



St.Clement's C of E Academy

Pupil Premium Strategy Document

Pupil premium spending 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:		Date of next pupil premium review:	January 2020
Total number of pupils:	202 (not including Nursery)	Total pupil premium budget:	£159,720
Number of pupils eligible for pupil premium:	121/60% (September 2019)	Amount of pupil premium received per child:	£1320
Pupil Premium lead:	Jane Nizamis	Governor Lead:	

STRATEGY STATEMENT

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2018-19) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (CLA) are supported by a grant of £1900. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: "schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

We have used data comparisons and our extensive knowledge of our school community and need alongside existing research and publications including advice from the OFSTED good practice series to support and enable us to make decisions about expenditure and the effective use of our pupil premium funding.

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 recognize that not all pupils who receive free school meals will be socially disadvantaged.

We also recognize 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.

The overall aims of our pupil premium strategy are:

- To reduce attainment gap at Key Stage Two greater depth, between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To meet the needs of the whole child, with a focus on their social and emotional, mental health issues

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	67%	82%	75%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
85%	100%	85%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected in reading	88%	62%	79%
% achieving expected in writing	76%	69%	73%
% achieving expected in maths	88%	77%	79%
% achieving expected standard or above in reading, writing and maths	76%	62%	

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected in reading	65%	83%	78%
% achieving expected in writing	71%	83%	83%

END OF KS2			
% achieving expected in maths	71%	83%	84%
% achieving expected standard or above in reading, writing and maths	59%	83%	71%

% achieving in SPAG	76%	92%	
% achieving 'greater depth' in reading	6%	46%	31%
% achieving 'greater depth' in writing	24%	25%	24%
% achieving 'greater depth' in maths	12%	25%	32%
% achieving greater depth in SPAG	53%	58%	
Key Stage 2: Progress			
Scaled score progress in reading	-2.71	1.43	-0.58
Scaled score progress in writing	-0.77	-1.62	-0.45
Scaled score progress in maths	-3.00	-2.53	-0.66

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Poor language/literacy skills and lack of support for home reading.
B	Social and emotional, mental health issues Attachment issues due to early life trauma
C	Low levels of resilience and confidence due to poor social and emotional skills

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Low level of attainment at entry particularly in CLL
E	Mobility- Many children enter the school at different points in their school life-gaps in learning due to inconsistent prior education
F	High levels of socio economic deprivation & home circumstances (e.g. domestic violence, separation, bereavement) resulting in low self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socializing with others
G	Attendance for PP group is lower than national average

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Teachers to be aware of PP pupils and needs and use this to inform targets for whole class teaching and interventions and use their assessment analysis to target and close gaps between PP pupils and non PP pupils (particularly in KS2)	<ul style="list-style-type: none"> • Targets for individual pupils met • Progress gap to narrow between PP and non PP students (especially for low prior attainment) • Gaps close in attainment (Particularly in KS2) • Teaching all recorded as good or better in triangulated learning walks. • Evidence of impact of intervention programs
B	Greater number of PP pupils achieving Greater Depth at the end of KS2 in Reading, writing and maths	<ul style="list-style-type: none"> • Gap closes between Non PP and PP achieving Greater Depth across the subjects especially in reading
C	Pastoral support in place to support children's Social, Emotional and mental health	<ul style="list-style-type: none"> • Early identification of children's needs • Pastoral Care register shows support in place to meet identified needs • Monitoring and tracking shows impact of support • Engagement through Academic & sporting enrichment activities • Behaviour and exclusion data to show impact of pastoral care.
D	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance.	<ul style="list-style-type: none"> • Rates of PA for PP reduce from last year • Rates of attendance for PP improves • Attendance to be better than national benchmarks.

