



Pupil Premium Strategy Statement - Priestsic Primary and Nursery School 2019-2020

1. Summary information

School	Priestsic Primary and Nursery School – September 2019				
Academic Year	2019-2020	Total PP budget	171,209	Date of most recent PP Review	July 2019
Total number of pupils	414 48 – F1	Number of pupils eligible for PP	153 (37%)	Date for next internal review of this strategy	

2. Current attainment

Y6 data at the end of July 2019 (57pupils, 23pp and 34non pp) 40%pp	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	21.7%	64.7%
% making expected progress in reading (as measured in the school)	43.5%	73.5%
% making expected progress in writing (as measured in the school)	47.8%	79.4%
% making expected progress in mathematics (as measured in the school)	26.2%	70.6%

3. Barriers to future attainment (for pupils eligible for PP)		
In school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Disadvantaged pupils’ speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond.	
B.	Disadvantaged pupils enter the Foundation Stage with poor oral language skills and limited experience of the world, either first hand or through books. This has a significant effect on their ability to write, in terms of composition, and slows their progress in both reading and writing into KS1 and beyond.	
C.	Reduced self-esteem, confidence and resilience experienced by children in challenging circumstances.	
D	The ability to retain information at the expectation required to meet ARE in Reading, Writing and Maths impacts attainment and progress for some PP pupils across the school. This reduces the proportion of Pupil Premium pupils achieving the combined ARE/making expected or accelerated progress at the end of Key Stage 1 and Key Stage 2.	
E.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement in Key Stage 2.	
External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
F.	Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations.	
G.	Disadvantaged pupils’ knowledge of the social conventions of language and interaction is limited and some families are not able to help their children gain these skills. Some pupils also struggle with expressing their feelings and emotions and with creating and maintaining healthy attachments and relationships.	
H.	Low value put on academic achievement in some parts of the community, leading to low levels of aspiration.	
I	Disadvantaged pupils’ attendance was 94.3% in 2018-2019. This reduces their school hours and can cause them to fall behind their peers.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To improve pupils’ speech, language and communication skills across the EYFS.	Disadvantaged pupils in EYFS make accelerated progress of at least 4 bands in speaking, listening and understanding across three terms. The proportion of disadvantaged pupils meeting age related expectations in C&L increases.

B.	To improve progress and attainment in reading and writing for disadvantaged pupils in EYFS and Year 1.	<p>Data shows disadvantaged pupils make accelerated progress through the book bands, in comprehension skills, and in the pace and fluency of their reading.</p> <p>Data shows the proportion of disadvantaged children achieving age related expectations in writing has increased.</p>
C.	To increase self-esteem, confidence and resilience to learning experienced by children in challenging circumstances.	<p>Class Dojo data shows that increasing numbers of disadvantaged children are earning self-belief, resilience and independence points. Lesson observations show increased numbers of children demonstrate resilience to learning and self-belief during lessons.</p> <p>For children who are experiencing difficulties at home which may affect learning will be given targeted pastoral support. (Forest schools, 1-1 Casey Counselling sessions, small group positive play sessions with Christine)</p> <p>Pupil Premium Pupils will display equal resilience, self-confidence and achievement with their non-disadvantaged counterparts.</p>
D.	To improve the attainment and progress of disadvantaged pupils in KS2 in writing, reading and maths.	<p>Disadvantaged pupils' work shows evidence of improved sentence structure, wider use of adventurous vocabulary, application of age related grammar elements and extended independent writing. Maths intervention data shows gaps in pupils' key learning are closing. Reading data shows improved outcomes in reading fluency and comprehension skills.</p>
E.	Sustain higher rates of combined progress across Key Stage 1 and Key Stage 2 for identified high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability across Key Stage 1 and Key Stage 2 in reading, writing and maths.</p> <p>HA disadvantaged pupils are on track to achieve the higher standard.</p>

