



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Primary Pupil Premium Strategy 2018 - 2019

Summary information			
Academic Year	Total number of pupils (NOR)	Number of pupils eligible for PP	Total PP budget
2018 - 19	597	80 (13%)	£110,880

Breakdown of PP pupils by year group		Total NOR in Year group	% PP of Year Group	Updated
Reception	6	90	6%	23-09-18
Y1	8	90	9%	30-09-18
Y2	5	90	6%	07-10-18
Y3	16	86	19%	04-12-18
Y4	16	90	18%	03-01-19
Y5	12	90	13%	
Y6	17	60	28%	
<b>Total</b>	<b>80</b>	<b>596</b>	<b>13%</b>	

## 1. Current attainment (Summer 2018)

### Current Y1 - EYFS % GLD 2018 (Cohort of 89, each child=1.1%; 8 PP children)

	Overall %			Pupil Premium %			Non Pupil Premium %		
	National	LA	School	National	LA	School	National	LA	School
	71*	70*	74 <sup>1</sup>	56 <sup>1</sup>	54 <sup>1</sup>	20 <sup>1</sup>	73 <sup>1</sup>	72 <sup>1</sup>	77 <sup>1</sup>

### Current Y2 - Year 1 Phonics Screen 2018 (Cohort of 88 each child=1.1%; 3 PP children)

	Overall %			Pupil Premium %			Non Pupil Premium %		
	National	LA	School	National	LA	School	National	LA	School
	82*	80*	86 <sup>1</sup>	70 <sup>1</sup>	69 <sup>1</sup>	100 <sup>1</sup>	84	81	86 <sup>1</sup>

### Current Y3 - Year 2 Phonics Screen 2018 (Cohort of 89, each child=1.1%; 11 PP children)

	Overall %			Pupil Premium %			Non Pupil Premium %		
	National	LA	School	National	LA	School	National	LA	School
	92*	90*	90 <sup>1</sup>		83 <sup>1</sup>	64 <sup>1</sup>		92 <sup>1</sup>	94 <sup>1</sup>

### Current Y3 - Year 2 Teacher Assessments 2018 (Cohort = 89, each child=1.1%, 11 PP children)

	Overall %			Pupil Premium %			Non Pupil Premium %		
	National	LA	School	National	LA	School	National	LA	School
<b>READING %</b>									
E+	75*	73 <sup>1</sup>	75 <sup>1</sup>	60*	58*	46 <sup>1</sup>	78*	75*	80 <sup>1</sup>
GDS	26*	20 <sup>1</sup>	29 <sup>1</sup>			9 <sup>1</sup>			32 <sup>1</sup>
<b>WRITING %</b>									
E+	70*	66 <sup>1</sup>	70 <sup>1</sup>	53*	50*	36 <sup>1</sup>	73*	68*	74 <sup>1</sup>
GDS	16*	9 <sup>1</sup>	3 <sup>1</sup>			0 <sup>1</sup>			4 <sup>1</sup>
<b>MATHS %</b>									
E+	76*	73%	83 <sup>1</sup>	61*	59*	46 <sup>1</sup>	79*	75*	89 <sup>1</sup>
GDS	22*	16%	33 <sup>1</sup>			18 <sup>1</sup>			35 <sup>1</sup>
<b>RWM COMBINED %</b>									
E+		61%	67 <sup>1</sup>			36 <sup>1</sup>			72 <sup>1</sup>
GDS		6%	3 <sup>1</sup>			0 <sup>1</sup>			4 <sup>1</sup>