Planned expenditure for 2019-2020

ACADEMIC YEAR					
Quality of teaching for all(classroom pedagogy)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?/costs
All children to receive good or better teaching	<p>Quality of teaching contributes to improved pupil outcomes</p> <p>Points of progress for all year groups is at or above expected</p> <p>Feedback is having a positive impact on progress</p>	<p>Research evidence highlights good or better teaching impacts significantly on pupil outcomes</p> <p>All children have the right to a broad and balanced education</p> <p>Progress in certain groups was below expected, particularly in writing and reading</p> <p>EEF- impact of collaborative learning</p> <p>Monitoring: Observation & scrutiny ½ termly PE observation & feedback from coach Pupil progress meetings Data analysis & target group data Maths scrutiny & impact from CPD Pupil voice/ lesson observation-GM</p>	<p>Ongoing school and BDMAT Hub CPD</p> <p>Coaching from experienced members of staff for identified staff & 0.5 two teacher model in Y6</p> <p>Involvement with Achievement for All program- external CPD/ strategies/ monitoring</p> <p>Involvement with Mastery Maths program</p> <p>Implementation of Growth Mindset strategies across whole school</p> <p>Implementation of Philosophy for children across whole school- external CPD</p> <p>Regular Learning walks and book looks</p>	<p>GF</p> <p>JN</p> <p>JN</p> <p>DS</p> <p>DS</p> <p>SLT</p>	<p>Training costs</p> <p>£4980</p> <p>Cover needed for training needs for JN/VM</p> <p>External CPD & cost of books to support teachers</p>

Teaching of reading to be systematic and high quality	PP children not only attain in line with peers nationally but develop a love of reading and books especially in KS2	<p>Reading is an invaluable life skills Reading helps children build vocabularies</p> <p>Monitoring: data analysis of relationship between chn who pass phonics screening in Y1 and ARE KS1 reading</p> <p>Pupil voice Reading data & pupil progress meetings</p>	New phonics/reading scheme bought in (RWI)	JN	£5000
			Library refurbishment & resourcing to continue – embed Skill & Will	GF	£1000
			Subscription to Power of Reading website		£300

<p>Pastoral Team to champion PP children in learning behaviours and encourage parental engagement</p>	<p>PP children attain in line with their peers nationally by the end of year 6</p> <p>Pupil and teacher well-being is high across all year groups</p> <p>Removal of social and emotional barriers to learning allowing pupils to flourish in school</p>	<p>PP children often need additional confidence boost and encouragement</p> <p>Parents not always aware of the attainment gap and need ways and encouragement to support their children</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>EEF-Evidence shows that pupil premium children may lack resilience for learning due to social and emotional pressures</p> <p>Monitoring: behaviour wall tracking CPOM analysis/audit Pupil & parent voice Vulnerable childrens list records Intervention record keeping-improving engagement/involvement of PP chn.</p>	<p>Pastoral Team's role has more one-to-one opportunities for mentoring of vulnerable pupils of whom 60% of whom are eligible for Pupil Premium, with a particular focus on issues of self-worth and confidence.</p> <p>Working with outside agencies to provide opportunities for parents education to engage more with school</p> <p>External CPD opportunities – social & emotional as well as curriculum based eg Braveheart- Attachment & Trauma</p> <p>Family support work – DA</p> <p>Jigsaw families program</p> <p>Working towards Well-Being Award</p> <p>Mentoring through lunchtime clubs</p> <p>Active mentoring and extra curricular activities for vulnerable children-OB to keep records of engagement.</p>	<p>OB (1/3)</p>	<p>£1500</p> <p>£6800</p>
Total budgeted cost:					£61,523
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?/costs

<p>PP children to receive additional support in class and post tuition especially in KS2</p>	<p>Gap diminished and greater level of engagement in lessons</p>	<p>To ensure that PP children make accelerated progress in order to diminish the difference with non PP children especially in KS2</p> <p>Monitoring: Intervention record keeping Data analysis Pupil progress meeting</p>	<p>Teaching assistants support children in class -50% in school TA salary</p> <p>TA s leading post tuition to have training in 'Catch-Up' program with a focus on KS 2 reading & maths</p> <p>KS1 interventions to focus on reading interventions & RWI</p>	<p>GF/JN</p>	<p>£74,399</p> <p>£900</p>
<p>PP children with additional needs receiving school support to have extended 1:1 hours</p>	<p>Children will access more of the curriculum and make progress towards targets both social & emotional as well as academic.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>Monitoring: Intervention record keeping-CPOMS Parent voice(send meetings) Progress against continuums</p>	<p>Extra hours added to existing contract of staff to support specific children.</p> <p>KM extended hours to work with SM-allowing FB to work with other children with specific needs</p>	<p>JN/HP/DA</p>	<p>Find costings</p>

