

**OYSTER PARK PRIMARY SCHOOL  
PUPIL PREMIUM STRATEGY**

1. Summary information					
<b>School</b>	Oyster Park Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget (3 terms*)</b>	£273,240	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils (incl UFS)</b>	358	<b>Number of pupils eligible for PP</b>	221 (62%)	<b>Date for next internal review of this strategy</b>	Termly Autumn 2017

\* - this assumes that funding will continue after April 2018

2. Current academic outcomes						
	School 2017			National 2016		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP - Nat NPP
<b>EYFS - % Reaching Good Level of Development 2016-17</b>	40%	69%	-29%	54%	72%	-32%
<b>% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)</b>	50%	69%	-19%	70%	83%	-33%
<b>KS1 - % Reaching Expected Standard 2016-17</b>						
Reading	65%	70%	-5%	62%	78%	-13%
Writing	55%	52%	3%	53%	70%	-15%
Mathematics	71%	70%	1%	60%	77%	-6%
R, W & M	55%	52%	3%	NA	NA	NA
<b>KS2 - % Reaching Expected Standard 2016-17</b>						
Reading	47%	76%	-29%	53%	72%	-25%
Writing	65%		-17%	64%	79%	

Mathematics	50%	82%	-21%	58%	76%	- 14%
GPS	50%	71%	-26%	61%	78%	-18%
R, W & M	44%	76%	-21%	39%	60%	-18%
		65%				-21%
<b>KS2 - Average Scaled Score 2016-17</b>						
Reading	98.4	103.3	-4.9	100	104	-5.6
Grammar, Punctuation and Spelling	99.1	103.8	-4.7	102	105	-5.9
Mathematics	98.5	102.4	-3.9	101	104	-5.5
<b>KS2 – Average Progress Score 2016-17</b>						
Reading	-5.0	-3.3	-1.7	-0.7	0.3	-5.3
Writing	-0.5	0.5	-1.0	-0.3	0.1	-0.6
Mathematics	-4.5	2.4	-6.9	-0.5	0.2	-4.7

**3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)**

<b>A</b>	Below age-related speech and language skills on entry to nursery, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)
<b>B</b>	Reduced attendance and punctuality (E/I)
<b>C</b>	Lack of access to wider experiences (I/E)
<b>D</b>	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)
<b>E</b>	Poorer behaviour due to social, emotional and mental health needs (I/E)

<b>F</b>	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
<b>G</b>	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)
<b>H</b>	Some pupils entitled to Pupil Premium funding speak English as an additional language (EAL) (E)
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>Success criteria (and how measured)</b>	
<b>A.</b>	Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.
	Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data.  School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
<b>B.</b>	Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.
	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
<b>C.</b>	All pupils take part in curriculum enrichment activities before and after school and residential visits irrespective of income, and receive additional opportunities to access curricular and other experiences.
	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results.

<b>D.</b>	All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	<p>Identified families engage with PSA/Inclusion team and offer of support.</p> <p>This will have a positive impact on:-</p> <p>Attendance (see above)</p> <p>Meeting of basis needs/children's readiness for school and learning</p> <p>Children's emotional well-being and behaviour</p> <p>Support with homework</p>
<b>E.</b>	All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels.	Webster Stratton system working throughout the school and numbers of recorded incidents (and exclusions) for PP children in line with those for non-PP peers in all year groups.
<b>F.</b>	Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school if rolled out further during Summer term 2018.
<b>G.</b>	All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures for 2017-18 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

<b>H.</b>	All EAL PP pupils make similar progress and reach similar levels of attainment their EAL non-PP peers in school, and close on EAL Other pupils' outcomes nationally.	Internal tracking and other micro data (eg spelling test results) show diminishing differences for the EAL PP children over time.
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#### 4. Planned expenditure (all figures are estimates)