F.	To ensure curriculum coverage provides a range of experiences for all disadvantaged children in order to increase knowledge of the wider world and local community.	A knowledge rich curriculum is implemented which inspires pupils and offers them the opportunity to learn about our world and raises aspirations. Increased vocabulary and comprehension skills are evidenced by improved outcomes. Children are applying their knowledge of the world, increased vocabulary and creative to their independent writing. Writing outcomes following aspiration events will be of a higher standard in terms of vocabulary and creativity.
G.	To provide disadvantaged children with the social and emotional skills they require in order to self – regulate behaviour and manage emotions.	Behaviour log shows reduced incidence for disadvantaged children. Lesson observations show increased engagement and participation in learning for disadvantaged children – confident and resilient learners who can apply taught strategies for resilience.
H.	Increased levels of aspiration in all children, especially those who are disadvantaged.	An aspirational curriculum is implemented that allows children the opportunity to explore the wider world and what is achievable. The curriculum accounts for diversity and celebrates success in all walks of life.
I.	To decrease the proportion of disadvantaged pupils who are persistent absentees and maintain the gains made in the attendance of disadvantaged pupils last year Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from current levels to become close to, or below the national average.	To decrease the proportion of disadvantaged pupils who are persistent absentees. /Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from current levels to become close to, or below the national average.

Pupil Premium Action Plan 2019 – 2020 Planned Expenditure

Action or approach	Allocated funding	New or continued	Targeted groups	Intended outcomes (impact on attainment)	Staff lead	Evaluation methods
<p>To accelerate the progress of disadvantaged pupils in maths in Y6 (then Y5) by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.</p> <p>C,D and E</p>	£4800	new	PP pupils in Y6 (Y5 in summer 2020) who have identified gaps in their learning including HA pupils	Targeted pupils make accelerated progress as the gaps in their maths learning are filled and achieve their targets for EXS or GDS	AM = maths lead	Termly intervention data School's assessment information
<p>To accelerate the progress of higher attaining disadvantaged children through the use of small group tuition and after school boosting.</p> <p>C,D and E</p>	£645	Continued but targeted to higher prior attainers	PP pupils in Y6 who are prior higher attainers from end of KS1.	Targeted pupils make accelerated progress to achieve higher standard. Reasoning and problem solving skills are secure and can be applied accurately.	AM – maths lead PP lead	Termly assessment data Impact report from intervention – participation/ engagement
<p>To accelerate the progress of disadvantaged pupils in maths through the Magic Maths Club Booster programme.</p> <p>C and D</p>	£1560	continued	PP pupils in year 3 and 4 who are working just below	Targeted pupils have increased enthusiasm and enjoyment for maths and are able to apply basic skills to more complex calculations. Participation and engagement in maths lessons is increased leading to accelerated progress.	AM – Maths Lead	Magic Maths Club registers for participation.

			expected standard.			Impact report from AM. Termly data analysis.
<p>To provide support to pupils individually and in small groups to improve communication and language skills. SALT TA in EYFS 2 days per week.</p> <p>Additional teacher half a day per week in Year 1 to provide targeted phonics support.</p> <p>A, C and F</p>	<p>£13,589</p> <p>£3,579</p>	continued	PP pupils in F1&2 with very low attainment on entry Individual PP pupils in KS1 and KS2 whose learning is affected by speech and language difficulties	<p>To improve the percentage of children achieving ARE in communication and language.</p> <p>High staffing levels address low attainment on entry through language based structured play. A focus on physical development through the FS “dough disco” strategy and support for Communication & Language skills. Pupils in FS make accelerated progress through the ages and stages in Communication & Language.</p> <p>Pupils working on individual speech and language programmes make good progress through their objectives and are discharged from the SALT service.</p> <p>Higher proportion of disadvantaged children passing year 1 phonics screening check.</p>	<p>EYFS lead NK</p> <p>SENCO</p> <p>KS1 English lead</p>	<p>F1 termly data F2 half termly data Evaluation reports - SALT TA reports</p>
<p>To accelerate the progress for the most vulnerable readers from FS2 to Year 4 through a daily reading programme.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p>	£48,852	Continued and extended	<p>Identified priority readers in FS2 – Yr4.</p> <p>Identified disadvantaged</p>	<p>Pupils make accelerated progress through the book bands and achieve in line with (or close to) age related expectations. Pupils acquire a range of strategies to work out unknown words. Pupils’ pace and fluency improves. Pupils’ confidence and resilience with reading improved.</p>	<p>KS 1 and KS 2 English leads</p>	<p>Half termly data review for interventions. Impact report from KS1 and KS2 English lead. Pupil voice interview to</p>