### Year 6 Teacher Assessments 2018 (Cohort = 155, each child = 0.7%; 32 PP children)

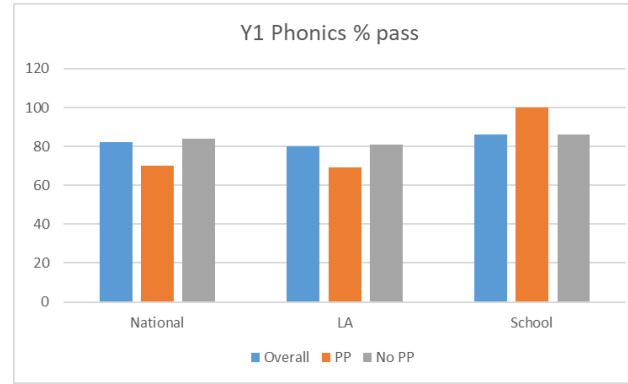
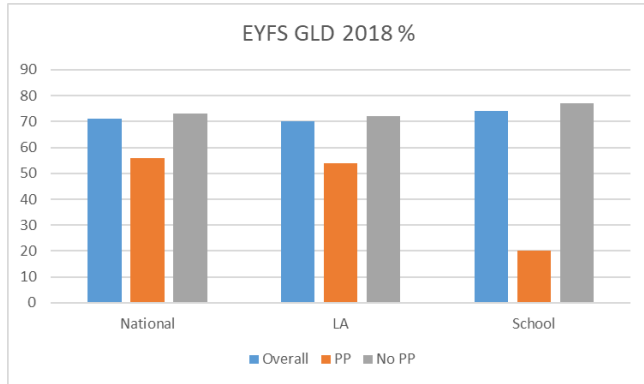
	Overall %			Pupil Premium %			Non Pupil Premium %		
	National	LA	School	National	LA	School	National	LA	School
<b>READING</b>									
E+	75	61	77		38	66		60	81
GDS	28	18	30			24			31
<b>WRITING</b>									
E+	78	71	71		53	47		77	77
GDS	20	14	12			6			14
<b>MATHS</b>									
E+	76	60	75		42	59		69	79
GDS	24	14	21			12			23
<b>RWM COMBINED</b>									
E+	64	48	59		26	34		49	66
GDS	10	5	7			3			8
<b>GPS</b>									
E+	78	66	88		50	78		72	91
GDS	34	24	38			21			43

<sup>1</sup> = LA supplied data

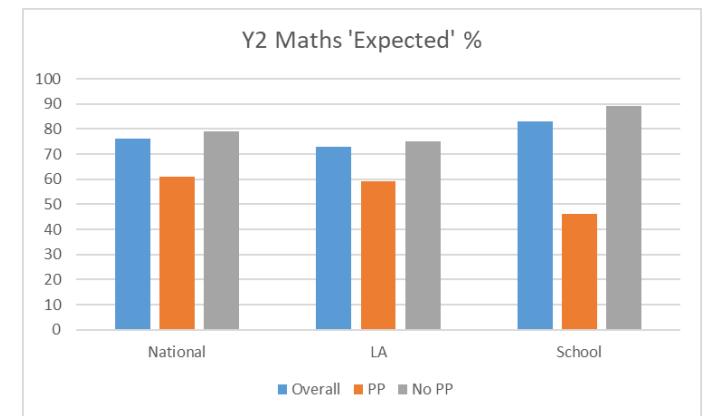
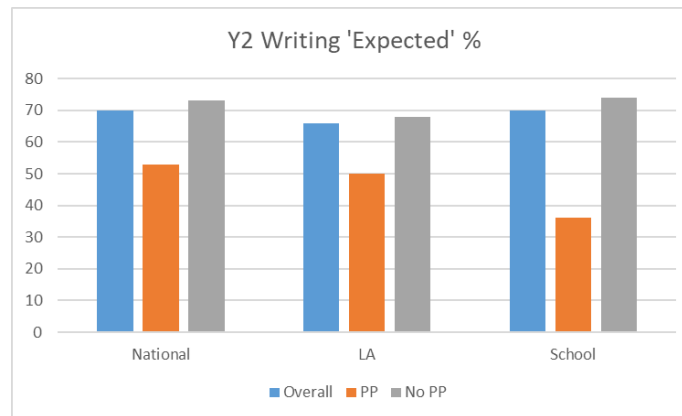
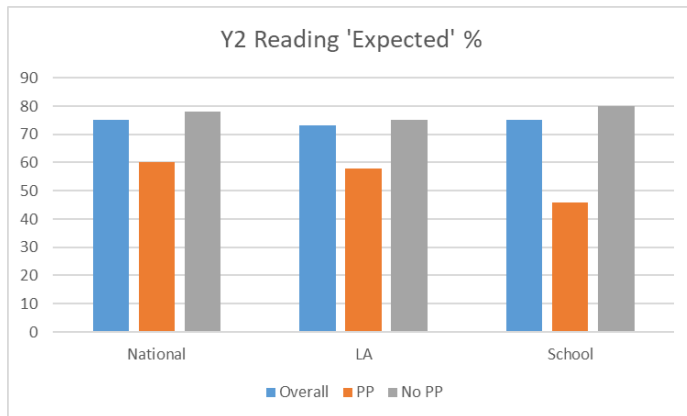
\* = DfE Statistical Release

