

# Braishfield Primary School Pupil Premium strategy statement – 2 year plan 2019/2021

| 1. Summary information |                            |                                  |  |  |              |
|------------------------|----------------------------|----------------------------------|--|--|--------------|
| School                 | Braishfield Primary School |                                  |  |  |              |
| Academic Year          | 2019-2020                  | Total PP budget                  | £19120   | Date of most recent internal review of this strategy | 11.10.19     |
| Total number of pupils | 98                         | Number of pupils eligible for PP | 14<br>(14%)<br>(36% of pupils eligible for PP also have SEN) | Date for next internal review of this strategy       | October 2020 |

| 2. Current attainment End of Year 2018/2019                     |   |   |  |
|---|---|---|--|
|   | <b>Pupils eligible for Pupil Premium<br/>% Meeting Age related expectations</b> | <b>Pupils not eligible for Pupil Premium<br/>% Meeting Age related expectations</b> | <b>National average for all pupils %</b> |
| <i>*End of Early Years Foundation Stage (1 pupil eligible)*</i> |   |   |  |
|   | 0% (0/1)  | 80% (12/15)   | 72%                                      |
| <i>*End of Key Stage 1 (3 pupils eligible)*</i>                 |   |   |  |
| Reading   | 67% (2/3)   | 93% (13/14)   | 75%                                      |
| Writing   | 67% (2/3)   | 79% (11/14)   | 69%                                      |
| Maths   | 67% (2/3)   | 93% (13/14)   | 76%                                      |

|  | <b>Pupils eligible for Pupil Premium<br/>% Meeting Age related expectations</b> | <b>Pupils not eligible for Pupil Premium<br/>% Meeting Age related expectations</b> | <b>National average for all pupils %</b> |
|--|---|---|--|
| <b>*End of Key Stage 2 (1 pupil eligible)*</b> |   |   |  |
| <b>Reading</b>                                 | <b>100% (1/1)</b>   | <b>92% (12/13)</b>  | <b>73%</b>                               |
| <b>Grammar, Punctuation and Spelling</b>       | <b>100% (1/1)</b>   | <b>92% (12/13)</b>  | <b>78%</b>                               |
| <b>Writing (teacher assessed)</b>              | <b>100% (1/1)</b>   | <b>77% (10/13)</b>  | <b>78%</b>                               |
| <b>Maths</b>                                   | <b>100% (1/1)</b>   | <b>85% (11/13)</b>  | <b>79%</b>                               |

| <b>3. Barriers to future attainment for pupils eligible for PP</b> |  |
|--|--|
| <b>In-school barriers</b>  |  |
| <b>A.</b>  | Slow development of reading (including phonics) and writing skills in Reception and KS1 (particularly for pupils eligible for PP who also have SEND or pupils who start Early Years below age and stage).  |
| <b>B.</b>  | Slower rates of progress of pupils who are eligible for PP (particularly pupils eligible for PP who also have SEND) as they move through the school to the end of KS2.   |
| <b>C.</b>  | For a small minority of identified pupils eligible for PP, learning attitudes and the ability to manage their own emotions/behaviour are not yet as good as their peers. Without intervention and support this will have detrimental impact on their academic success.   |
| <b>External barriers</b>   |  |
| <b>D.</b>  | <p>Attendance rates/punctuality for a minority of pupils eligible for PP is a cause for concern. This reduces their school hours and causes them to fall behind.</p> <p>Low levels of parental engagement, limited support for home learning, safeguarding concerns, pupils' social/emotional issues and limited aspirations also present barriers for a minority of pupils eligible for PP.</p> |