Early speech and language intervention to narrow vocabulary gap on entry to school	Narrowing of vocabulary gap to have positive impact on reading and writing	Evidence and historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary Nationally recognized PP vocabulary gap (30 million words by 4) Monitoring: Data analysis of disadvantaged achievement phonics screening KS1 reading SALT records EYFS- GLD communication	All pupils screened on entry for S and L deficit so that interventions can be put in place without delay SALT intervention – most vulnerable children priority TA led S and L intervention programs (focused in EYFS initially)- records kept on CPOMS of actions and impact		£7350
Total budgeted cost:					£82,649
Other approaches	(whole school strategies)				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?/costs
Attendance lead appointed to monitor & promote high attendance & punctuality	Attendance in line with National (96%)	E-Attendance for PP children continues to be below national R-Good attendance and punctuality improves outcomes Monitoring: CPOM- Attendance issues Attendance records/ monitoring	Meetings with PM & Attend Lead Dedicated leadership time (½ day per week) Punctuality initiative –KB lead Exciting and engaging curriculum to encourage good attendance Breakfast club no charge for PP children	Pastoral manager	

Enrichment initiative to continue across Y1-Y6 with an aim to include Reception in Spring term	PP chn develop a wider vocabulary and engagement in learning through access to wider activities All chn are more engaged in learning	R-PP children often need additional confidence boost and encouragement R-EEF- impact of collaborative learning Monitoring: Pupil questionnaire- voice Attendance records of holiday club against vulnerable chn lists Parent voice & work shop registers	Increase range of options for children this year based on pupil voice/choice Involve parental engagement through enrichment workshops and end of term concerts Wider range of afterschool clubs- all staff to lead over the year- planned by sports coach. Place priority given to PP children. Holiday club to be offered at much reduced/no charge—PP chn given priority- planned and led by sports coach		
Total budgeted cost:					
Additional Information					
Additional support to improve the provision for disadvantaged pupils, including their mental health and wellbeing include discounts/purchasing uniform, purchasing stationary, subsidizing /paying for trips, education psychologist funding, therapy/counselling funding and funding extracurricular clubs.					Contingency £15,548

Review of expenditure from 2018-2019

PREVIOUS ACADEMIC YEAR

Total amount:

Quality of teaching for all (classroom pedagogy)				
Action	Intended outcome	Impact	Lessons learned	Cost
Two teacher model is maintained 1:15 teacher to pupil ratio in classrooms ensuring pupils have greater exposure to fully qualified teaching professionals.	All pupils to make good or accelerated progress throughout all year groups, with learning needs and gaps in learning being identified and addressed more quickly and effectively through extra interventions outside of Literacy and Maths.	Two teacher model did not continue into the whole year- but two TA's were employed in those classes. This mean not as many interventions for lower attaining. There was a bigger impact in KS1 Where the children disadvantaged chn achieved in line or better than their peers both in school and Nationally.	<ul style="list-style-type: none"> The split input model of teaching does work from previous year's data. Finance does not allow for two teacher model to continue so it is essential to train high quality TAs to ensure split input can continue in classes to some extent. TA in Y2 to be trained as HLTA and AHT to be 0.5 class teacher for year 6. 	£90,727
Interventions for those children who are targeted for 'Greater Depth' and who are eligible for Pupil Premium will also receive booster and intervention support outside the standard curriculum to ensure	Sustained progress is made towards 'greater depth' targets. Teachers will be given access to FFT predicted outcomes to ensure they target and monitor the progress closely and accurately.	<p>KS1 % chn achieving GD-R=12%, W=12%, M=12% this is a rise from 2018 when no PP children achieved GD.</p> <p>KS2 % chn achieving GD-R=24%, W=27%, M=18% this is a rise from 2018 for reading and writing</p>	<p>Whilst many of the interventions were focused on reading and writing for greater depth- we will need to have more of a focus on maths skills too.</p> <p>Morning interventions with the class teachers to be set up from Autumn 2 rather than Spring term.</p>	As above