In line with Overall National  
 Above  
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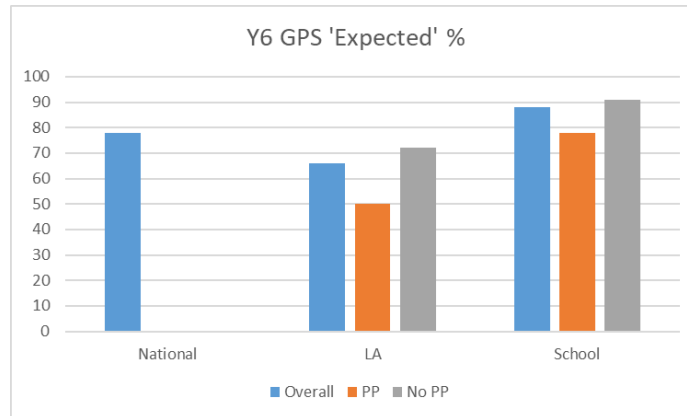
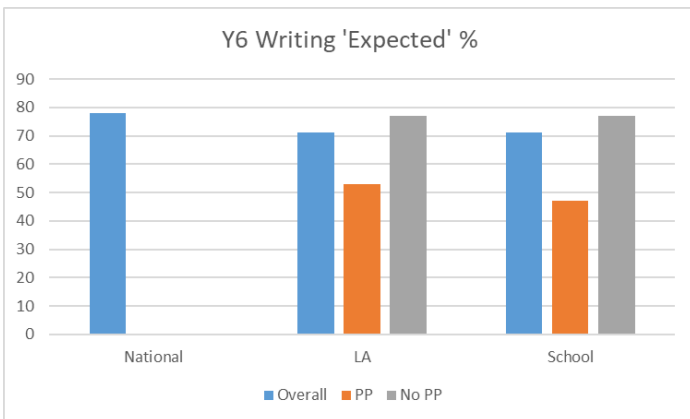
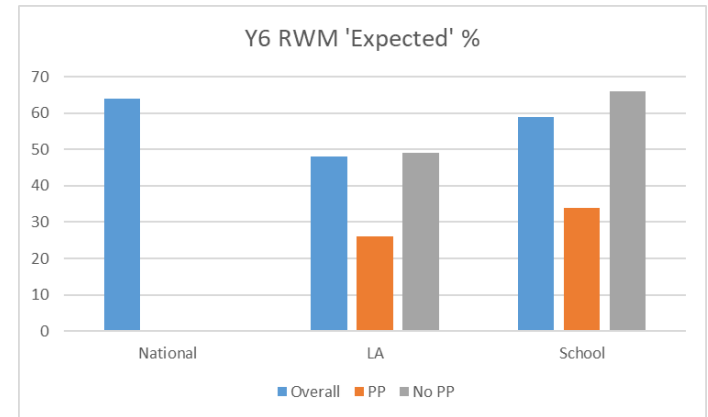
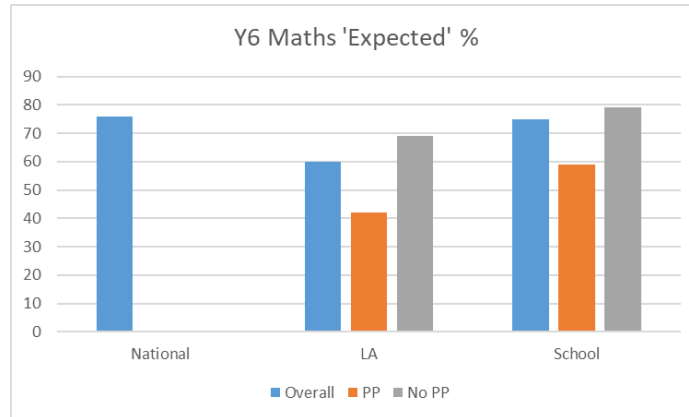
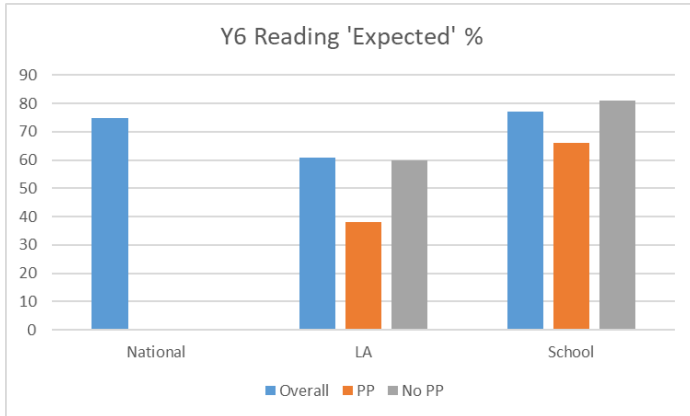
## Current Attainment 2018 – Key graphs - EYFS & Year 1



## Current Attainment 2018 – Key graphs - Year 2



## Current Attainment 2018 – Key graphs - Year 6



## Pupil Premium Progress (up to 2017-18). 2018-19 year groups

Current (2018-19) year groups shown.