<p>Literacy volunteer to provide targeted support for identified disadvantaged pupils in year 6. (full day per week)</p> <p>Year 5 to implement the research based Reading Pilot across the year group.</p> <p>Key Stage 2 English lead to train classroom assistance on the strategies promoted through the research project.</p> <p>B,C and D</p>	<p>£800</p> <p>£200</p> <p>£200</p>		<p>readers in Yr6.</p>			<p>evaluate raised confidence.</p>
<p>Forest school provision 1 x half day per week. Lead by Forest School leader and 1 x TA plus volunteer.</p> <p>C, F and G</p>	£7436	New	<p>Identified disadvantaged pupils across year 5.</p>	<p>Promoting independence, team work, resilience, risk taking and respect of nature and each other.</p> <p>Improved confidence and resilience in targeted children.</p>	PP lead	<p>Case studies for targeted children.</p> <p>Impact report from TA leading sessions.</p>
<p>Casey counselling sessions 1 whole day per week = 5 sessions. Cost to include a CPD session for staff to provide an insight into the counselling strategies that maybe used.</p> <p>C and G</p>	£4750	New	<p>Identified disadvantaged children throughout school with complex mental health needs</p>	<p>Support children to overcome barriers to learning caused by poor mental health and wellbeing.</p>	PP lead SENCO	<p>Case studies for targeted children.</p> <p>Evaluation report from counsellor leading sessions.</p>

<p>Targeted lunchtime provision for identified children. Additional well-being TA to be outside on duty to provide emotional and social support.</p> <p>C and G</p>	£1,300	continued	Identified children throughout KS2 who display with social and emotional difficulties.	<p>Reduced incidence of behaviour recorded on CPOMS.</p> <p>Readiness to learn for identified children is improved for the afternoon session.</p> <p>Ability to co-regulate, then eventually self-regulate emotions is developed.</p>	<p>HT</p> <p>PP lead</p> <p>SENCO</p>	<p>CPOMS review – behaviour log. Termly</p> <p>Pupil voice interviews</p> <p>Observations/ monitoring of impact during lunchtimes.</p>
<p>Curriculum enrichment subsidy.</p> <p>A,B,C,D,E,F,G, and H</p>	£22,200	Continued – awaiting review	PP children throughout school.	<p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Learning is embedded and extended through real first hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Pupils have experienced social and cultural events. Social skill, independence, perseverance and team work are developed through participation in group activities and over-night stays on residential visits.</p> <p>Raised aspiration and cultural capital.</p>	<p>CH-DHT/curriculum lead</p> <p>HT</p>	<p>Registers of attendance in enrichment activities.</p> <p>Monitor impact of experience on writing outcomes – half termly book look focused on curriculum enrichment outcomes.</p> <p>Pupil voice interviews.</p>