<b>Academic year</b>	2017-2018
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
<b>A – G:</b> Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.	<b>Pupil Premium Champion</b> employed to monitor provision for PP throughout the school. (HT and Deputy to cover role in the medium term) <b>£21,600</b>	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment. See recommendation on designated SLT member in <i>The Pupil Premium</i> , Ofsted 2013.	Half termly meetings between HT/DH as PPCs - PP Champions regular follow-ups from Pupil Progress Meetings involving identified PP TAs during 2017-18 cycle.	HT Deputy Inclusion lead PP Governor	Termly

<p><b>A, C, D, E:</b> CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i>.</p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p>	<p>Provide a range of <b>targeted CPD</b> to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - <b>'Biasing the learning'</b> as a PP mantra. <b>£6,000</b></p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).</p>	<p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p>	<p>SLT</p>	<p>Jan 18</p>
<p><b>A – G:</b> CPD - Pupil Premium review enables SLT to ensure that expenditure is effective and that it has a positive impact on diminishing the differences and improving outcomes for Pupil Premium children.</p>	<p><b>Pupil Premium review</b> commissioned to review current practice and develop actions to support PP practice <b>£1500</b></p> <p>Monitoring visit to evaluate impact of actions <b>£300</b></p>	<p>Ofsted inspection highlighted provision for PP children needed to be improved to diminish the attainment gaps between disadvantaged children and their peers (Ofsted recommendation for vulnerable schools).</p>	<p>PP review will be commissioned through recommendations and research. PP Champion, shadow champion and PP link governor will action the development points and monitor carefully to ensure improved outcomes for PP children.</p>	<p>HT Deputy Inclusion lead PP Governor</p>	<p>Termly (including formal external review by consultants in March 2018)</p>

<p><b>G.</b> Increased % of PP children receiving support through EHCP's/MSP's</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPP's/MSP's to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p><b>Non-class based Inclusion Lead</b> to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p><b>£7,800</b></p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	<p>Sharing of expertise for SEN pupils. Planned daily interventions monitored to ensure quality and feedback given to adult delivering. Tracking progress to highlight gaps within learning.</p> <p>Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants.</p> <p>Lessons monitored to ensure appropriate differentiation at all levels of ability.</p>	<p>Inclusion Lead</p>	<p>Termly</p>
<p><b>A, D:</b> Increased attainment in reading</p>	<p><b>Library development</b></p> <p>Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club</p> <p><b>£4,000</b></p>	<p>Not enough literature within the newly developed library areas/classrooms</p> <p>EEF Toolkit - Reading comprehension strategies (+5 months)</p> <p>EEF Literacy in KS2 Recommendation 3 (2017)</p>	<p>Pupil discussions and questionnaires</p> <p>Data analysis</p>	<p>J Lindsay</p>	<p>On-going (but by Mar 2018 reading outcomes data will be reviewed)</p>

<p><b>A:</b> Phonic knowledge in Year 1 is improved for all children, but in particular for our PP children so that attainment is above national PP and approaching national Other outcomes.</p>	<p><b>RWI development day-Practitioner</b> to work with RWI in school lead to focus on phonics teaching, deliver training and feedback to staff on impact of teaching, <b>£600</b></p>	<p>Low number of children achieving the threshold for the Phonic Screening Check. The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&amp;L approaches (+ 6 months)</p>	<p><b>Training 2x teachers (RWI)</b> Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>RWI Lead</p>	<p>Half termly</p>
<p><b>A-G:</b> Increased % of children achieving greater depth outcome at end of each key stage.</p> <p>Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>To develop a Mastery approach.</p> <p>Training <b>See above for training costs</b> Resources <b>£100</b></p>	<p>% of children working at greater depth below national at the end of each key stage. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. See also metacognition and self-regulation (+8 months)</p>	<p>Monitoring of lessons Observations, Planning Pupil discussions Assessment data analysis Targeted interventions</p>	<p>J Chapman-Kemp J Lindsay B King</p>	<p>On-going (but by Mar 2018 more and most able pupil data will be reviewed for all year groups)</p>
<p><b>A-G:</b> To raise PP attainment at the end of KS2 and EYFS so it is above national PP and closing on national Other</p>	<p><b>Use of additional TA's</b> <b>2X UKS2</b> <b>1X UFS</b> <b>£34,000</b></p> <p>Training - Effective use of TA – 2 days of consultancy during academic year <b>£1,200</b></p>	<p>To support high number of PP children within Y5&amp;Y6</p> <p>To support children entering UFS below/well below ARE</p>	<p>Observations Data analysis (ARE +)</p>	<p>J Chapman-Kemp</p>	<p>On-going</p>