Progress is measured from the last statutory assessment point: -

i.e. Y1 progress from Rec; Y2 progress from Rec; Y3, 4, 5, 6 progress from Y2

<b>Reading</b>					
	No. of children	Below expected progress % (no. of children)	Expected progress & above % (no. of children)	Above expected progress % (no. of children)	Missing % % (no. of children)
Y1	5	0	100 (5)	40 (2)	0
Y2	14	29 (4)	64 (9)	14 (2)	7 (1)
Y3	16	13 (2)	81 (12)	6 (1)	6 (1)
Y4	14	21 (3)	64 (9)	14 (2)	14 (2)
Y5	9	0	89 (8)	56 (5)	11 (1)
Y6	17	29 (5)	53 (9)	0	18 (3)
<b>Writing</b>					
Y1	5	0	100 (5)	40 (2)	0
Y2	14	29 (4)	64 (9)	14 (2)	7 (1)
Y3	16	25 (4)	69 (9)	13 (2)	6 (1)
Y4	14	29 (4)	57 (8)	7 (1)	14 (2)
Y5	9	0	89 (8)	56 (5)	11 (1)
Y6	17	24 (4)	59 (10)	0	18 (3)
<b>Maths</b>					
Y1	5	0	100 (5)	40 (2)	0
Y2	14	21 (3)	71 (10)	36 (5)	7 (1)
Y3	16	19 (3)	75 (9)	19 (3)	6 (1)
Y4	14	21 (3)	64 (9)	7 (1)	14 (2)
Y5	9	0	89 (8)	56 (5)	11 (1)
Y6	17	35 (6)	41 (7)	6 (1)	18 (3)

## 2. Barriers to future attainment (for pupils eligible for Pupil Premium funding, including high ability)

In-school barriers	
<b>A.</b>	Skills on entry in Reception are often lower for pupils eligible for PP than for other pupils. This affects the GLD measure and attainment in subsequent years.
<b>B.</b>	Some high ability pupils who are eligible for PP are making less progress than other high ability pupils.
<b>C.</b>	Currently, a higher percentage of PP pupils (compared to non-PP pupils), require self-confidence and self-esteem support.
<b>D.</b>	Lack of clarity around the precise needs of under-performing PP pupils. Poor reading, writing and maths skills with insufficient support.
External barriers	
<b>E.</b>	Parents of some PP pupils, require additional support in order to engage with the school and their child's learning & care including some core needs e.g. adequate sleep.
<b>F.</b>	The punctuality of some PP pupils is low which affects opportunities to learn.
<b>G.</b>	No support with learning at home and lack of access to learning materials e.g. reading books, access to ICT.
<b>H.</b>	Limited opportunities outside school, leading to a narrower range of experiences.

## 3. Desired outcomes 2017 - 2018

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Focus groups on Communication & Language (CL), together with Personal, Social, Emotional Development (PSED)	CL increases to 82% at expected (from 79% EXS in 2018) PSED increases to 85% at expected (from 82% EXS in 2018) The gap between pupils eligible for PP in Reception and non-PP pupils is narrowed.
<b>B.</b>	Higher rates of progress in all Y2 & Y6 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as higher attaining make as much progress as all higher attaining pupils in maths, reading and writing. The attainment gap will also close between PP & non PP children.
<b>C.</b>	Social and emotional issues (SEMH) of PP pupils addressed.	Wellbeing trackers demonstrate improved SEMH in PP pupils.
<b>D.</b>	Increased involvement in learning for PP pupils will ensure better attainment and progress in learning.	PP pupils will achieve in line with challenging targets – see below.
<b>D.</b>	To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met.	Under-performing PP children to be assessed re SEND, SEMH, attendance, behaviour issues. Individualised and group plans and programmes in place to address identified needs. Individual attainment and progress to be improved in direct relation to the additional support implemented. See targets below. Mentoring in place by SLT member for PP children where a need is identified.