						Parental questionnaire
<p>1:1 support provided for identified disadvantaged children who present with multiple characteristics. (Top funding towards salary)</p> <p>C,D,E and G</p>	£36,268	continued	Identified pp children in year 6 and year 2.	<p>Adult support for Y5 child will improve the readiness to learn. Discuss emotional and social issues as they arise so they do not become a barrier to learning. 1:1 child in Yr5 will be more focused with the use of adult support. This will enable the child to access learning and show positive learning attitudes.</p> <p>1:1 support in yr2 is to support the child in overcoming physical barriers to learning. Expectation that through additional support child should achieve greater depth at the end of KS1.</p>	HT PP lead	<p>Assessment data termly</p> <p>Reduced behavioural incidence on CPOMS</p> <p>Individual case studies to track impact – completed by teacher/TA</p>
<p>Free breakfast club place for vulnerable pupils.</p> <p>I and C</p>	£2,280	Continued	Whole school focus targeted at PP pupils, vulnerable pupils and poor attenders	Pupils' well-being and safety are addressed, and they are at school on time, ready to learn and have had a healthy breakfast.	HT PP lead SENCO	<p>Register of attendance breakfast club.</p> <p>Impact report from breakfast club lead.</p> <p>CPOMS behaviour log – termly review.</p>

<p>Attendance office to be employed for 2 days per week to monitor persistent absence and late arrivals.</p> <p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p> <p>A,B,C,D,E,F,G,H and I – attendance impacts heavily on all barriers to learning.</p>	£7,678	New	Identified children throughout school who are persistently absent or late.	<p>Improved attendance and punctuality in targeted children to at least 95%.</p> <p>Persistent absenteeism for PP pupils is reduced from the 2018 figure of 14.2% to at least below 10%</p>	<p>Attendance officer</p> <p>HT</p> <p>SENCO</p>	Monitor attendance rates for identified children weekly.
Employment of Pupil Premium Lead x 1.5 days	£12,967	New	All PP children throughout school.	<p>Clarification of role, responsibilities and levels of accountability for the PP team.</p> <p>Rational and clarity of barrier to learning will be better understood ensure research based interventions are chosen carefully to match the needs of the children.</p> <p>Regular and robust monitoring and evaluation of PP spend and impact for interventions.</p> <p>Governors fully informed on progress and attainment for disadvantaged children and how this compares to non PP and nationally.</p> <p>Results in improved outcomes for disadvantaged pupils across the school.</p>	<p>HT</p> <p>PP lead</p>	<p>Termly PP team meetings</p> <p>Clear cycle of monitoring and evaluation linked to SIP</p> <p>Regular data reports for governors.</p>

Review of Expenditure:				
Previous Academic Year	2018 - 2019			
Quality of Teaching for all:				
Desired Outcomes:	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons Learned: (Will this approach continue?)
Improved levels of communication and language within EYFS which will impact on other areas of Learning and Development	Areas of learning:	% of pp pupils at ARE Autumn 2018	% of pp pupils at ARE Summer 2019	% of pupil at ARE Nationally Summer 2019
	Communication and Language.	LA-20% U-20% S-20%	LA-62.5% U-62.5% S-62.5%	LA-85.9% U-85.7% S-85.4%
	Physical Development.	MH-30% HSC – 20%	MH-62.5% HSC – 62.5%	MH-89.2% HSC – 90.9%
	Personal, Social and Emotional Development.	SCSA -20% MFB – 20% MR – 20%	SCSA -62.5% MFB – 62.5% MR – 62.5%	SCSA -88.5% MFB – 87.3% MR – 89.2%
	Literacy.	R-20% W-20%	R-50% W-50%	R-76.9% W-73.7%
	Mathematics.	N-30% SSM – 30%	N-50% SSM – 50%	N-79.8% SSM – 81.5%
	Understanding the world.	PC – 20% TW – 20% T – 20%	PC – 50% TW – 50% T – 75%	PC – 85.6% TW – 85.5% T – 93.1%
	Expressive Art and Design	EUMM – 20% BI – 10%	EUMM – 62.5% BI – 50%	EUMM – 88.9% BI – 88.6%
				This intervention has had impact and will continue.

