

# Pensans CP School: Pupil Premium Strategy Statement 2018 - 2019



**Truro and Penwith**  
Academy Trust



**TRAUMA**  
**INFORMED** **UK**  
**SCHOOLS**



## Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

Pupil premium funding will be allocated following a needs analysis (including work on adverse childhood experiences [aces]) which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

## CONTEXTUAL STATEMENT

**Based on the 2015 Index of Multiple Deprivation (IMD):**

**85% of pupils on roll in the school live in the most deprived 0-30% of LSOAs in England**

**(49% live in the 0-10% category).**

**Pensans Primary School is receiving the 8th highest amount of deprivation funding in Cornwall this academic year and it has the 2nd highest percentage (48.3%) of children entitled to the PPG in a mainstream school.**

### 1. Summary Information

School	Pensans CP School				
Academic Year	2018/2019	Total PP Budget	£166,320	Date of most recent PP internal review	20th July 2018
Total number of pupils (exc. nur.)	245(261 census)	Number of pupils eligible for PP	118 (126 census)	Date for next internal review of this strategy	1st July 2019

### 2. Current Attainment (at end of Key Stage 2)

	Pupils eligible for PP - school	Pupils not eligible for PP - school	Pupils eligible for PP - national	All Pupils - school	All Pupils - national
% achieving expected level or above in reading, writing & maths (exp + progress across KS 2)	35% (61%)	64% (71%)		45% (65%)	64%
% achieving expected level or above in Reading (exp + progress across KS 2)	70% (26%)	72% (43%)		73% (32%)	75%
% achieving expected level or above in Writing (exp + progress across KS 2)	57% (64%)	79% (56%)		65% (68%)	76%
% achieving expected level or above in Maths (exp + progress across KS 2)	78% (57%)	65% (36%)		78% (47%)	76%
% achieving expected level or above in SPAG	70%	93%		78%	78%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school)

<b>A</b>	Oral language skills & language development in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
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<b>B</b>	At the end of Key Stage 2, higher attaining pupils do not make as much progress as their lower attaining peers.
<b>C</b>	Emotional and social issues for a significant proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress.
<b>D</b>	School attainment at the end of KS2 indicates a gap between PP girls and not PP girls in Key Stage 2 in Maths.
<b>E</b>	Spelling across the whole school.

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

<b>F</b>	Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school. About a third of all pupils have had <b>adverse childhood experiences (ACE)</b> - which has resulted in Social Care/Early Help involvement to some degree.
<b>G</b>	Low attendance is an issue for some of the more vulnerable families.

#### 4. Outcomes

	Desired Outcomes and how they will be measured	Success criteria
A	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.	Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.
B	Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects.	Pupil Premium pupils will achieve greater depth in line with All.
C	Emotional issues of pupils attending THRIVE/TIS UK sessions addressed.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual TIS profiles.

D	Higher rates of progress and attainment in KS 2 Writing for Pupil premium boys.	Pupil/staff/parents conferencing will indicate that PP boys are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP boys. Rigorous scrutiny of critiqued writing outcomes and progress to be monitored to ensure that PP boys are receiving the right intervention to accelerate progress. More opportunities to be given for writing.
E	The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth.	More children will be able to spell high-frequency and common exception words accurately which will be highlighted in half-termly moderation. PP pupils will be in line with All at the end of KS2 in SPAG.
F	Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.	Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.
G	Children entitled to Pupil Premium will improve their attendance in line with their peers.	Attendance rates will be above 96% for the vast majority of pupils.
H	The attainment of reading will be raised and there will be consistent use of Accelerated Reader across the school to closely track children's attainment and progress in reading to achieve greater depth.	More children will be able to read at their expected and exceeding age and will boost a passion in reading across the school. Teachers and SLT will be able to track clearly each pupil to ensure they are on track. PP pupils will be in line with All at the end of KS2 in Reading.