		Targets for Pupil Premium Cohorts				
		Current Year groups 2018-19		2019 Target % (no. of children)		
		<sup>2</sup> = Good Level of Development	No. of PP children	Below	Expected + above	Greater Depth
<p>[Since September 2018 more children have either joined the school or are newly designated as being PP – hence the rise in numbers over last year.]</p>	<b>Reading</b>					
	R (GLD) <sup>2</sup>		6			
	Y1		8	50 (4)	50 (4)	0
	Y2		5	40 (2)	60 (3)	40 (2)
	Y3		16	44 (6)	63 (10)	13 (2)
	Y4		16	32 (5)	69 (11)	13 (2)
	Y5		12	58 (7)	42 (5)	17 (2)
	Y6		17	30 (5)	70 (12)	41 (7)
	<b>Writing</b>					
	R (GLD) <sup>2</sup>		6			
	Y1		8	62 (5)	38 (3)	0
	Y2		5	40 (2)	60 (3)	0
	Y3		16	57 (9)	44 (7)	0
	Y4		16	44 (7)	57 (9)	13 (2)
	Y5		12	67 (8)	33 (4)	8 (1)
	Y6		17	30 (5)	70 (12)	35 (6)
	<b>Maths</b>					
	R (GLD) <sup>2</sup>		6			
	Y1 (GLD) <sup>2</sup>		8	62 (5)	36 (3)	0
	Y2		5	40 (2)	60 (3)	20 (1)
	Y3		16	44 (7)	57 (9)	12 (2)
	Y4		16	44 (7)	56 (9)	6 (1)
	Y5		12	50 (6)	50 (6)	17 (2)
	Y6		17	30 (5)	70 (12)	41 (7)
	<b>Combined</b>					
	R (GLD) <sup>2</sup>		6			
	Y1 (GLD) <sup>2</sup>		8	62 (5)	38 (3)	0
Y2		5	40 (2)	60 (3)	0	
Y3		16	62 (10)	38 (6)	0	
Y4		16	50 (8)	50 (8)	6 (1)	
Y5		12	67 (8)	33 (4)	8 (1)	
Y6		17	29 (5)	71 (12)	24 (4)	
<b>E.</b>	Support for parents to ensure children have prime conditions in the home to be able to learn	Programmes in place for families to develop learning. Children's surveys confirm that conditions have improved.				
<b>F.</b>	Attendance/punctuality of PP pupils being managed effectively.	The attendance of PP pupils will have improved compared to 2017/2018. There will be effective and comprehensive support programmes in place to address attendance issues.				
<b>G</b>	Children have opportunities within school to supplement deficiencies in home learning	Support programmes in place for children to develop improved attitudes to learning. Children's surveys confirm that conditions have improved.				
<b>H</b>	Children will have more opportunities for activities out of the normal school day.	PP participation in extra-curricular, school activities, trips and visits will increase. Children will be more confident in their approach to learning based on the enhanced opportunities they have had				

## 4. Planned expenditure

Academic year	2018 - 2019				
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	When will you review implementation?
<b>Outcome A</b> Personal, Social & Emotional Development in EYFS, and in pre-school pupils.	EYFS curriculum & interventions that target Personal, Social & Emotional Development as well as Communication & Language.	<p>PSED statistics for 2018 - 83% EXS was below LA of 83.5% &amp; national of 85.2% when GLD was 1% above national.</p> <p>CL statistics for 2018 - 78.7% EXS was below LA of 79.1% &amp; national of 82.1%.</p> <p>EEF research demonstrates the success of small group, time related interventions.</p>	Termly data collection. Learning walks.	Jo Kearney - EYFS Lead	Dec 2019 Apr 2019 June 2019
<b>Outcome B</b> Improved progress /attainment for higher attaining PP pupils.	<p>Staff training on planning for challenge. Teachers with good practice are identified and run training within mixed ability classes.</p> <p>Whole staff CPD led by Amjad Ali to support staff in developing strategies to boost attainment for reluctant pupils.</p>	<p>EEF research supports mixed ability teaching and learning. Attainment of high ability pupils eligible for PP is lower than other higher attaining pupils. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We will work with all teachers to ensure that sufficient challenge is in place for all pupils.</p> <p>Specific intervention for those PP pupils identified as having the potential to attain highly.</p> <p>EEF research demonstrates the success of small group, time related interventions</p>	<p>Continued focus on planning for challenge during staff meeting sessions. RAG system (as above) will indicate whether pupils are being challenged appropriately</p> <p>Staff meetings and training days to deliver training.</p> <p>Specific input from additional leaders (including Senior Leadership Team) to accelerate the progress of these pupils towards the higher levels.</p> <p>Half termly data analysis</p>	<p>Head - JB</p> <p>Team Leads – HS, KE, NM</p> <p>Maths &amp; English leads – HS, CAL</p>	Dec 2018 Feb 2019 April 2019 May 2019 July 2019
<b>Outcome D</b> Quality first teaching is improved to ensure all PP children progress well	Targeting of PP children within every lesson to ensure there is a good understanding.	Data analysis – PP children are not attaining as well as non PP children	Half termly monitoring of quality of teaching PPMs half termly Half termly data collection and analysis	Head - JB Team Leads – HS, KE, NM	Dec 2018 Mar 2019 July 2019