| <b>4. Desired outcomes: 2-year plan 2019-2021</b> |   |   |
|---|---|---|
|   | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| <b>A.</b>   | Improve phonics, reading and writing skills for pupils eligible for PP in Reception and KS1 to include improved targeted support (including quality first teaching) and personalised resources for pupils eligible for PP who also have SEND  | Pupils eligible for PP in Reception class/KS1 make rapid progress by the end of the year so that the proportion of pupils eligible for PP who reach age related expectations in reading and writing, and who pass the phonics test in Y1, is consistently in line with their peers.<br>Pupils eligible for PP who also have SEND will make accelerated progress by the end of the year so that, wherever possible, attainment gaps can be closed or narrowed. |
| <b>B.</b>   | Higher rates of progress across KS2 for all pupils eligible for PP.   | Pupils eligible for PP(including those with SEND) make as much progress as their peers across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the school and externally.  |
| <b>C.</b>   | Specific actions to improve attitudes to learning and increase aspirations for a small minority of PP pupils for whom this has a detrimental impact on rates of progress and achievement.<br><br>To further develop and embed pupils' understanding of their own emotional needs including a range of strategies to help support health and wellbeing | Further embedding of Braishfield Learners' values to promote positive learning behaviours in the classroom and higher aspirations. This will help ensure higher rates of progress and attainment by the end of KS2.<br><br>Pupils will develop strategies to self-regulate emotions and behaviour so better placed to learn. This will enable them to make strong progress to help close attainment gaps  |
| <b>D.</b>   | Increased attendance rates/improved punctuality for small number of PP pupils for whom attendance is a concern.   | Improved overall attendance/punctuality for key PP pupils for whom this is an issue so that attendance/punctuality is at or rapidly moving towards the school's average and is in line with 'other' pupils.   |

| 4. Review of expenditure 2018/2019   |   |   |  |              |
|--|---|---|--|--------------|
| Previous Academic Year   |   | 2018/2019 Total PP budget £12,820   |  |              |
| i. Quality of teaching for all-training and CPD to improve the quality of all teaching     |   |   |  |              |
| Desired outcome  | Chosen action / approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)   | Cost         |
| <p><b>A</b></p> <p><b>To improve writing skills, particularly in Reception and KS1</b></p> | <p>CPD to improve subject knowledge and pedagogy.</p> <p>Appointment of experienced teacher (HP) to lead teaching and assessment of phonics across the school</p> <p>Introduction of whole class phonics rather than groups to ensure good rates of progress for all.</p> <p>English Leader to carry out an audit of spelling /handwriting /presentation expectations and review use of AfL strategies inc high quality, effective feedback.</p> <p>Early Years Leader and English Leader to develop classroom practice and provision across EYFS-KS1- opportunities for writing and challenge/use of outdoors</p> <p>Readers into writers- use of high-quality whole class texts</p> | <p><i>Impact for pupils eligible for PP in Early Years and KS1 (particularly in phonics) was mixed due to staffing turbulence during the year, inc. Phonics Leader/Early Years leader leaving at Easter and KS1 teacher absent in Summer term due to long term sickness</i></p> <p><i>2019 End of Key Stage 2 showed strong outcomes for one PP pupil who achieved GDS in Writing (teacher assessed), Reading, English Grammar, Punctuation and Spelling (and Maths) SATS tests.</i></p> <p><i>End of Key Stage 1 outcomes showed that two of three PP pupils in Y2 achieved ARE in Reading and Writing (and Maths) but the one PP pupil who also has special educational needs did not achieve age related expectations in Reading or Writing (or Maths.) This pupil was disapplied from the Year 2 re-takes of the phonics test</i></p> <p><i>One PP pupil in Early Years who also has special educational needs did not achieve GLD at the end of the year and did not meet ELG in writing or reading</i></p> <p><i>One pupil in Year 3 who also has SEN achieved ARE in Reading (and Maths). Strong outcomes for PP pupils in Year 4 with all three pupils achieving ARE in R, W and M. In Year 5, two out of three pupils eligible for funding achieved ARE in R, W and M; the one pupil who did not achieve ARE also has SEN; this pupil made strong progress and has demonstrated an improved attitude to learning</i></p> | <p><i>Closing of gaps for pp pupils in some year groups but lack of accelerated progress in Early Years and KS1 for eligible pupils with SEN/emotional needs-especially boys.</i></p> <p><i>Continue to review ways in which we can improve outcomes for pp pupils with SEND- need for quality first teaching in the classroom, training for LSAs, development of subject knowledge, personalisation of learning and resources and use of adapted SEND tracker to monitor and ensure progress.</i></p> <p><i>Improving accountability through individual pupil progress meetings/performance management but these need to be half-termly. Coaching and feedback resulted in improved teaching and higher expectns in KS2; book scrutinies resulted in expectn of clearer learning journey and improved English planning format. Evidence of higher expectations with all pupils experiencing high level quality texts; presentation and handwriting improving though stronger evidence in KS2. Continue with renewed focus needed on phonics, Early Years, KS1 and teaching of spelling across the school.</i></p> <p><i>Some improvements in quality of feedback but there are inconsistencies. With new staff, continue training to ensure clear skills-based learning objectives/success criteria, timely AFL, quality feedback in the lesson, opportunities for challenge including for the most able, consistently high expectations for all, writing opportunities explored using outdoor areas.</i></p> | <p>£5000</p> |

