

Pensans CP School: Pupil Premium Strategy Statement 2017 - 2018



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 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 2017 Index of Multiple Deprivation (IMD):

**82% of pupils on roll in the school live in the most deprived 0-30% of LSOAs in England
(46% live in the 0-10% category).**

Pensans Primary School is receiving the 3rd highest amount of deprivation funding in Cornwall this academic year and of those 3 schools it has the highest percentage (50.2%) of children entitled to the PPG.

1. Summary Information

School	Pensans CP School				
Academic Year	2017/2018	Total PP Budget	£195,360	Date of most recent PP internal review	19th July 2017
Total number of pupils (exc. nur.)	290 (295 census)	Number of pupils eligible for PP	154 (148 census)	Date for next internal review of this strategy	20th July 2018

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)	32% (36%)	63% (31%)		41% (34%)	61%
% achieving expected level or above in Reading (exp + progress across KS 2)	64% (60%)	63% (44%)	71/77% (0.0/0.3)	63% (54%)	71%
% achieving expected level or above in Writing (exp + progress across KS 2)	48% (64%)	81% (56%)	76/81% (0.0/0.2)	61% (61%)	76%
% achieving expected level or above in Maths (exp + progress across KS 2)	44% (64%)	69% (50%)	75/80% (0.0/0.3)	54% (59%)	75%
% achieving expected level or above in SPAG	52%	81%	77/82%	63%	77%

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

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

A	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.
B	At the end of Key Stage 2, higher attaining pupils do not make as much progress as their lower attaining peers.
C	Emotional and social issues for a significant proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress.
D	School attainment at the end of KS2 indicates a gap between PP girls and not PP girls in Key Stage 2 in Maths.
E	Spelling across the whole school.

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

F	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 adverse childhood experiences (ACE) - which has resulted in Social Care/Early Help involvement to some degree.
G	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 progress for higher attaining Pupil Premium pupils by the end of Year 6.	More able pupils eligible for Pupil Premium will make expected or above progress across KS 2 (24 points).
C	Emotional issues of pupils attending THRIVE sessions addressed.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of strands on individual Thrive Action Plans.
D	Higher rates of progress and attainment in KS 2 Maths for PP girls.	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.
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.
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 95% for the vast majority of pupils.

5. Planned expenditure

Academic Year 2017/2018

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?
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A, B, D&E	<p>Rigorous review of curriculum content and planning to ensure it is engaging and challenging.</p> <p>Activities related to this need to be suitable to the needs of the pupils.</p>	<p>Last year's results demonstrate a gap to be addressed despite interventions, particularly in Maths.</p>	<p>Staff INSET & meetings to come to a decision about outcomes of the curriculum review in order to implement them. TPAT INSET in Oct all about Maths. Literacy Mastery and spelling INSETs.</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 Maths Hub.</p> <p>Implementing the 99 club for banded bracelets.</p> <p>EOS Review.</p> <p>ICT Resources.</p>	<p>Maths Lead and SLT.</p> <p>Dyslexia champion.</p> <p>Literacy Lead.</p> <p>Dyslexia support service.</p> <p>Curriculum Lead.</p>	<p>£11,800</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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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 engage in Learning Journals. and target setting in front of books.</p>	<p>Last year's results demonstrate a gap to be addressed despite interventions (including higher attaining pupils).</p>	<p>Setting challenge based learning to apply skills in real life situations.</p> <p>Mastery of Maths INSET to ensure greater depth of applying and understanding.</p> <p>Key staff to share learning more widely in schools through staff training sessions.</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 Curriculum Leader</p>	<p>£5,000</p> <p>Release time</p>
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A,B,C,D,E 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 and Kernow Woodland Learning. 20% of all learning to happen outside. Monitoring through planning, observations and data. Training for Active Maths and Active Literacy. Bird boxes with video links for each class. Fire pits, woodland preparation and maintenance. Orienteering map made for school site.	ST All teachers	£15,000 £6,000 (staffing) £2,000 (Shifting Horizons) £7,000 (resourcing)
Quality Of Teaching - budgeted cost					£35,800
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing/ When will you review implementation?