				Maths & English leads – HS, CAL	
<b>Outcome D</b> PP children' results are improving and hitting targets set out above	Time related interventions for PP children to enhance class learning & support individual weaknesses. Reading, writing, maths	PP children attain less well than non PP children. EEF research shows time-related specific interventions with high quality personalised feedback gives high impact for children.	Half termly data collections. Learning walks. Regular pupil interviews. AHT monitoring every two weeks of outcomes of PP children in Line management meetings.	Head - JB Team Leads – HS, KE, NM Maths & English leads – HS, CAL	Dec 2018 Mar 2019 July 2019
<b>Total budgeted cost</b>				<b>£40,871</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>When will you review implementation?</b>
<b>Outcome C.</b> To address the SEMH (social, emotional and mental health) needs of PP pupils and their families, where appropriate.	Use family support worker to engage with pupils and parents. To engage appropriate outside agencies to meet the SEMH needs of PP pupils. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. Our own research amongst our pupils shows that some PP children with SEMH needs are unable to access the curriculum because of this, and need to be taught the necessary SEMH skills alongside academic content.	Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor SEMH but also monitor whether improvements in SEMH translate into improved attainment.	SENDCo - CA  Family Support Worker - SC  Specialist Support Staff	Dec 2018 Mar 2019 July 2019  Discussions with PP children every 2 weeks
<b>Outcome D</b> To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met	SENDCo/HoP to identify the precise needs of children who are under-performing.  High-quality, time-limited interventions to be implemented by a teacher  SENDCo to support class teachers to ensure that the needs of PP pupils with SEND needs are met.  Higher-attaining PP	Analysis of our own data into multiple vulnerabilities of children shows that some PP children may also have underlying SEN issues  EEF research demonstrates the success of small group, time related interventions	Work of SENDCo to be monitored by HT / A/DHT & SEND Governors  Data to be tracked and attainment and progress to be closely monitored  Impact of interventions to be monitored by SENDCo and by HT/A/DHT at Pupil Progress Meetings	HoP – JB AHT – HS/NM DHT - KE  SENDCo - CA	Dec 2018 Apr 2019 July 2019  Discussions about PP children every 2 weeks in Line Management meetings

	<p>pupils to be identified. SENDCo/AHTs/DH to support class teachers to ensure that the needs of these are met.</p> <p>SENDCo/AHTs/DH to lead on time related specific programmes of support for groups or individuals who need focused support.</p>				
<p><b>Outcome E</b> Increased involvement of parents in learning for PP pupils will ensure better attainment and progress in learning.</p>	<p>More events to attract parents into school to learn more about engaging with children's learning. HT to ensure that all PP pupils are engaging appropriately.</p> <p>HT to very closely monitor provision for PP pupils</p>	<p>EEF (Education Endowment Foundation) research suggests that increasing parental involvement leads to moderate impact with moderate costs (based on moderate evidence). This can be a low cost solution to underperformance.</p>	<p>Use staff from across the school to facilitate Parent groups</p>	<p>HoP – JB AHT – HS/NM DHT - KE</p>	<p>Dec 2018 Mar 2019 July 2019</p>
<p><b>Outcome F</b> Attendance/punctuality of PP pupils being managed effectively. Data improves</p>	<p>HT / AHT to track PP pupils; overlaying attendance against attainment and progress.</p> <p>Attendance Manager and HT to monitor attendance data regularly; identifying issues and taking actions to address this.</p>	<p>Research into other primary schools showed that many spend PP funding on improving attendance &amp; punctuality of PP pupils</p> <p>Many examples of research highlighting the need for pupils to be in school</p> <p>Our own data generally shows that PP pupils with poor attendance are under-performing academically</p>	<p>Attendance/punctuality monitored regularly of PP pupils monitored to be by PP Governor</p>	<p>HoP  Attendance Manager - TF</p>	<p>Sept 2018 onwards</p>
<p><b>Outcome G</b> Children have access to quality resources in order to progress well</p>	<p>Children will be assessed in terms of opportunities and access to relevant resources. Where issues are identified, resources will be provided and alternative opportunities provided e.g. homework club</p>	<p>Pupil surveys. Some children have few resources at home including reading books. Some have limited or no access to computers.</p>	<p>Regular review of opportunities. Data checks half termly</p>	<p>HoP  AHTs</p>	<p>Dec 2018 Mar 2019 July 2019</p>