|   |  |  |   |  |
|---|--|--|---|--|
| <p><b>B</b></p> <p><b>To ensure all pupils make higher rates of progress and achievement as they move through the school to the end of KS2.</b></p> | <p>Continued CPD/coaching for teachers and LSAs on effective AfL strategies to include providing support/challenge for all pupils</p> <p>Training for new teachers on HAM assessment system/SIMS tracker/SEND tracker so have good understanding of data, gaps in individual pupil's learning and how to use to maintain/improve rates of progress.</p> <p>Holding teachers to account through the pupil progress meeting system for the progress of this group of children.</p> | <p><i>Medium/high impact</i></p> <p><i>Evidence in books and pupil conferencing showed more pupils able to explain how they are challenged and what they do if find work too easy.</i></p> <p><i>More use of richer, contextual learning and higher expectations- particularly with introduction of text drivers in English and challenge activities incorporated within all Maths lessons</i></p> <p><i>Working walls/concrete resources being used more effectively by pupils to support their learning</i></p> <p><i>Evidence of teachers employing a range of AfL strategies including pre-assessment tasks, split inputs, flexible groupings, effective questioning.</i></p> <p><i>Evidence in books of quality marking and feedback in the lesson.</i></p> <p><i>See end of year data/SEN progress trackers for positive impact on progress/attainment of pupils eligible for funding in all year groups</i></p> | <p><i>Teachers using data more effectively to identify and address needs; training needed for new staff particularly NQTs</i></p> <p><i>Continue and embed use of new SEN tracker to ensure accurate measurement of progress of all pupils eligible for PP who have additional SEN</i></p> <p><i>Continue to discuss progress of PP pupils as priority at each pupil progress meeting- half-termly</i></p> <p><i>Clear expectation shared with all staff that all PP pupils receive targeted feedback first in every Maths and English lesson</i></p> <p><i>Maths and English Leader/HT to continue to review planning to ensure learning personalised to meet needs of individual PP pupils and SENCO to monitor and support to ensure appropriate variation of tasks and provision of suitable resources; need to ensure this applies to the wider curriculum and how it is delivered</i></p> |  |
|---|--|--|---|--|

|   |   |   |  |  |
|---|---|---|--|--|
| <p><b>C</b></p> <p><b>To improve attitudes to learning to ensure better rates of progress and attainment.</b></p> | <p>CPD for staff on understanding needs of individual pupils, inc. emotional needs-- planned parent workshop on understanding behaviour and strategies to support; Primary Behaviour Support training for all staff; cluster inset- supporting children's mental health/emotional wellbeing.</p> <p>Continued development of a culture of 'Growth Mindset'. Further embed Braishfield Learners' values to promote positive learning behaviours. and strengthen pupils' engagement and understanding of active learning.</p> | <p><i>High impact: improved attitudes across the school evidenced from drop ins, pupil conferencing, parental and governor feedback</i></p> <p><i>Pupils are more active learners</i></p> <p><i>Staff more consistently linking praise to learners' values</i></p> <p><i>Staff more confident reporting concerns and managing behaviour in a positive way/de-escalating negative behaviour- separate playtimes, nurture group etc</i></p> | <p><i>Continue to embed and give high priority- train new staff re learning values and growth mindset</i></p> <p><i>Link with rewards</i></p> <p><i>Strengthen role of Learning Council in monitoring and celebrating pupils displaying positive learning values</i></p> <p><i>Strengthen pupils' understanding of their own feelings, emotion and behaviour and how to self-regulate</i></p> <p><i>Continue to build rich opportunities into the curriculum- set high expectations, encourage pupils to have high aspirations</i></p> |  |
|---|---|---|--|--|