	To provide support to pupils individually and in small groups to improve communication and language skills. SALT TA in EYFS 2 days per week. July 2019 F1 – 50% of Pupil Premium Pupils working at the expected level (67.3% Non pp achieved GLD. School GAP = 17.3%) National GLD for all pupils 71.8%												
Improve oral language skills for pupils eligible for PP in EYFS and Year 1		2017			2018			2019			This is a high impact intervention that will continue into next year. The reading project section of this intervention will also be rolled out more widely across the school from FS2 to Year 4.		
	% of PP children passed phonics screening test.	33.3%			69%			90%					
	Teacher led 1:1 and small group phonics intervention. Reading project led by Lead Practitioner.												
Accelerate the progress of disadvantaged pupils to secure improved outcomes at the end of Key Stage 1 and Key Stage 2. Achievement gap between PP and non PP pupils is lessened. Raise attainment in combined reading, writing and maths.	% of ch ARE	2017			2018			2019			Interventions implemented for key stage 1 have proven to be effective in closing the gap between the attainment of pp pupils in comparison to non-pp pupils. The additional gains for pp pupils in reading are significantly effective. For this reason, the reading project will now be extended to year 4 next year. Identified areas of improvement: KS 1 maths for pp children (the gap has significantly reduced this year from 37% in 2018 to 14% in 2019 however this is still the area with the biggest difference between pp and non pp in ks1) Combined attainment at the end of ks2 (Combine attainment for pp compared to non pp is significantly less than in 2018. The gap has increased from 23% in 2018 to 43% in 2019. This clearly shows that the interventions implemented have not had the desired impact.) KS2 girls for combined (Drilling down further into the 2019 data highlights a significant gap between pp girls and non pp girls in terms of attainment for combined. PP girls was 21% compared to non pp girls at 79%. There were 14 girls in each pupil group.) Moving forward: <ul style="list-style-type: none">All interventions implemented will be research based with a direct focus on closing the gap for carefully identified children. The new Pupil		
	Key Stage 1	R	W	M	R	W	M	R	W	M			
	PP	60	47	67	39	33	44	75	63	63			
	Non PP	73	66	69	83	74	81	68	64	77			
	GAP:	13	19	2	44	41	37	+7	1	14			
	% of ch ARE	2017				2018				2019			
Key Stage 2	R	W	M	C	R	W	M	C	R	W	M	C	
PP	57	67	67	48	50	60	55	45	43	48	26	22	
Non PP	74	74	63	53	70	83	78	68	74	80	71	65	
GAP:	23	7	4	5	20	23	23	23	31	32	45	43	

		<p>Premium lead will monitor the impact of these interventions and will rigorously evaluate their impact termly – interventions not proving effective will be identified quickly.</p> <ul style="list-style-type: none"> • To accelerate the progress of disadvantaged pupils in maths in Y6 (then Y5) by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning. • Reading project that has proved successful in ks1 is to be rolled out up to and including Year 4. • Year 5 to implement the research based Reading Pilot across the year group. (results and impact to be monitored) • Literacy volunteer to provide targeted support for identified disadvantaged pupils in year 6. (full day per week) • Key Stage 2 English lead to train classroom assistance on the strategies promoted through the research project. • Class teachers to trial the use of “tuition videos” uploaded to the school website – this will allow parents/carers to access the clips and provide a detailed understanding of how to support their children with a given task. EG. Teacher to model working through a column addition problem. Children can also watch these back at home to further embed their knowledge of the procedures needed. • Targeted lunchtime provision for identified children. Additional well-being TA to be outside on duty to provide emotional and social support.
--	--	---