<p><b>Outcome H</b> PP children's opportunities in school and engagement in extra-curricular activities will have a positive effect on self-esteem, participation and experiences</p>	<p>PP children will be offered opportunities to participate in a range of activities in the school day and beyond. Contributions will be offered for trips, PE kit &amp; uniform to support social inclusion</p> <p>Parents will have the opportunity to request support for activities they want their PP child to take part in</p>	<p>Research from EEF describes the opportunities advantaged children have and the benefits they enjoy.</p>	<p>Monitoring of pupil's engagement and participation in monitored and reviewed half termly.</p>	<p>HoP</p>	<p>Half termly</p>
<b>Total budgeted cost</b>				<b>£44,920</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>When will you review implementation?</b>
<p><b>Outcome E</b> Increased parental engagement in their children's learning</p>	<p>Full time Pupil &amp; Family Support worker for counselling employed to assist pupils and their families.</p>	<p>Lack of central support services in Bedford to support our most vulnerable pupils and families.</p>	<p>Thorough briefing of support worker about social and emotional issues as a barrier to learning.</p> <p>PP coordinator, Family support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>Family Support Worker</p>	<p>Dec 2018 Mar 2019 July 2019</p> <p>Discussions with PP children every 2 weeks</p>
<p><b>Outcomes A-H</b> PP leadership throughout the school will champion PP pupils, track progress, attainment and participation in school life</p>	<p>Critically analyse &amp; act on attainment, progress and opportunities for PP children and ensure high self-esteem</p>	<p>Data shows PP children are lower attaining at CNS. Clear leadership will raise the profile and progress of PP children John Dunford (Bedford Pupil Premium champion) states that the profile of PP must be championed consistently and thoroughly by a senior member of staff.</p>	<p>Weekly line management meeting of each 'Champion' with Head of Primary/Federation Principal</p>	<p>Heads of Primary</p> <p>Assistant Vice-Principal - pastoral</p>	<p>Dec 2018 Mar 2019 July 2019</p>
<b>Total budgeted cost</b>				<b>£25,089</b>	

# Review of 2017-18 Pupil Premium Strategy

1. Outcomes 2017 – 2018 (Attainment)						
To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met.			2018 Target		2018 results	
		No. of PP	Expected & above	GDS	Expected & above	GDS
	<b>Reading</b>					
	R	6	33%	0	33	0
	Y1	3	67%	0	67	0
	Y2	11	45%	9%	50	0
	Y3	10	60%	30%	86	0
	Y4	8	76%	13%	85	14
	Y5	17	65%	24%	65	29
	Y6	33	70%	15%	67	24
	<b>Writing</b>					
	R	6	33%	0	17	0
	Y1	3	0	0		0
	Y2	11	36%	9%	38	0
	Y3	10	40%	30%	43	0
	Y4	8	63%	13%	85	14
	Y5	17	65%	18%	65	18
	Y6	33	70%	15%	48	6
	<b>Maths</b>					
	R	6	33%	0	33	0
Y1	3	67%	0	67	0	
Y2	11	36%	18%	50	25	
Y3	10	70%	0	71	0	
Y4	8	76%	38%	71	14	
Y5	17	65%	24%	53	24	
Y6	33	70%	15%	61	12	

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)
<b>Outcome A</b> Personal, Social & Emotional Development in EYFS, and in pre-school pupils.	EYFS curriculum & interventions that target Personal, Social & Emotional Development as well as Speech, Language & Communication. Pre-school provision that focuses on SL&C	<b>Mixed</b> Curriculum developed well to support more PSED opportunities for EYFS children. Lower indicative PSED scores at baseline resulted in lower score at the end of the year; Progress within PSED was good within the year.	Continue to target from baseline. Ensure that children with multiple vulnerabilities are identified and tracked/supported as soon as possible.
<b>Outcome B</b> Improved progress /attainment for higher attaining PP pupils.	Staff training on planning for challenge. Teachers with good practice are identified and run training.	<b>High</b> AHT maths led 2 staff meetings on improving practice. Foundation subjects meeting on practice Progress for PP children is broadly good – reflected in most PP children cohorts hitting or close to targets (see attainment scores below).	HA PP children – some success but more emphasis is needed on supporting the needs of these children more extensively next year.  There is a need to be more robust on assessment practices to support the tight tracking of PP children as one group. This will be a focus for 2018-19.
<b>Outcome D</b> Quality first teaching is improved to ensure all PP children progress well	Targeting of PP children within every lesson to ensure there is a good understanding.	<b>High</b> All teachers clear on who their PP children are. PPM/LM used to focus on progress Class teacher time given to PP children – results show improvements. Tighter tracking & support successful in ensuring good progress for most children. PP attainment has improved.  Results showed good impact of interventions/support on PP groups	Sept '18 support will be mainly from teacher led interventions
<b>Outcome D</b> PP children' results are improving and hitting targets set out above	Teacher to run time related interventions for PP children to enhance class learning & support individual weaknesses. Reading, writing, maths		
<b>Outcome D</b> PP children' results are improving and hitting targets set out above Y5-6	Part-time teacher to support time related interventions Y5-6 for PP children to enhance class learning & support individual weaknesses. Reading, writing, maths		
<b>Outcome D</b> Ensure that in-class support is effective in moving learning on	Review impact of strategies to support accelerated progress of all PP learners in the classroom		
			<b>Total budgeted cost £40,871</b>