C & F	Enhance Thrive Approach across the school.	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current Thrive work in the school demonstrates a significant impact as evidenced by action plan assessments.</p>	<p>Internal refurbishment to create further Thrive area.</p> <p>Thrive resources.</p> <p>Time set aside for Thrive work for vulnerable children.</p>	Thrive Practitioners	<p>£36,000</p> <p>£30,000 (staffing) £4,000 (resources) £2,000 (training)</p>
C & F	Engage parents in Thrive 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 Thrive 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 Thrive.</p> <p>Timetabled sessions for parents to engage</p> <p>Resources to support the work</p> <p>Feedback from Thrive workers to SLT</p> <p>Parental feedback – methods for gathering views</p> <p>TLC parent group.</p>	Family Support & SLT	<p>£4,200.00</p> <p>Training & release time</p>

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>£90,000</p> <p>Staffing and resources</p>
Targeted Support - budgeted cost					£130,200
iii. Other approaches					

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costings/ When will you review implementation?
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	£5,000
A,B,C,D,E, F & G	Whole school Thrive approach	To ensure that pupils are emotionally regulated so that they are ready for learning.	Whole school Thrive Approach training. All classes having a Thrive action plan. All staff to have emotion coaching. 6 Thrive 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	£6,500
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	£10,000
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	£3,000
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	£5,000
Other Approaches - budgeted cost					£29,500.00
Total allocated PP budget					£195,500

6. Review of expenditure				
Previous Academic Year		2016-17		
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 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</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><i>Pupils eligible for PP in Reception and KS1 and lower KS2 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.</i></p> <p>Reception 62% GLD L&A 72% U 72% S 67% M&H 76% HSC 76% SCSA 72% MFB 76% MR 76% R 81% W 67% N 67% SSM 76% Progress 4.8 KS1 Reading - 43% of PP pupils made expected and 33% made accelerated progress. Writing - 52 % made expected and 38 made accelerated progress. Maths - 48% of PP pupils made 33% made accelerated progress. Pupil Premium pupils exceeded their peers in accelerated progress in all 3 subjects. Y1 - Reading: 55% - Writing: 55% - Maths: 50% Y4 38% rapid progress in Reading 54% rapid progress in Writing 46% rapid progress in Maths Y3 40% expected progress or above in Reading 80% expected progress or above in Writing 50% expected progress or above in Maths Pupil Premium pupils have achieved good levels of rapid progress in EYFS, KS1 and Y4. Y3 is a focus area for next year. The rigorous review of planning has inputted positively on the progress of PP pupils.</p> <p><i>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 remain on track.</i></p> <p>Every term data is analysed and gaps are address by phase leaders. Communication with pupils and parents has positively impacted on children's preferred learning styles and needs, highlighting their interests.</p>	<p>Progress of the more able Pupil Premium pupils needs to be carefully looked at.</p>	<p>£12,000</p>
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<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</p>	<p>Weekly pupil conferencing with target books (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 target book learning.</p>	<p><i>Pupils eligible for PP in Reception and KS1 and lower KS2 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.</i></p> <p><i>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 remain on track.</i></p> <p>Pupil conferencing has enabled all children to discuss learning barriers with an adult to ensure that they can access their learning more positively and specifically for their needs.</p> <p>The intensive INSET and by external providers this year, particularly in Maths, has enabled staff to have a better understanding of individual needs and has ultimately successfully impacted on progress and engagement.</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>£10,000</p>
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Higher rates of progress and attainment in KS 2 Literacy and Maths for PP pupils.	Develop high level beautiful writing through the process of critique.	<p><i>Pupils eligible for PP (including those identified as high ability) make as much progress as non-PP eligible pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established.</i></p> <p>Half-termly checkpoint reports consistently show that PP pupils are generally exceeding their peers in the progress that are making in KS2.</p> <p>Critique is a rigorous process which is now used consistently across the whole school to raise standards particularly in Writing. Children have a clear understanding how to specifically uplevel their work to produce a beautiful outcome.</p>	Ensure that we follow the 3 critique processes to continue to get those beautiful outcomes. Only critique a specific section depending on the age of a child.(Reintroduce non negotiable.)	£10,000
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<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <p>Higher rates of progress and attainment in KS 1 Literacy and Maths for PP pupils.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</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>Outdoor learning</p>	<p><i>Pupils eligible for PP in Reception and KS1 and lower KS2 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.</i></p> <p><i>Pupils eligible for PP (including those identified as high ability) make as much progress as non-PP eligible pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established.</i></p> <p><i>Emotional issues of pupils attending THRIVE sessions addressed.</i></p> <p><i>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 remain on track.</i></p> <p><i>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.</i></p> <p><i>Children entitled to Pupil Premium will improve their attendance in line with their peers.</i></p> <p>There have been 4 different groups partaking in Forest School this year and 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. There are video links to school bird boxes which have helped with emotional and social well-being.</p> <p>An orienteering map has been created for the school and Active Maths and Literacy lessons are implemented into planning.</p>	<p>Looking at having our own in house Forest schools to give more children an opportunity.</p> <p>Add to project plan specific outdoor learning opportunities.</p> <p>Ensuring that 20% of learning occurs outdoors.</p>	<p>£10,000</p>
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		Quality of Teaching Budget Costing		£42,000
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
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.	Enhance Thrive Approach across the school.	<i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i> <i>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.</i> 3 members of staff how are timetabled to meet with Thrive children. We have a Thrive room for activities to take place and a Thrive dog who comes into school to support the more vulnerable children. 3 more members of staff have completed the Thrive training. Weekly supervision meetings with Thrive practitioners enable them to share any issues and successes and keep up to date with the Thrive Action Plans. 63+ children now receiving some form of Thrive intervention. Thrive class boxes have been set up and practitioners have shared actions with class teachers to support in children learning. Circle of Friends groups set up to support children in year 6. Thrive practitioners have supported in Transition to secondary schools. The appointment of a Safeguarding officer has ensured that our approach to welding is triangulated by implementing actions and liaising with outside agencies and key staff.	Require a larger area for Thrive to take place. Whole classes to be Thrive assessed at the beginning of the year and again at the end to see impact. More rigorous review of class action plans.	£28,000 staffing £4,000 resources £5,000 training