Sustain higher rates of combined progress across Key Stage 1 and Key Stage 2 for identified high attaining pupils eligible for PP.	<p>Key stage 1: Attainment: Percentage of children achieving higher standard in key stage 2:</p> <table><tr><th>% of ch GDP</th><th colspan="3">2017</th><th colspan="3">2018</th><th colspan="3">2019</th></tr><tr><th>Key Stage 1</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th></tr><tr><td>PP</td><td>13</td><td>0</td><td>7</td><td>11</td><td>0</td><td>11</td><td>13</td><td>0</td><td>6</td></tr><tr><td>Non PP</td><td>23</td><td>11</td><td>18</td><td>26</td><td>14</td><td>17</td><td>25</td><td>14</td><td>20</td></tr><tr><td>GAP:</td><td>10</td><td>11</td><td>11</td><td>15</td><td>14</td><td>6</td><td>12</td><td>14</td><td>14</td></tr></table> <p>Progress: Key stage One have suffered a slight drop in progress rates for the higher standard of combined progress from 2018 to 2019. In 2018 the progress rate for combined at higher standard was -2 and 2019 this decreased to -3. This is still below national at 1.</p> <p>Key stage 2: Attainment: Percentage of children achieving higher standard in key stage 2:</p> <table><tr><th>% of ch GDP</th><th colspan="4">2017</th><th colspan="4">2018</th><th colspan="4">2019</th></tr><tr><th>Key Stage 2</th><th>R</th><th>W</th><th>M</th><th>C</th><th>R</th><th>W</th><th>M</th><th>C</th><th>R</th><th>W</th><th>M</th><th>C</th></tr><tr><td>PP</td><td>19</td><td>5</td><td>10</td><td>5</td><td>10</td><td>10</td><td>10</td><td>0</td><td>9</td><td>0</td><td>9</td><td>0</td></tr><tr><td>Non PP</td><td>21</td><td>8</td><td>13</td><td>3</td><td>23</td><td>18</td><td>18</td><td>10</td><td>12</td><td>3</td><td>15</td><td>0</td></tr><tr><td>GAP:</td><td>2</td><td>3</td><td>3</td><td>+2</td><td>13</td><td>8</td><td>8</td><td>10</td><td>3</td><td>3</td><td>6</td><td>0</td></tr></table> <p>Progress: Key stage Two have achieved higher rates of combined progress from 2018 to 2019. In 2018 the progress rate for combined at higher standard was -9 and 2019 this improved to -4. This is still below national at 1.</p>	% of ch GDP	2017			2018			2019			Key Stage 1	R	W	M	R	W	M	R	W	M	PP	13	0	7	11	0	11	13	0	6	Non PP	23	11	18	26	14	17	25	14	20	GAP:	10	11	11	15	14	6	12	14	14	% of ch GDP	2017				2018				2019				Key Stage 2	R	W	M	C	R	W	M	C	R	W	M	C	PP	19	5	10	5	10	10	10	0	9	0	9	0	Non PP	21	8	13	3	23	18	18	10	12	3	15	0	GAP:	2	3	3	+2	13	8	8	10	3	3	6	0	<p>Support and interventions that have been implemented during the academic year 2018 to 2019 have proved ineffective in raising the progress levels and attainment of the higher prior attainers in both key stage 1 and 2.</p> <p>Moving forward:</p> <ul style="list-style-type: none">Class action plans will identify higher prior attainers who are at risk of not meeting higher standard. Suitable interventions will be implemented, monitored and evaluated. Staff will attend termly pupil progress meetings to discuss possible barriers to learning with SLT.Teacher led, small group tuition and after school boosting to be provided for identified high prior attainers.
% of ch GDP	2017			2018			2019																																																																																																														
Key Stage 1	R	W	M	R	W	M	R	W	M																																																																																																												
PP	13	0	7	11	0	11	13	0	6																																																																																																												
Non PP	23	11	18	26	14	17	25	14	20																																																																																																												
GAP:	10	11	11	15	14	6	12	14	14																																																																																																												
% of ch GDP	2017				2018				2019																																																																																																												
Key Stage 2	R	W	M	C	R	W	M	C	R	W	M	C																																																																																																									
PP	19	5	10	5	10	10	10	0	9	0	9	0																																																																																																									
Non PP	21	8	13	3	23	18	18	10	12	3	15	0																																																																																																									
GAP:	2	3	3	+2	13	8	8	10	3	3	6	0																																																																																																									
Increase attendance rates for pupils eligible for Pupil Premium Pupils.	<p>Whole school attendance for the academic year 2018 – 2019 was 94% which is a decrease 95.2% at the end of the last academic year.</p> <p>Pupil Premium Pupil attendance for the academic year 2018 – 2019 was 94.3% which is a decrease from 94.67% at the end of last academic year.</p> <p>Whole school lateness was not previously recorded.</p>	<p>Last year the attendance was monitored and followed up by one of the Head teachers, however it is apparent that this was not as effective as it could have been.</p> <p>Moving forward:</p> <ul style="list-style-type: none">The school will employ a dedicated attendance officer to monitor persistent absenteeism and lateness.																																																																																																																			