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b> Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>Outcome C.</b> To address the SEMH (social, emotional and mental health) needs of PP pupils and their families, where appropriate.	Use family support worker to engage with pupils and parents. To engage appropriate outside agencies to meet the SEMH needs of PP pupils. Develop restorative approaches and focus on positive behaviours.	<b>High</b> FSWs has clearly identified & supported a whole range of children/families with SEMH issues. Clear impact – child by child basis  This will be a key whole school focus for 2018-19 School improvement plan.	Well-being tracker unavailable to formally track SEMH. This would be a useful extra tool to measure impact more robustly next year.
<b>Outcome D</b> To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met	SENDCos/HoP to identify the precise needs of children who are under-performing.  High-quality, time-limited interventions to be implemented by a teacher  SENDCos to support class teachers to ensure that the needs of PP pupils with SEND needs are met.  SENDCos to support class teachers to ensure that the needs of these are met	<b>High</b> PPMs/LM meetings alongside input from FSWs & SENDCos have been effective in identifying children with needs.  Results showed good impact of interventions/support on PP groups	Teachers to run the interventions rather than TAs who do not always have the specialist training needed to effectively support children well.
<b>Outcome E</b> Increased involvement of parents in learning for PP pupils will ensure better attainment and progress in learning.	More events to attract parents into school to learn more about engaging with children's learning.  HT to monitor provision for PP pupils	<b>Mixed</b> Outcomes mainly positive.  Data shows targets generally met, but some parents chose not to engage fully even after encouragement, therefore less impact on some children	More analysis needed for specific children where progress was still slow. Will feed into next year's plans for individual support
<b>Outcome F</b> Attendance/punctuality of PP pupils being managed effectively. Data improves	HT / AHT to track PP pupils; overlaying attendance against attainment and progress.  Attendance Manager and HT to monitor attendance data regularly; identifying issues and taking actions to address this.	<b>Mixed</b> Attendance tracking ensured PP attendance improved in 17-18 compared to 16-17.  Improved % from previous year, but some families very reluctant to engage therefore affecting attendance %. Fortnightly attendance meetings with	Need to sustain this tight monitoring to ensure further improvements.

		Lead administrator & FSW have been successful in addressing & supporting most families to improve their attendance.	
<b>Outcome G</b> Children have access to quality resources in order to progress well	Children will be assessed in terms of opportunities and access to relevant resources. Where issues are identified, resources will be provided and alternative opportunities provided e.g. homework club	<b>Mixed</b> Most PP children have sufficient opportunities. Some families were reluctant to engage and will need more work next year to positively engage them.  PP children indicated satisfaction with school support to ensure good learning/progress	
<b>Outcome H</b> PP children's opportunities in school and engagement in extra-curricular activities will have a positive effect on self-esteem, participation and experiences	PP children will be offered opportunities to participate in a range of activities in the school day and beyond. Contributions will be offered for trips, PE kit & uniform to support social inclusion  Parents will have the opportunity to request support for activities they want their PP child to take part in	<b>Mixed</b> Attainment/progress demonstrates children's approach to learning has improved. Some children took up opportunities not otherwise open to them, but this needs to be extended next year	Ensure opportunities for children are mapped out to ensure all have the chance to take up 'extras'.
<b>Total budgeted cost £37,920</b>			
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b> Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>Outcome E</b> Increased parental engagement in their children's learning	Full time Family Support worker for counselling employed to assist pupils and their families.	<b>High</b> FSW support for targeted families very good in terms of resolutions to help the family succeed.  FSW records of support for PP children shows improved conditions for children – reflected in progress & attainment scores above. Case studies shows levels of engagement and attitude to learning in most cases has improved	Need to find alternative ways in for our hard to reach families in terms of being reluctant to engage with us. – FSW focus for next year.

<p><b>Outcomes A-H</b> PP leadership throughout the school will champion PP pupils, track progress, attainment and participation in school life</p>	<p>Critically analyse &amp; act on attainment, progress and opportunities for PP children and ensure high self-esteem</p>	<p><b>High</b> LM meetings effective in driving up outcomes for PP children. This will continue to be a focus next year.</p>	<p>Profile needs to be just as high next year.</p>
			<p><b>Total budgeted cost £20,000</b></p>