was not allocated a place within another school for a number of weeks.

		<table><tr><td>Year 6</td><td>No. of Pupils</td><td>Attendance</td><td>Authorised</td><td>Unauthorised</td></tr><tr><td>PP-eligible</td><td>21</td><td>96.17%</td><td>2.33%</td><td>1.50%</td></tr><tr><td>Non-PP</td><td>10</td><td>97.23%</td><td>2.34%</td><td>0.43%</td></tr></table> <p>Illness appears to be the main factor in this class, along with two children taken unauthorised holidays.</p> <p>An end of year treat took place in school for children with 96+% attendance.</p>	Year 6	No. of Pupils	Attendance	Authorised	Unauthorised	PP-eligible	21	96.17%	2.33%	1.50%	Non-PP	10	97.23%	2.34%	0.43%		
Year 6	No. of Pupils	Attendance	Authorised	Unauthorised															
PP-eligible	21	96.17%	2.33%	1.50%															
Non-PP	10	97.23%	2.34%	0.43%															
<p>Vulnerable children being supported via highly targeted intervention from Learning Mentor.</p> <p>Children’s emotional and behavioural needs being supported quickly and effectively; therefore less issues occurring in KS2.</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 meta-cognition 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>Break time reflection and lunch time reflection behaviour data was completed by Learning Mentor which shows a small reduction in the number of incidents.</p> <table><tr><td></td><td>2017-18 (202 pupils)</td><td>2018-19 (201 pupils)</td><td>Difference</td></tr><tr><td>Total number of entries</td><td>838</td><td>829</td><td>-9</td></tr></table> <p>A significant proportion of the entries were from a small group of individuals.</p> <p>The number of fixed term exclusions: remained the same: 2017-18 = 3, 2018 - 2019 = 3.</p> <p>Meetings took 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>		2017-18 (202 pupils)	2018-19 (201 pupils)	Difference	Total number of entries	838	829	-9	<p>Learning Mentor (Level 2) to research effective interventions for meta-cognition and self-regulation approaches which are shown to have a relatively quick and sustainable impact on attitudes to behaviour and learning.</p>								
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<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through Learning Mentor monitoring behaviour logs.</p>	<p>Learning Mentor (Level 2) to work with vulnerable children using tried and tested intervention support programs 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>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>Behaviour logs were monitored to ensure that positive behaviour is enhanced across school and support put in place where necessary.</p> <p>The impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.</p> <p>Meetings took 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>Continue to develop the role of the learning mentor (L2) in implementing tried and tested intervention support programmes.</p>	
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<p>Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.</p>	<p>Utilise the Learning mentor in an outreach role in order to support families in an early intervention by signposting parents to parenting classes to provide them with the necessary skills to support their child's learning and development.</p> <p>Inclusion Manager to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process and Early Help.</p>	<p>Outreach work did take place to support families and the learning mentor met with families regularly.</p> <p>The Inclusion Manager monitored and evaluated the outcome of TAF plans and other interventions.</p> <p>Regular meetings took 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>Continue to develop and maximise the role and strengths of the learning mentor.</p>	
<p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p> <p>Further enhance the school curriculum through visits and visitors to school.</p> <p>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school.</p> <p>Provide funding for eligible children in Y5 and Y6 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</p>	<p>A number of PP eligible children benefitted from allocated funding for educational visits providing them with the same opportunities as their peers in school.</p> <p>Funding was also used to allow a number of children to attend clubs after school.</p> <p>Children were provided with opportunities that they would not normally experience; providing them with more than the local surroundings where they live.</p>	<p>Continue with funding and strategies in 2019/2020.</p>	

	and visitors into school to enhance teaching and learning.			
Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.	<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 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 2018.</p> <p>Ensure a range of activities are made available to all children; ensuring PP children can access activities where a small parental contribution is needed through PP funding to ensure equality for all.</p>	<p>The school provided experiences for children in KS1 and KS2 offering a varied menu of clubs to cater for a range of interests and talents.</p> <p>Due to our Sports Coach leaving some sports clubs did not take place during the summer term. This will be rectified in September 2019 as a new Sports Coach has now been appointed.</p> <p>A total of 61 children took part in the Children's University awards ceremony in June 2019. 32 out of 61 children (52%) were PP-eligible.</p>	<p>Continue with funding and strategies in 2019/2020.</p> <p>Programme of sport and other activities to be planned and agree in September and to begin as soon as possible.</p>	