Improve the punctuality of PP pupils to ensure they are in school on time.		<p>Attendance office to be employed for 2 days per week to monitor persistent absence and late arrivals.</p> <ul style="list-style-type: none"> • Structured conversations to be used to engage parents. • First day response by attendance officer. • Fines to be introduced for unauthorised absence.
Children who are eligible for PP are enriched by attending clubs, trips, residential visits and school events	<p>All Pupil Premium pupils have experienced in class or out of school learning experiences linked to classroom learning/wider experiences. A wider curriculum is increasing children's opportunities to develop their spoken language and working relationships which supports a rise in attainment. Positive response from pupils and parents (Parental Questionnaire July 2018).</p> <p>Residential Visits for Pupil Premium Pupils Years 3-6 have been subsidised by 50 %. High uptake of PP Pupils attending residential over the academic year. 80% of Year 3 PP Pupils, 74% Year 4 PP Pupils, 76% Year 5 PP Pupils and 86% of Year 6 PP Pupils</p>	<p>Moving forward:</p> <ul style="list-style-type: none"> • CH to monitor trips and their purpose – trips to link directly to the curriculum and result in improved outcomes in writing. • Cultural capital for PP children to be increased through exposure to the world beyond their locality.
Children who are eligible for the PP who have been affected by out of school issues or difficulties at home continue to achieve as well as their peers. Their social, emotional and behavioural issues are supported. Improved self-esteem and well-being of these PP pupils.	<p>Identified pupils have been supported in developing their emotions and readiness to learn through individual and small group support. Staff awareness of attachment needs in vulnerable children ensures that children's emotional health is supported.</p> <p>Development of pastoral relationships with pupils is highly prioritised with a small team of 6 break time supervisors impacting positively upon pupils' well-being, emotional health and self-esteem. Learning walks show a consistent approach of high expectations of behaviour during break times/lunchtimes has supported smooth transition to classroom learning therefore the climate for learning has improved.</p>	<p>School will continue with these approaches and will access additional support and advice from outside agencies such as SBAP as required.</p> <p>Moving Forward:</p> <ul style="list-style-type: none"> • Pupil Premium lead to set up online data tracking system (EAMAG) to identify all children who receive additional interventions. This will ensure that progress and attainment for these children can be tracked closely and monitor if the interventions provided have supported in achieving end of year targets. • Substantial CP, led by SLT, provided in Autumn term 2019 to relaunch the behaviour expectations and Priestsic values. There is now a much tighter system in place for managing challenging behaviour and promoting expected learning attitudes which will support staff in the consistent use of the new expectations. • Easy counselling sessions 1 whole day per week = 5 sessions used to support children to overcome barriers to learning caused by poor mental health and wellbeing. • Forest school provision 1 x half day per week. Promoting independence, team work, resilience,

		<p>risk taking and respect of nature and each other. Improved confidence and resilience in targeted children.</p> <ul style="list-style-type: none">• CPOMS behaviour and safeguarding system has been introduced. This will support SLT in identifying patterns of behaviour that cause concern allowing them to act swiftly to resolving identified issues.• Boxall profiles will be used with all children on a pastoral intervention thus allowing the school to monitor improvements in social, emotional and behavioural skills.
--	--	---