<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/writing.</p>	<p><i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i></p> <p><i>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.</i></p> <p>Parent group now in place to support with any issues arising with families, from cooking on a low budget, First Aid, Learning barriers etc</p> <p>Through pupil conferencing and Thrive intervention PP pupils are happy coming to school and display fewer anxieties due to these support mechanisms.</p>	<p>Allocate more time for parental engagement.</p>	<p>Training & release time £4,500.00</p>
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<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <p>Higher rates of progress and attainment in KS 1 Literacy and Maths for PP pupils.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</p>	<p>1:1 support where necessary to enable those & others to access the curriculum</p>	<p><i>Pupils eligible for PP in Reception and KS1 and lower KS2 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.</i></p> <p><i>Pupils eligible for PP (including those identified as high ability) make as much progress as non-PP eligible pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established.</i></p> <p><i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i></p> <p><i>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 remain on track.</i></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>To adopt the mastery approach in literacy as well as Maths to address mis-conceptions as they occur.</p>	<p>Staffing and resources £79,500</p>
		<p>Targeted Support Budget Costing</p>		<p>£121,000</p>
<p>iii. Other approaches</p>				

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 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <p>Higher rates of progress and attainment in KS 1 Literacy and Maths for PP pupils.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</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>Implementation of Virtues Curriculum across the school.</p>	<p><i>Pupils eligible for PP in Reception and KS1 and lower KS2 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.</i></p> <p><i>Pupils eligible for PP (including those identified as high ability) make as much progress as non-PP eligible pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established.</i></p> <p><i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i></p> <p><i>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 remain on track.</i></p> <p><i>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.</i></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.</p>	<p>To encourage staff to become school experts in particular areas of the Virtues curriculum to ensure momentum is kept up.</p>	<p>£20,000</p>

<p>Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.</p> <p>Higher rates of progress and attainment in KS 1 Literacy and Maths for PP pupils.</p> <p>Emotional issues of pupils attending THRIVE sessions addressed.</p> <p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</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>Whole school Thrive approach.</p>	<p><i>Pupils eligible for PP in Reception and KS1 and lower KS2 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.</i></p> <p><i>Pupils eligible for PP (including those identified as high ability) make as much progress as non-PP eligible pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established.</i></p> <p><i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i></p> <p><i>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 remain on track.</i></p> <p><i>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.</i></p> <p>See above for more detailed impact. All TA's have had basic emotion coaching training.</p>	<p>Roll out and embed emotion coaching to the whole school to ensure consistency of approach.</p>	<p>See above</p>
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<p>Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.</p> <p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	<p>Increase attendance rate.</p>	<p><i>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 remain on track.</i></p> <p><i>Attendance rates will be above 95% for the vast majority of pupils.</i></p> <p>The EWO supports on a half-termly basis. A coded letter system has been implemented. 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 yer reports. Pupil Premium pupils remain behind their peers in attendance, however the difference is only 1%.</p>	<p>Look into booking INSET days to give further holiday choices for parents.</p> <p>Continue to promote the importance of attendance.</p>	<p>£6,500</p>
<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>Breakfast club.</p>	<p><i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i></p> <p><i>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.</i></p> <p>Breakfast club continues to be an important provision for many of the children and is well attended each day.</p>	<p>Breakdown the costings of the kitchen to include in the running of breakfast club.</p>	<p>£6,000</p>

Emotional issues of pupils attending THRIVE sessions addressed.	Play ground leaders.	<i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i> The Y6 pupils have been trained as play leaders and are implementing activities each lunchtime across the school.	More consistency is required. The playground needs to be zoned in order to ensure that children easily recognise the different activities. Further training/ recaps are needed for lunchtime staff.	£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.	<i>Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.</i> <i>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.</i> All children have had access to the range of enrichment activities in their phase.	Set up payment plans on Parentpay earlier in the year in order to give parents longer to save. Consider costings of trips to make them more inclusive.	£5,000
		Other Approaches - Budget Costing		£40,500
		Total Expenditure 2015 - 2016		£203,500

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.