| ii. Targeted support through evidence-based interventions   |  |  |  |              |
|---|--|--|--|--------------|
| Desired outcome   | Chosen action / approach   | Estimated impact:  | Lessons learned:   | Cost         |
| <p><b>A. Targeted support (1:1 or small group) to improve writing skills to help improve rates of progress and attainment in reading and writing for pupils eligible for PP, particularly those with SEND</b></p> | <p>Targeted support (1:1 or small group)</p> <p>Introduction of Precision Teaching</p> <p>Introduction of Rapid Reading scheme</p> <p>Introduction of Bug Club reading resources</p> | <p><i>High impact: These individual or small group interventions had a very positive impact because they were evidence-based and delivered in class or the skills practised outside the classroom were then reinforced in class.</i></p> | <p><i>Continue and ensure progress is measurable so can assess impact of intervention- SENCO to lead</i></p> <p><i>Early accurate identification of concern is key so pupil progress meetings to become half termly again; prompt intervention; phonics assessment in first 2 weeks of Autumn term</i></p> <p><i>Booster groups set up in Aut 1 for pupils who did not meet ELG for reading/writing</i></p> <p><i>Booster groups groups set up in Aut 1 for Year 2 pupils who did not pass phonics test</i></p> <p><i>Better communication with parents to ensure home support wherever possible</i></p> <p><i>SENCO to carry out skills audit of LSAs- peer coaching and/or CPD arranged</i></p> <p><i>Ensure skills practised in intervention reinforced in class- accountability of LSA and class teacher</i></p> | <p>£5000</p> |

**iii. Other approaches- whole school strategies to improve attendance, behaviour and readiness to learn**

| Desired outcome   | Chosen action / approach   | Estimated impact:   | Lessons learned:  | Cost          |
|---|--|---|---|---------------|
| <p><b>C. Behavioural/emotional wellbeing concerns addressed and attitudes to learning improved to ensure better rates of progress and attainment for all pupils including those who are eligible for PP</b></p> | <p>LSA mentoring scheme</p> <p>ELSA</p> <p>Peer mentoring with children within class</p> <p>Buddy system</p> <p>Enrichment activities-music lessons, trips, clubs, swimming</p> <p>Involvement in Pupil Voice groups and clubs</p> <p>Whole school training on physical health and emotional wellbeing</p> <p>Introduction of CPOMS</p> <p>Introduction of Anti-bullying Ambassadors and 'Helping Hands'</p> | <p><i>Medium/high impact: limited only by staff changes but improved attitudes across the school evidenced from drop ins, pupil conferencing, parental and governor feedback, CPOMs records, engagement with external agencies to support individual pupils</i></p> <p><i>Better monitoring and recording of incidents by wide number of staff- staff suggesting ways to support needs of individual pupils</i></p> | <p><i>Training needed for new teachers so LSA mentoring continues to be embedded in pastoral support for pupils eligible for PP</i></p> <p><i>Continue professional development for ELSA and all staff</i></p> <p><i>Continue to develop pupils' understanding of their own feelings, emotions and behaviour and how to self-regulate-whole school project</i></p> <p><i>Continue to strengthen buddy system and opportunities for peer mentoring</i></p> <p><i>Need for more pupil conferencing to measure impact</i></p> <p><i>Continue to track pupils' involvement in enrichment activities:</i></p> <p><i>Training to develop staff's understanding of own wellbeing/ emotional resilience so can become stronger role models for pupils</i></p> | <p>£2,820</p> |

|   |  |   |   |  |
|---|--|---|---|--|
| <p><b>D. Increased attendance/punctuality rates for identified families of children eligible for PP</b></p> | <p>Monitor pupils and follow up quickly on absences.</p> <p>Enrichment activities</p> <p>Role in Pupil Voice groups.</p> | <p><i>Attendance closely monitored and follow up quickly on absences. Parents contacted by letter, meetings arranged with HT.</i></p> | <p><i>Only an issue for a minority of pupils but need to continue to monitor carefully.</i></p> <p><i>Increase participation in enrichment activities and pupil voice groups</i></p> <p><i>Continue to strengthen engagement with families of pupils for whom attendance/ punctuality is an issue</i></p> |  |
|---|--|---|---|--|

i. Quality of teaching for all- training and CPD to improve the quality of all teaching – 2-year plan October 2019-October 2021