## 5. Planned expenditure

**Academic Year** 2018/2019

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

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
A, B, D,E&H	Rigorous review of curriculum content and planning to ensure it is engaging and challenging. Activities related to this need to be suitable to the needs of the pupils.	A downward trend in Reading and writing have led to a change in the whole school approach to reading through Accelerated Reader and exposing children to more writing opportunities as highlighted at moderation in both KS1 and KS2.	<p>Staff INSET on the curriculum and key skills we need as learners. TPAT INSET in Oct all about Literacy. Literacy Mastery and spelling to be covered through staff meetings and continued CPD.</p> <p>Dyslexia Interventions.</p> <p>Staff to scrutinise their subject area in each of the Key stage planning and SLT to review updated plans to ensure clear, challenging coverage in all areas.</p> <p>Purchase of curriculum materials as necessary + INSET to ensure their full use, including Mathletics.</p> <p>Training from Strength in Numbers.</p> <p>Ed Transform working on leadership roles and quests with Angela Armytage Sept 2018</p> <p>Accelerated Reader introduce in Oct 2018</p>	<p>Maths Leaders and SLT.</p> <p>Dyslexia champion.</p> <p>Literacy Lead.</p> <p>Library lead</p> <p>Dyslexia support service.</p> <p>Curriculum Lead.</p>	<p><b>£12,470.50</b></p> <p>£6,000 (Ed Transform)</p> <p>£800 (Bands)</p> <p>£2000 (INSETs)</p> <p>£1,000 (ICT)</p> <p>£ 2,670.50 Accelerated Reader Package</p>

A and D	<p>Weekly pupil conferencing with Learning Journals (metacognition) – develop more effective strategies for the giving and receiving of feedback in order to develop improved response. Specific targeted next steps for individuals to empower their learning.</p> <p>All teachers to update targets and complete pupil conferencing in which ever form.</p>	<p>A downward trend in Reading and writing have lead to a change in the whole school approach to reading through Accelerated Reader and exposing children to more writing opportunities as highlighted at moderation in both KS1 and KS2.</p>	<p>Setting challenge based learning to apply skills in real life situations.</p> <p>Continue Mastery of Maths staff meetings to refresh key areas and ensure these are being implemented still.</p> <p>Key staff to share learning more widely in schools through staff training sessions. (Maths,Literacy,SEND and EYFS TPAT hub groups)</p> <p>Monitoring to ensure that in any given lesson, the children should be able to talk about what they are learning and how it fits in with their learning journey.</p> <p>The targets need to be specifically in the individual child's books. A Learning Journal will be a record of the pupil conferencing each week. This needs to be consistent across the school.</p>	<p>All staff Maths Leader Literacy Leader Project Leaders Assessment Leaders</p>	<p><b>£2,000</b></p> <p>Release time</p>
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A,B,C,D,E,H and F	Outdoor learning	Forest School evidence shows that outdoor education has a positive impact on children's wellbeing and engagement.	Work with Shifting Horizons Forest School. 20% of all learning to happen outside. Monitoring through planning, observations and data. Timetable use of the fire pit/ story telling areas/pond.  Create 50 things to do before you leave Pensans.	ST /AC All teachers NE	<b>£13,000</b>  £6,000 (staffing) £2,000 (Shifting Horizons) £5,000 (resourcing)
<b>Quality Of Teaching - budgeted cost</b>					<b>£27,470.5</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>Costing/ When will you review implementation?</b>
C & F	Continue to embed TISUK Approach across the school.	Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.  Current Tisuk work in the school demonstrates a significant impact as evidenced by action plan assessments.	Internal refurbishment to create further TISUK area.  TISUK resources.  Time set aside for Tisuk work for vulnerable children.	TISUK Practitioners	<b>£32,000</b>  £30,000 (staffing) £1,000 (resources) £1,000 (training)