<p>TA support in classes and for focused intervention 0.5 timetable- small group intervention planned to cater for individual need (i.e. spelling, reading, handwriting) Pre teaching to include reading of texts in English and exposure to new vocabulary which helps to boost self- confidence and contributions to lessons.</p> <p>There will be a focus on the intervention and progress of targeted children to reach 'Greater Depth' .</p>	<p>Sustained progress is made towards 'greater depth' targets. Teachers will be given access to FFT predicted outcomes to ensure they target and monitor the progress closely and accurately.</p>	<p>KS1 % chn achieving GD-R=12%, W=12%, M=12% this is a rise from 2018 when no PP children achieved GD.</p> <p>KS2 % chn achieving GD-R=24%, W=27%, M=18% this is a rise from 2018 for reading and writing</p> <p>The most significant rise in both KS1 and 2 was in writing which was the focus of many intervention.</p>	<p>Whilst many of the interventions were focused on reading and writing for greater depth- we will need to have more of a focus on maths skills too.</p> <p>Morning interventions with the class teachers to be set up from Autumn 2 rather than Spring term.</p>	<p>£28,147</p>
<p>New sets of guided reading books purchased to increase challenge in the texts being read by children as from 2018 data shows that the percentage of pupil premium children achieving greater depth and making better than expected progress is not in line in national figures.</p>	<p>Taking part in the 'Will and Skill' reading project, the aim is that by increasing pupil's love of reading, this will impact on the exposure to a range of texts they experience and increase their vocabulary and language range. This in turn will impact on their ability to recognize language patterns and inference in order to achieve better results in reading comprehension</p>	<p>Reading attainment in KS1 exceeded FFT targets and achievement of GD reading at both Key stages was higher for PP chn than last year. The language acquisition and story structure of reading has had a positive impact on writing attainment at both key stages at ARE and at GD</p>	<p>This project will need to continue as it is not a quick fix. Although pupil voice shows evidence that the 'will' has significantly increased, this will need to be embedded to have a measurable impact on the 'skill' aspect. We will also need to allocate a portion of CPD in 19-20 to developing the teaching of comprehension strategies.</p>	<p>£500 approx.</p>

<p>The No nonsense spelling scheme bought in to be implemented every day to improve pupils spelling. A range of CPD sessions for staff planned in to support the successful implementation of the scheme.</p> <p>A range of awards and rewards also to be purchased linked to new initiatives in reading and spelling so that children are more motivated and rewarded for their steps in achievement against the new initiatives.</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Writing attainment increased in both key stages against 2018 data.</p> <p>KS1- ARE- pp=76%, Npp=73% GD-pp=12% Npp=15%</p> <p>KS2- ARE-pp=71%, Npp=76% GD- pp=27%, Npp=25%</p> <p>There is no significant difference between pp and non pp pupils.</p> <p>In the most recent Ofsted report it was noted that spelling was improving. Pupil voice also shows the children feel more confident about their spellings and enjoy the termly Spelling Bee.</p>	<p>We will not need to purchase resources again but we will continue with the discrete spelling lessons using the resources and the Spelling Bee.</p>	<p>£350 approx.</p>
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Targeted support- Effective support programs and additional interventions in place (targeted support)

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Priority reading sessions at lunch time/ afternoons if no home/ language support.</p>	<p>All pupils to make good or accelerated progress throughout all year groups, with learning needs and gaps in learning being identified and addressed more quickly and effectively through extra interventions outside of Literacy and Maths</p>	<p>KS1 % chn achieving GD-R=12%, W=12%, M=12% this is a rise from 2018 when no PP children achieved GD.</p> <p>KS2 % chn achieving GD-R=24%, W=27%, M=18% this is a rise from 2018 for reading and writing</p> <p>The most significant rise in both KS1 and 2 was in writing which was the focus of many intervention.</p>	<p>Whilst many of the interventions were focused on reading and writing for greater depth- we will need to have more of a focus on maths skills too.</p> <p>Morning interventions with the class teachers to be set up from Autumn 2 rather than Spring term.</p>	<p>As TA salaries above</p>