<b>C:</b> Increased knowledge and tolerance of different faiths and cultures	<b>Multi-Cultural Workshops (60% from PP)</b> - To broaden knowledge and experiences <b>£600</b>	Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance. EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)	Pupil discussions Behaviour data SMSC Audit	S Lochman	On-going
<b>C, D:</b> Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills	<b>Outdoor learning-Development of forest school (60% from PP)</b>  New resources to enhance learning <b>£300</b> Training to support on-going needs <b>£300</b>	Extending experiences and building confidence for our children  Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)	Monitoring through observations Behaviour Data analysis Pupil discussions	J Chapman-Kemp  A Swan  FS Leaders	Half Termly
<b>Total budgeted cost</b>					<b>£78,300</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>

<p><b>B.</b> Attendance of all pupils is in line with NA – 2016 - 17 Attendance of PP pupils is closing on Other pupils and NA. PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. . % of pupils who are late reduces further.</p>	<p><b>Attendance initiatives (proportion of rewards and salary from PP)</b></p> <p>I Mohammad – EWO <b>£7,500</b> PDBW - <b>£13,000</b></p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Weekly monitoring of attendance and lates. Weekly attendance meetings (Attendance Officer and PDBW lead) SLT monitoring Integris Half termly analysis - whole school and pupil group attendance data Historical and benchmark data analysis. RAP's for key families at/at risk of PA</p>	<p>EWO PDBW Lead</p>	<p>Termly</p>
<p><b>A.</b> Children eligible for Pupil Premium pass the phonics screening check in line with non-PP Pupils in school, and approaching figure for Others nationally.</p>	<p>RWI 1:1 targeted support from TA's trained to deliver interventions by a RWI regional trainer and supported in school through phonics lead <b>(2 half days release per half-tem for RWI Lead)</b> <b>£2,000</b> <b>HB half termly checks £600</b> <b>TA's trained to deliver interventions £5,000</b> <b>Additional phonics resources required £8,500</b></p>	<p>Only 50% of PP children achieving the threshold for the Phonic Screening Check. EEF toolkit shows phonic intervention can support progress (+4 months). See also EEF Literacy Guidance KS1 Rec. 3.</p>	<p><b>Training 2x teachers (RWI)</b> Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>F Coomber H Bodycombe</p>	<p>Half Termly</p>

<p><b>A.</b> PP Children within Y4-Y6 would complete programme and be more equipped for learning within KS2</p>	<p>Fresh Start phonics programme aimed at Y4-6 for children struggling with phonics and spelling.  <b>Training for TA's £2,800</b></p> <p><b>Resources £2000</b>  See above</p>	<p>Spelling is an issue within KS2- Children too old to access RWI intervention. Fresh Start is aimed at KS2.</p> <p>EEF toolkit shows phonic intervention can support progress (+4 months). See also EEF Literacy Guidance KS2 Recs. 1 and 2.</p>	<p>High quality resources  Training form RWI regional trainer  Observations of interventions  Assessments half termly  Data analysed and interventions reviewed to meet needs of children</p>	<p>F Coomber  J Lindsay</p>	<p>Half Termly</p>
<p><b>E.</b> Increased confidence, more positive attitudes to learning and improved communication</p>	<p><b>Art Therapist</b> - To support targeted PP children with emotional problems and to improve communication  <b>£6,500</b></p>	<p>In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Arts participation (+2 months), Behaviour interventions (+3 months).</p>	<p>Feedback from Art therapist  Discussions with parents, Pupils, class teachers  Behaviour data  Assessment data</p>	<p>SENCO  S Lochman</p>	<p>Half Termly</p>
<p><b>E.</b> Children facing fewer barriers due to SEMH needs and are more resilient learners</p>	<p><b>Emotional Literacy Support Assistants (ELSA) (Part funded from PP)</b></p> <p>1x Learning mentor and 1x Family Support Worker employed to work with PP Pupils and deliver ELSA sessions daily to targeted PP children  <b>LM £2,000</b>  <b>FSW £2,500</b>  <b>ELSA Resources £500</b></p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Sessions planned together with Inclusion Lead and PDBW Lead  Half Termly ELSA Assessments  Intervention monitoring/observations  Observations of children within classroom/school setting  Discussions with parents  Behaviour data analysis  Supervision of trained staff by external person</p>	<p>H Bodycombe  S Lochman</p>	<p>Half Termly</p>