C & F	Engage parents in TISUK work and in early aspects of reading/writing.	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current TISUK work in the school demonstrates a significant impact as evidenced by Profile assessments.</p> <p>Parent Questionnaires indicate there could more involvement with them supporting their children's learning in school.</p>	<p>Staff to engage in training for Family TISUK.</p> <p>Timetabled sessions for parents to engage</p> <p>Resources to support the work</p> <p>Feedback from TISUK workers to SLT</p> <p>Parental feedback – methods for gathering views</p> <p>TLC parent group.</p> <p>Continue with parental dyslexia workshop and a pupil forum</p>	<p>Family Support &amp; SLT Claire Collins Guise Manta</p>	<p><b>£3,200.00</b></p> <p>Training &amp; release time</p>
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A,B.C and D	1:1 support where necessary to enable those & others to access the curriculum	Some children are not making expected progress (including PP pupils) as identified in the half termly data capture.	<p>Identified children to receive interventions in areas of their specific needs. Interventions include:</p> <p>Reading University Counselling services and pastoral care Thrive sessions 1:1/group Tuition Speech and language (services and intervention) Extended learning through the Learning Centre Forest School Funfit Additional phonics Precision teaching Handwriting interventions Read Write Inc Writing booster group Maths booster group Counting into Calculating Dyslexia interventions Misconception intervention EYFS intervention Reading Cloud More Able tailored provision for increased progress</p>	SLT Intervention staff	<p><b>£77,350</b></p> <p>Staffing and resources</p>
<b>Targeted Support - budgeted cost</b>					<b>£112,550</b>
<b>iii. Other approaches</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>Costings/ When will you review implementation?</b>

C,F and G	Implementation of Virtues Curriculum across the school.	Virtues being taught to improve children's attitudes to learning, their sense of self and the world around them.	Whole school staff training to ensure all members are following the same approach. Weekly assemblies and workshops carried out to embed the virtues run by a Virtues Specialist Leader. Weekly class activities implemented to reinforce virtues and attitudes to learning. Governors have had training in the Virtues Curriculum. Virtues Committee with parental support Virtues Ambassadors and Virtues Playground Hut to be built.	All Staff Governors Parents	<b>£4,000</b>
A,B,C,D,E, F, G& H	Whole school TISUK approach	To ensure that pupils are emotionally regulated so that they are ready for learning.	Whole school TIS UK training. All staff to have emotion coaching. 6 TISUK Practitioners.	All staff	See above
G	Increase attendance rate.	Low attendance, particularly for more vulnerable pupils.	Attendance Awards. Buy in to the EWO service. Termly attendance book bank voucher. Weekly record of class attendance in a ranking table. Extra playtime for winning class.	All staff	<b>£6,500</b>