<p>Pastoral Team's role has more one-to-one opportunities for mentoring of vulnerable pupils of whom 60% of whom are eligible for Pupil Premium, with a particular focus on issues of self-worth and confidence. This includes linking with external agencies such as 'Women's Aid', 'Barnardo's' and 'Brother's Keeper', which is a charged service and works on a 1:1 with vulnerable children and those chn experiencing behavioural issues.</p>	<p>There is rigorous monitoring for attendance, especially vulnerable children, to ensure children do not become missing in education.</p> <p>Vulnerable pupils make progress in line with their peers and home issues have less impact on learning attitudes and concentration levels.</p> <p>Lessons are not interrupted by poor behaviour from children disengaged.</p>	<p>Over half of pupils in the school from years Rec-Y6 worked with the Pastoral manager on a regular basis. She also worked with whole classes on a regular basis across the year. Impact was on behaviour and engagement in learning. In all cases these pupils were supported to manage their emotions and to engage in learning in class over time so that they were able to make academic progress. Most recent Ofsted supported noted that the well-being provision for pupils was impactful.</p>	<p>As the school community is in an area of high deprivation and we have high numbers of children on the vulnerable chn's list, the pastoral care we offer remains a high priority in 2019-20</p>	<p>36,843</p>																												
<p>SALT- We engage the services of a qualified Speech and language practitioner to work with children across the school that have language delay or specific language issues. Many of these children are entitled to Pupil Premium funding. This supports their progress not only academically but socially, improving their sense of well-being.</p>	<p>Needs are quickly identified and interventions both by SALT and classroom staff are put in place and monitored from impact.</p> <p>Support staff and class teachers to receive some training from SALT in provision within the classroom to support language development</p>	<table border="1" data-bbox="969 715 1368 879"> <thead> <tr> <th></th> <th colspan="3">KS1</th> <th colspan="3">KS2</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <th>PP</th> <td>88</td> <td>76</td> <td>88</td> <td>65</td> <td>71</td> <td>71</td> </tr> <tr> <th>NPP</th> <td>62</td> <td>69</td> <td>77</td> <td>83</td> <td>83</td> <td>83</td> </tr> </tbody> </table> <p>The aim was the narrowing of vocabulary gap to have positive impact on reading and writing,</p>		KS1			KS2				R	W	M	R	W	M	PP	88	76	88	65	71	71	NPP	62	69	77	83	83	83	<p>We will continue with next year as pupils speaking & listening skills have improved and this can mainly be seen in the writing attainment and phonics screening in year 1.</p>	<p>£7350</p>
	KS1			KS2																												
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<p>Year 6- a range of CPG SAT's preparation and study books will be provided as these have proven to be effective in support the year 6 children in preparing for SATs both at school and at home. Many of the children who are eligible for Pupil Premium use lunchtime and before school interventions to complete and work through the book supported by teachers or support staff.</p>	<p>Children will be prepared for SAT's questions and have developed a wider range of strategies for recognizing and answering them. The books will provide extra support at home and they can continue to receive a broad and balanced curriculum in school hours.</p>	<table border="1" data-bbox="965 204 1368 368"> <thead> <tr> <th></th> <th colspan="3">KS1</th> <th colspan="3">KS2</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>88</td> <td>76</td> <td>88</td> <td>65</td> <td>71</td> <td>71</td> </tr> <tr> <td>NPP</td> <td>62</td> <td>69</td> <td>77</td> <td>83</td> <td>83</td> <td>83</td> </tr> </tbody> </table> <p>PP pupils at KS1 achieved higher than Non PP and the gap at KS2 is closing</p>		KS1			KS2				R	W	M	R	W	M	PP	88	76	88	65	71	71	NPP	62	69	77	83	83	83	<p>Pupil voice showed pupils engaged with the books at home and it helped guide parents with supporting their child. This is essential for our more vulnerable disadvantaged pupils so we will continue with this next year.(not from PP allocation)</p>	<p>Approx. £ 300</p>
	KS1			KS2																												
	R	W	M	R	W	M																										
PP	88	76	88	65	71	71																										
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Other approaches (whole school strategies)