| 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>A. Improved development of early reading (inc. phonics) and writing skills, particularly in Early Years and KS1</b></p> | <p>Appointment of new Phonics Leader – experienced KS1 practitioner who is also English Leader</p> <p>Programme of staff coaching/training to develop subject knowledge and understanding of how effective feedback can be used to challenge/support to ensure all pupils make strong progress and attain highly-at least in line with end of year expectations</p> <p>Introduction of Bug Club phonics books for early readers in Year R/Year 1 linked to phonemes and tricky words pupils are learning in class</p> <p>Develop and strengthen the quality of Early Years provision including use of learning environment to support and extend early reading/writing skills</p> | <p>Evidence based research shows that effective feedback and high expectations of pupil's response to feedback has most impact on progress.</p> <p>Staff need sound English/Phonics subject knowledge incl u/s of progression of skills required for feedback delivered to be effective.</p> <p>Evidence shows need for pupils to have reading book which is matched to phonics they have learned to support progress in reading- Ofsted</p> | <ul style="list-style-type: none"> <li>To strengthen the quality of phonics and development of quality provision in Early Years are priorities highlighted on the SIP for 2019/20 with clearly stated milestones and success criteria</li> <li>Appointment of new Phonics Leader (accountable through setting of clearly linked performance management objectives)</li> <li>English/Phonics leader and HT to provide coaching/training for staff</li> <li>Accurate assessment and half-termly tracking of pupils' progress</li> <li>Monitoring: lesson observations, pupil conferencing, book scrutinies, half-termly pupil progress meetings</li> </ul> | <p>English/Phonics Leader (NA)</p> <p>Headteacher (LR)</p> <p>SENCO (JS)</p> | <p>Jan 2020</p> <p>March 2020</p> <p>May 2020</p> |

|  |   |   |  |   |   |
|--|---|---|--|---|---|
| <p><b>B. Ensuring all pupils make higher rates of progress and achievement as they move through the school to the end of KS2-through broad, rich, meaningful curriculum and high-quality teaching and learning</b></p> | <p>Subject leaders/teachers to review curriculum content (NC progression of knowledge and skills /resources /enrichment opportunities etc), curriculum implementation</p> <p>Subject specific staff training sessions as necessary</p> <p>Programme of coaching and mentoring to develop and share strong classroom practice across the school</p> <p>Maths and English Leaders to provide planning support as appropriate</p> <p>CPD for all staff including LSAs, NQTs and RQT</p>  | <p>Broad, rich curriculum taught well will enable all pupils to flourish and gain knowledge, understanding and skills to be prepared for the next stage of learning and attain strongly.</p> <p>Quality of teaching -many different evidence sources, e.g. Education Endowment Fund Toolkit suggest high quality feedback and effective use of AFL as an effective way to improve attainment, and we continue to embed and strengthen these across the school.</p>  | <ul style="list-style-type: none"> <li>• This is a priority highlighted on the SIP for 2019/20 with clearly stated milestones and success criteria as part of our review of curriculum and how it is taught.</li> <li>• Led by the Headteacher with all subject leaders providing training and support.</li> <li>• Monitoring: learning walks, book scrutiny, review of subject leader action plans, pupil conferencing</li> </ul> | <p>English/<br/>Maths Leaders<br/>Subject Leaders<br/>SENCO<br/>Headteacher</p> | <p>February 2020</p> <p>April 2020</p> <p>July 2020</p> |
| <p><b>C. To develop children's understanding of their own emotional needs and to embed a positive attitude to learning built on high aspirations</b></p>   | <p><b>CPD for all new staff</b> (1) understanding children's behaviour and positive management strategies (2) school behaviour policy (3) growth mindset approach linked to school values and (4) 'amazing brain' project</p> <p>Establish expectations re circle time/PSHE lessons to explore feelings and emotional wellbeing (share best practice/CPD Jenny Moseley-PSHE leader)</p> <p>Y5/6 to attend Stockbridge cluster anti-bullying drama production <b>(15.10.19)</b></p> <p>Training for all staff on building emotional resilience (termly session) to help role model for pupils</p> <p>Careers fair and visit to Soton Uni-building aspirations for the future</p> | <p>Evidence suggests the importance of a 'Growth Mindset' to enable children to become motivated, independent, lifelong learners who make good progress and who have high expectations of themselves</p> <p>Pupils are equipped with the skills to enable them to flourish and to achieve academically, emotionally, socially and physically</p> <p>Pupils are well-prepared emotionally and socially for transition to secondary school or the next year group</p> | <ul style="list-style-type: none"> <li>• This is a priority highlighted on the SIP for 2019/20 with clearly stated milestones and success criteria</li> <li>• Lesson observations.</li> <li>• Pupil Conferencing</li> <li>• Staff reflections</li> <li>• ELSA sessions</li> <li>• CPOMS reports</li> </ul>   | <p>Headteacher<br/>SENCO</p>  | <p>January 2020</p> <p>May 2020</p>                     |

|   |                            |
|---|----------------------------|
| Budgeted costs to include proportion of salary of staff lead, cost of training and purchase of resources (e.g. books, spelling resources) | Total budgeted cost £8,000 |
|---|----------------------------|