C,F and G	Breakfast club	Some children come to school without breakfast and therefore ability to concentrate is hindered.	Concentration and wellbeing with be increased.  Attendance will increase.	Breakfast club staff	£8,000
C	Play ground leaders.	Some children find playtimes difficult, especially if a structured process is not in place.	Training for lunchtime supervisors and for pupils who are play leaders. Regular TA meetings to ensure that issues are being addressed. Play leaders work closely with staff and are monitored. Zoned areas. Training for lunchtime supervisors.	Deputy Head Lunchtime supervisors Play leaders Virtues Ambassadors	£500
C and F	Support for enrichment activities.	Some families are unable to financially support their children for some events.	An allocated amount of funding is available to support children in additional trips and events. Comparison costings to be presented to SLT. Implementation of early payment system on Parent Pay.	SLT	£7,300
Other Approaches - budgeted cost					£26,300.00
Total allocated PP budget					£166,320
6. Review of expenditure					
Previous Academic Year		2017-18			
i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of progress for higher attaining Pupil Premium pupils by the end of Year 6.</p> <p>Higher rates of progress and attainment in KS 2 Maths for PP girls.</p> <p>The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth.</p>	<p>Rigorous review of curriculum content and planning to ensure it is engaging and challenging. Activities related to this need to be suitable to the needs of the pupils.</p>	<p>Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.</p> <p>More able pupils eligible for Pupil Premium will make expected or above progress across KS 2 (24 points).</p> <p>Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP girls. Rigorous scrutiny of half-termly tests and progress to be monitored to ensure that PP girls are receiving the right intervention to accelerate progress.</p> <p>More children will be able to spell high-frequency and common exception words accurately which will be highlighted in half-termly moderation.</p> <p>Literacy leader successfully implemented a new scheme in order to support the effective teaching of spelling. This was recognised as good practice in the Ofsted inspection.</p> <p>Pensans is now ESTABLISHED in EdTransform and Ofsted have recognised that we have a unique curriculum that is purposeful and challenging through real life experiences. This process is regularly reviewed as an SLT and the curriculum is led by a key member who ensures that the ethos is effectively embedded across the school.</p> <p>Bespoke interventions have been put in place to support the higher attaining PP pupils in Maths and also girls as a highlighted group.</p>	<p>To be mindful of the children who find the environments and planning of the projects more challenging to become successfully involved. Some children need planning to specifically encompass their own interests so that effective learning can be triggered using personalised pathways.</p>	<p><b>£11,800</b></p> <p>£6,000 (EOS)</p> <p>£800 (Bands)</p> <p>£3000 (INSETs)</p> <p>£2,000 (Maths Hub)</p> <p>£4,000 (ICT)</p>
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	<p>Reception</p> <p>50% GLD</p> <p>L&amp;A 63% U 50% S 63%</p> <p>M&amp;H 75% HSC 100%</p> <p>SCSA 63% MFB 63% MR 63%</p> <p>R 63% W 63%</p> <p>N 75% SSM 63%</p> <p>Progress 5.5</p> <p>KS1</p> <p>Reading attainment 27% at expected and 27% at GD</p> <p>Writing attainment 23% at expected and 18% at GD</p> <p>Maths attainment 41% at expected and 23% at GD</p> <p>Reading -41% of PP pupils made expected and 23% made accelerated progress.</p> <p>Writing - 41 % made expected and 14% made accelerated progress.</p> <p>Maths -36% of PP pupils made 27% made accelerated progress.</p> <p>Pupil Premium pupils didn't exceeded their peers in accelerated progress in all 3 subjects.</p> <p>Y1</p> <p>63% expected progress or above in Reading</p> <p>44% expected progress or above in Writing</p> <p>62% expected progress or above in Maths</p> <p>Y4</p> <p>64% expected progress or above in Reading</p> <p>57% expected progress or above in Writing</p> <p>57% expected progress or above in Maths</p> <p>Y3</p> <p>63% expected progress or above in Reading</p> <p>50% expected progress or above in Writing</p> <p>63% expected progress or above in Maths</p> <p>Pupil Premium pupils have achieved good levels of progress in EYFS, KS1 and Y4. Y3 is a focus area for next year.</p>	
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<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of progress and attainment in KS 2 Maths for PP girls.</p>	<p>Weekly pupil conferencing with Learning Journals (metacognition) – develop more effective strategies for the giving and receiving of feedback in order to develop improved response. Specific targeted next steps for individuals to empower their learning.</p> <p>All teachers to engage in Learning Journals. and target setting in front of books.</p>	<p>Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.</p> <p>Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP girls. Rigorous scrutiny of half-termly tests and progress to be monitored to ensure that PP girls are receiving the right intervention to accelerate progress.</p> <p>Learning Journals have changed in order to encompass a more personal style of learning. Teachers have timetabled slots so that every child has an opportunity to share their learning with an adult in the class each week. A framework of questioning has been put in place in order to ensure that all aspects of learning is addressed and celebrated.</p> <p>New targets have been designed in correlation to the online assessment system objectives by the English and Maths subject leaders. All children have these available in the back of work books to be ticked and dated. These feed into data checkpoints and pupil conferencing.</p>	<p>To follow layout of moderation because it provides a better clarity, particularly for writing.</p>	<p><b>£5,000</b></p> <p>Release time</p>
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<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of progress for higher attaining Pupil Premium pupils by the end of Year 6.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 Maths for PP girls.</p> <p>The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Outdoor learning.</p>	<p>Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.</p> <p>More able pupils eligible for Pupil Premium will make expected or above progress across KS 2 (24 points).</p> <p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP girls.</p> <p>Rigorous scrutiny of half-termly tests and progress to be monitored to ensure that PP girls are receiving the right intervention to accelerate progress.</p> <p>More children will be able to spell high-frequency and common exception words accurately which will be highlighted in half-termly moderation.</p> <p>Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.</p> <p>Shifting Horizons Forest School have had 2 2 KS 1 groups this year, 1 managed move group and a Year 6 extended transition group. All children taking part have seen a rise in their emotional and social outcomes as highlighted in the individual assessment grids provided by Shifting Horizons.</p> <p>Bushcraft activities, including individual work and groups and classes, is now in operation throughout the week.</p> <p>Construction of fire pit and storytelling area in woods is accessed by all.</p> <p>Climbing walls are now in use in each Key stage.</p> <p>Orienteering has been implemented in KS1.</p> <p>Outdoor learning has been added to the planning grid to ensure that there are opportunities throughout the term.</p>	<p>Still need to ensure that more outdoor opportunities are available throughout the school year.</p>	<p><b>£15,000</b></p> <p>£6,000 (staffing) £2,000 (Shifting Horizons) £7,000 (resourcing)</p>
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		Quality of Teaching Budget Costing		£31,800
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