Action	Intended outcome	Impact	Lessons learned	Cost																												
<p>Provide forest school interventions to pupil premium children who are vulnerable and/or need to develop resilience, self-esteem, positive social interactions and language development.</p>	<p>All pupils to make good or accelerated progress throughout all year groups, and social and emotional needs do not cause a barrier to learning.</p>	<table border="1" data-bbox="965 786 1368 951"> <thead> <tr> <th></th> <th colspan="3">KS1</th> <th colspan="3">KS2</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>88</td> <td>76</td> <td>88</td> <td>65</td> <td>71</td> <td>71</td> </tr> <tr> <td>NPP</td> <td>62</td> <td>69</td> <td>77</td> <td>83</td> <td>83</td> <td>83</td> </tr> </tbody> </table> <p>PP pupils at KS1 achieved higher than Non PP and the gap at KS2 is closing</p>		KS1			KS2				R	W	M	R	W	M	PP	88	76	88	65	71	71	NPP	62	69	77	83	83	83	<p>We will continue with Forest schools (sports premium) as pupil voice/ parent surveys and staff feedback has been positive in the impact this has had on pupil's well-being and resilience. It has also developed other skills and supported progress of 'whole child'</p>	<p>Approx. £500 over the year for resourcing</p>
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<p>A new library system bought into school to develop children's love of reading and to offer a wider range and challenge in the books on offer</p>	<p>It is intended that there are also a larger range of books to support topic work and research for the children to stimulate writing as well as reading.</p>	<p>Reading attainment in KS1 exceeded FFT targets and achievement of GD reading at both Key stages was higher for PP chn than last year. The language acquisition gained through reading has had a positive impact on writing attainment at both key stages at ARE and at GD</p>	<p>This project will need to continue as it is not a quick fix. Although pupil voice shows evidence that the 'will' has significantly increased, this will need to be embedded to have a measurable impact on the 'skill' aspect. We will also need to allocate a portion of CPD in 19-20 to developing the teaching of comprehension strategies.</p>	<p>2500 + approx. (+VAT)</p>
<p>The pastoral manager works as a DSL and supports children and families in being safe and protected. This also takes the form of support with parenting/behaviour or issues arising in the home to working with vulnerable families and housing/immigration/ benefit agencies. She liaises with outside agencies so that we are working well with each other to support vulnerable children</p>	<p>There is rigorous monitoring for attendance, especially vulnerable children, to ensure children do not become missing in education.</p>	<p>There was no significant difference between PP pupils and their peers. For most of the year attendance was in line or above National average. However, attendance for both groups dropped just below National at the end of the year. This was mainly due to Reception and Year 6.</p>	<p>The work of the pastoral manager and team has been crucial to maintaining high levels of attendance especially with the disadvantaged and the more vulnerable children in the school.</p>	<p>See pastoral cost above</p>

<p>Enrichment activities will be introduced this year catering for a wide range of interests and pursuits for the children to experience. Many children in the community do (including most eligible for Pupil Premium) do have a wide range of real experiences so providing well-resourced fun and engaging activities (e.g. Tap dancing) , we are encouraging self- worth and dignity as well as broadening their horizons leading them to be more engaged in school.</p>	<p>PP chn develop a wider vocabulary and engagement in learning through access to wider activities</p> <p>All chn are more engaged in learning</p>	<p>Pupil voice/ parent surveys and staff feedback has been positive in the impact this has had on pupil's well-being and resilience. It has also developed other skills and supported progress of 'whole child'.</p> <p>Attainment at KS1 and KS2 was in line or just below National with a particularly difficult cohort at KS2 so engagement has proven to be crucial. Self-esteem and confidence has improved and has impacted on behavior- CPOM records.</p>	<p>In our aim to support success for all, we will continue to run the enrichment program and our most vulnerable children will benefit from raised self-esteem and resilience. We will also work on growth mindset language and strategies next year.</p>	<p>Staffing- none</p> <p>Resourcing £500 approx. over the year</p>
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