| ii. Targeted support through evidence-based interventions- 2-year plan October 2019-October 2021 |  |   |   |                                |                                |
|--|--|---|---|--------------------------------|--------------------------------|
| 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 implement |
| <b>A.</b>  | <p>1:1 Tuition - Precision Teaching to address key gaps identified by class teachers</p> <p>Rapid Reading intervention</p> <p>Bug Club phonics books</p> <p>Targeted small group support</p> | Some of the pupils in these year groups need targeted 1:1 or small group support to catch up. Small group support is shown to be as effective as 1:1  | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time- liaise with English leader to ensure quality of assessment of needs and teaching to catch up gaps.</p> <p>Training where necessary to ensure high quality phonics being used, daily reading, spelling, handwriting practice. Daily feedback from class teacher and regular opportunities for self- assessment of writing.</p> | English Leader.<br>Headteacher | Nov, Feb, April, July          |
| <b>A, B and C</b>  | Homework Club – homework club to enable PP children to access online learning and get small group support to complete homework   | <p>Education Endowment Fund – extensive evidence base that homework can make a gain of 2+ months per academic year</p> <p>EEF – extensive evidence base that small group tuition can make a gain of 4+ months per academic year</p> | <p>Attendance register</p> <p>Homework scores</p> <p>Analysis of data</p>   | Headteacher                    | Half termly                    |

|                            |   |   |  |                                |   |
|----------------------------|---|---|--|--------------------------------|---|
| <b>C and D</b>             | <p>Social and Emotional Learning - ELSA support</p> <p>ELSA to provide targeted pastoral support across the school using nurture-style room and resources. Support to be widened to include taking small groups to embed Braishfield Learners' values to promote positive learning skills.</p> <p>Continued engagement with other external agencies e.g. Early Help Hub, Youth in Romsey, Ed Psych, Thrive programme, Primary Behaviour Service</p> | <p>EEF – extensive evidence base that this approach can make a gain of 4+ months per academic year and benefit disadvantaged or low-attaining pupils more than other pupils</p> | <p>Analysis of data and Boxall profiles<br/>         Reports from class teachers.<br/>         Lesson observations.<br/>         Pupil Conferencing.<br/>         Evidence from book scrutiny.</p> | <p>ELSA<br/>         SENCO</p> | <p>Nov, Feb,<br/>         April, July</p> |
| <b>Total budgeted cost</b> |   |   |  |                                | <b>£8,000</b>                             |

**iii. Other approaches-whole school strategies to improve attendance, behaviour and readiness to learn-2-year plan October 2019-October 2021**

| 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?                  |
|-----------------|--|--|---|---|---|
| <b>C and D</b>  | <p>LSA mentoring scheme to support all PP children. Training for new LSAs</p> <p>Peer mentoring with children within class</p> <p>Buddy system with children from another year group</p> <p>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.</p> <p>Involvement in Pupil Voice groups such as the School Council, House Captains, Sports Crew, Anti-bullying ambassadors</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular emotional needs or behavioural issues can be effective, especially for older pupils. These interventions can also help improve attitudes to learning.</p> | <p>Monitor behaviour/emotional wellbeing including attitudes to learning but also monitor whether improvements translate into improved rates of progress/attainment.</p> <p>Assess impact using:<br/>                     Boxall profile.<br/>                     Reports from class teachers.<br/>                     Lesson observations.<br/>                     Pupil Conferencing.<br/>                     Evidence from book scrutiny.<br/>                     Participation in clubs/pupil voice groups</p> | <p>Headteacher<br/>                     ELSA<br/>                     SENCO</p> | <p>Nov, Feb,<br/>                     April, July</p> |

|                     |   |   |  |  |                                      |
|---------------------|---|---|--|--|--------------------------------------|
| <p><b>D.</b></p>    | <p>Monitor pupils and follow up quickly on absences. First day response provision.<br/> Regular engagement with parents<br/> Notes home – standard letter sent by School Finance officer<br/> Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.<br/> Role in Pupil Voice groups.</p> | <p>We cannot improve attainment for children if they are not attending school or are regularly late. NfER briefing for school leaders identifies addressing attendance as a key step.</p> | <p>Clear procedures to track attendance and monitor whether on time. HT aware of existing absence issues for children who are eligible for PP.<br/> Priority children identified for School Finance Officer to make HT aware immediately.<br/> Fortnightly meetings to review.</p> | <p>Headteacher<br/> School Finance Officer</p> | <p>March 2020<br/><br/> May 2020</p> |
| Total budgeted cost |   |   |  |  | £3,120                               |