<p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Enhance Thrive approach across the school.</p>	<p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.</p> <p>The school has transferred to Trauma Informed Schools (TISUK). There are 6 members of staff are trained in the approach (encompassing SLT and TAs).</p> <p>Weekly supervision meetings with TISUK practitioners enable them to share any issues and successes and keep up to date with Motional Action Plans.</p> <p>63+ children now receiving some form of Thrive intervention.</p> <p>TISUK practitioners have supported in Transition to secondary schools.</p> <p>Safeguarding officer has further established role and is now part of the safeguarding and wellbeing partnership with the local Doctors surgeries. Other schools have been viewed to view good practice.</p> <p>Whole school events such as NSPCC workshops and oral hygiene awareness have been implemented across the school.</p> <p>Outreach support has positively impacted on pupil attendance.</p>	<p>Further embed the TISUK approach to ensure that all staff can use effective strategies.</p>	<p><b>£36,000</b></p> <p>£30,000 (staffing) £4,000 (resources) £2,000 (training)</p>
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<p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Engage parents in Thrive work and in early aspects of reading and writing.</p>	<p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.</p> <p>TLC parent group is now well established and has positively impacted on those that have taken up the opportunity. Topics covered have included cookery, budgeting, first aid and therapeutic artwork.</p> <p>Dyslexia workshops have been held for parents to help them support their children's learning.</p> <p>TISUK practitioners have worked directly with parents to help support their needs.</p> <p>Through immersive learning and pupil conferencing and TISUK intervention PP pupils are happy coming to school and display fewer anxieties due to these support mechanisms.</p> <p>Open mornings have enabled parents to learn alongside their children and final outcomes have been well attended.</p> <p>Maths Extravaganza was successfully developed for parents to help inform them about the mastery approach in Maths.</p>	<p>Further develop parental engagement in order to further support children.</p>	<p><b>£4,200.00</b></p> <p>Training &amp; release time</p>
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<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of progress for higher attaining Pupil Premium pupils by the end of Year 6.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 Maths for PP girls.</p>	<p>1:1 support where necessary to enable those and others to access the curriculum.</p>	<p>Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.</p> <p>More able pupils eligible for Pupil Premium will make expected or above progress across KS 2 (24 points).</p> <p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning.</p> <p>Pupil progress meetings will identify improvements in performance of PP girls. Rigorous scrutiny of half-termly tests and progress to be monitored to ensure that PP girls are receiving the right intervention to accelerate progress.</p> <p>1:1 and small group intervention has been monitored every half-term and the impact measured for individual children's accelerated progress. In the case of children with SEN, the assess, plan, do, review cycle is implemented as a part of the graduated approach to ensure all needs are met. Issues are discussed at SLT level to ensure progress is moving forward.</p> <p>Introduction of same day intervention to address any misconceptions as they happen. Pre-teaching for identified children.</p> <p>Individualised learning pathways for children with addition need.</p>	<p>To further adopt the mastery approach in literacy as well as Maths to address mis-conceptions as they occur.</p>	<p><b>£90,000</b></p> <p>Staffing and resources</p>	
		<b>Targeted Support Budget Costing</b>			<b>£130,200</b>
<b>iii. Other approaches</b>					