<p><b>A, D, F:</b> Reading ages/attainment for PP children is in line with their peers and national expectations</p>	<p>Focussed Readers</p> <p>Identified PP children not on track for expected in reading have <b>1:1 time with an allocated TA</b> to deliver and develop a range of strategies and to ignite the love of reading.  <b>£13 000</b>  A range of new resources linked to gaps within library and interests of children</p>	<p>Non-PP children are outperforming PP children within reading in all year groups</p> <p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately +5 months' progress.</p> <p>EEF also indicates that on average, reading comprehension approaches improve learning by +5 months' progress over the course of a school year.</p>	<p>Data analysis  Observations of intervention  Feedback to staff  Pupil discussions</p>	<p>J Lindsay</p>	<p>Half Termly</p>
<p><b>B - G:</b> To further diminish the gaps between school PP and national Other outcomes in maths at the end of KS2</p>	<p>White Rose Maths interventions  <b>3 x trained TAs</b> to deliver Small group intervention for PP pupils (partly funded)  <b>£8,000</b>  <b>Resources for intervention</b>  <b>£500</b></p>	<p>21% attainment gap between Disadvantaged and Other at the end of KS2 in maths</p> <p>EEF: Overall, the suggested pattern is that small group tuition is effective (+4 months)</p>	<p>Monitoring of Intervention through observation  Book monitoring  Data analysis  Pupil discussion</p>	<p>B King</p>	<p>On-going</p>
<p><b>E.</b> Decrease in exclusions and the reintegration into mainstream classrooms for key children at risk of permanent exclusion.</p> <p><b>B.</b> Improved attendance for key children</p>	<p>Behaviour / Social and Emotional Development:  Intensive support for those at risk of permanent exclusion through use of <b>PDBW lead teacher and Specialist TA (partly</b></p>	<p>Large number of PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in</p>	<p>Behaviour data analysis (eg SDQs)  Pupil discussions  Parental discussions  Children slowly being to reintegrate  Observations of intervention  Outside agency involvement  Feedback from outside agencies</p>	<p>S Lochman  J Chapman-Kemp</p>	<p>On-going</p>

<p>Children ready for high school with successful transition</p> <p><b>E.</b> Improved behaviour within school- behaviour for learning improve.</p> <p><b>G.</b> Pupils who present significant needs have additional support readily available from an external agency to extend in-house restorative measures.</p>	<p><b>funded – 70%) PDBW £39,500 STA £11,500</b></p> <p>Children receive alternative style provision to cater for individual needs and to reintegrate into the mainstream classroom</p>	<p>problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues (Overall average impact +3 months)</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>			
<p><b>E.</b> Improved behaviour within school – readiness to access KS1 and general behaviours for learning to improve rapidly.</p>	<p>Nurture Groups <b>1x Learning Mentor Resources to deliver bespoke nurture intervention £2,000</b></p>	<p>Children within Y1 not ready for NC expectations/PSED needs developing</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p>	<p>Monitoring of actions given by educational psych</p> <p>Lesson observations and feedback to relevant staff</p>	<p>Ed Psych H Bodycombe</p>	<p>Weekly</p>
<p><b>G.</b> Appropriate support in place for targeted SEN/PP pupils to enable them to make progress in line with peers</p>	<p>Commission <b>additional Ed. Psych Support £13,173</b></p>	<p>Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children</p> <p>Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)</p>	<p>Monitoring of actions given by educational psych Reviews on OPP's/MSP's/EHCP's Gaps begin to diminish between PP SEN/Others</p>	<p>ED Psych H Bodycombe</p>	<p>Weekly</p>