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>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	Implementation of Virtues Curriculum across the school.	<p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.</p> <p>Attendance rates will be above 95% for the vast majority of pupils.</p> <p>All staff and new members have had training and are following the same approach. Weekly assemblies and workshops are carried out. The reward system is updated to encompass the Virtues curriculum. A Virtues committee with parental support has been established and community based projects have been implemented. Virtues Ambassadors have replaced prefects and have allowed for better wellbeing with the virtues language across the school. KS2 children are leading assemblies. Virtues ambassadors have roles and responsibilities throughout the school. School involved with lots of virtue based projects outside of school. Virtues on the termly planners in each phase.</p>	Continuity is key and in order for the momentum to keep going, key staff need to drive this across each phase.	£5,000

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.</p> <p>Higher rates of progress for higher attaining Pupil Premium pupils by the end of Year 6.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 Maths for PP girls.</p> <p>The attainment of spelling will be raised and there will be consistent use of correct spelling in writing to achieve greater depth.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	<p>Whole school Thrive Approach.</p>	<p>Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.</p> <p>More able pupils eligible for Pupil Premium will make expected or above progress across KS 2 (24 points).</p> <p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP girls. Rigorous scrutiny of half-termly tests and progress to be monitored to ensure that PP girls are receiving the right intervention to accelerate progress.</p> <p>More children will be able to spell high-frequency and common exception words accurately which will be highlighted in half-termly moderation.</p> <p>Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.</p> <p>Attendance rates will be above 95% for the vast majority of pupils.</p> <p>See information above for TISUK status.</p> <p>Peer to peer groups in place for TAs to support the emotional wellbeing of pupils and staff.</p>	<p>TISUK and use of questioning in growth mindset needs revisiting.</p>	<p>See above</p>
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Children entitled to Pupil Premium will improve their attendance in line with their peers.	To increase attendance rate.	<p>Attendance rates will be above 95% for the vast majority of pupils.</p> <p>The EWO supports on a half-termly basis. Class attendance is celebrated weekly and highlighted in the school newsletter. Good termly attendance is rewarded with a £5 book voucher. Parents are formally informed of individual attendance in interim and end of year reports. Pupil Premium pupils remain behind their peers in attendance, however the difference is only 0.5%. (PP=94.53%).</p>	Continue to promote the importance of attendance.	£6,500
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<p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	Breakfast Club.	<p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.</p> <p>Attendance rates will be above 95% for the vast majority of pupils.</p> <p>Breakfast club continues to be an important provision for many of the children and is well attended each day. It has had an impact for consistent late comers.</p>	Advertise and make more available to those it might benefit.	£10,000
<p>Emotional issues of pupils attending THRIVE sessions addressed.</p>	Playground leaders.	<p>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.</p> <p>The Y6 pupils have been trained as play leaders and are implementing activities each lunchtime across the school.</p>	A lead lunchtime supervisor needs to be appointed.	£3,000



Emotional issues of pupils attending THRIVE sessions addressed.  Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.	Support for enrichment activities.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.  Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.  All children have had access to the range of enrichment activities in their phase.	Further develop the range of activities and experiences available to provide opportunities for all.	£5,000
		Other Approaches - Budget Costing		£23,500
		Total Expenditure 2017 - 2018		£185,500
7. Additional detail				
The research into Adverse Childhood Experiences (ACE) is being used to help support and understand the needs of many of the children within the school, many of which are eligible for the Pupil Premium Grant.				