<p><b>A.</b> Children make rapid progress given their low starting points within CLLD. More PP (x2) children on track to achieve expected in CLLD by end of N compared to start.</p>	<p><b>Specialist SALT support</b> within Lower Foundation Stage and trained TAs to follow-up key actions.</p> <p><b>£5,000</b> <b>£1,000</b></p>	<p>To address the low baseline on entry data though additional adult support, particularly focusing upon CLLD 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. See Early Years Toolkit – C &amp; L approaches (+6 months)</p>	<p>SALT observations Data analysis SENCO support</p>	<p>SENCO</p>	<p>Half Termly</p>
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**Total budgeted cost**    **£145,573**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
<p><b>D.</b> Ensure hard to reach parents are able to access support Enable parents and school to collaborate to implement positive behaviour strategies</p> <p><b>A – G:</b> All pupils, including PP pupils make progress in line with SDP targets/PM targets</p>	<p><b>Employment of family support worker (partly funded)</b> <b>£15,200</b></p> <p>Increased targeted support for vulnerable families to enhance pupils' attendance and learning Targeted action and work with families to</p>	<p>School ranked 112<sup>th</sup> most deprived out of 114 LA schools on the IDACI scores To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning. To build positive home school relationships and maximise parental support for learning.</p>	<p>Progress data Parent questionnaires Attendance and exclusion data – see above Monitoring of safeguarding and welfare incidents Monitoring parental attendance at school activities</p>	<p>K Morgan (FSW) H Bodycombe</p>	<p>Termly</p>

<p><b>B:</b> Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p><b>D:</b> PA continues to move towards NA Parents have confidence in and feel supported by the school</p>	<p>address safeguarding issues.</p> <p><b>Delivery of WS parenting programme (resources and refreshments)</b> <b>£2,000</b></p>	<p>EEF Toolkit – parental involvement (+3 months)</p>			
<p><b>C.</b> There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.</p> <p>Disadvantaged pupils have access to music tuition.</p> <p>Disadvantaged pupils have access to a range of sporting activities</p>	<p><b>Subsidy for out of school activities /trips</b> <b>£7,000</b></p>	<p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group).</p> <p>Funding also used to support targeted enrichment/extension days for eligible pupils.</p> <p>EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S &amp; E aspects (+4 months) Metacognition (+8 months)</p>	<p>Attendance records Monitoring of attendance by PP pupils Tracking Book Scrutiny Pupil/Parental questionnaires</p>	<p>JCK JL Admin</p>	<p>Termly</p>
<p><b>H.</b> Increased attainment and progress for disadvantaged EAL pupils</p>	<p><b>EAL support (Part of TA role)</b> to ensure early language development and parental engagement and communication / translation <b>£9,000</b></p>	<p>Early language development is highly rated on EEF EY Toolkit (C &amp; L +6 months, Early Literacy +4 months)</p>	<p>Regular monitoring of actions and approaches by SENCo.</p>	<p>HB</p>	<p>Termly</p>

<b>Total budgeted cost</b>	<b>£33,200</b>
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<b>5. Review of expenditure</b>
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<b>Previous Academic Year</b>	
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<b>i. Quality of teaching for all</b>
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



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**ii. 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.	Lessons learned (and whether you will continue with this approach)	Cost

**iii. Other approaches**

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


## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.