

Pupil Premium Strategy Statement: Coalway Community Infant School 2017-18

1. Summary information					
School	Coalway Community Infant School				
Academic Year	2017-18	Total PP budget (calculated on 41 eligible PP pupils Jan 17)	£53,100	Date of most recent PP Review	September 2017
Total number of pupils	170	Number of pupils eligible for PP (at start of 2017-18 academic year; September 2017)	27 (Nov 17: 34)	Date for next internal review of this strategy	March 2018

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average) 2016 figures
% achieving at least the expected standard in reading at the end of KS1 June 2017	70%	78%
% achieving at least the expected standard in writing at the end of KS1 June 2017	60%	70%
% achieving at least the expected standard in maths at the end of KS1 June 2017	70%	77%
% achieving the expected standard in Phonics Screening Test at the end of Y1 June 2017	36%	70%

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (issues to be addressed in school)

A.	<p>A significant proportion of PP children enter school with levels of development which are below age related expectations in the areas of Communication Language & Literacy, Reading, Writing & Mathematics in particular (and PSED scores for 2015 & 2016 cohorts).</p> <p>Low scores in other areas of learning on entry to school reflect PP pupils’ lack of experiences/opportunities outside of school/family unit.</p>
B.	<p>Pupils need additional support and intervention to narrow the achievement gap and accelerate rates of progress in English and Maths, including progress in the development of their phonic skills. (The percentage of PP pupils achieving at least the expected Phonics standard at the end of Year 1 dropped in 2017, with the gap to non-PP widening).</p>
C.	<p>The percentages of PP pupils who attain exceeding levels by the end of KS1 are low.</p>
D.	<p>There are high levels of SEND among pupils eligible for PP in some year groups (37% of PP with SEND overall). Some pupils present with other vulnerabilities and require additional emotional/social support.</p>
External barriers <i>(issues which also require action outside school)</i>	
E.	<p>A significant proportion of PP pupils do not consistently practice Reading/word lists/phonics (basic literacy skills) at home.</p>
F.	<p>Attendance and punctuality rates can fluctuate and require careful monitoring. Some pupils’ historical poor attendance (including lack of pre-school) has affected their educational progress.</p>
G.	<p>A significant number of PP families face challenges at home or within their family situation. Support from school staff helps with particular issues and the general pressures/stresses of family life.</p>
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	
A.	<p>PP children make good progress in acquisition of oral language (CLL), Reading, Writing and Maths skills in their Reception year and maintain this throughout KS1, enabling them to achieve age related expectations.</p>
	<p>Year group tracking data demonstrates improved skills at key points; PP pupils make at least good progress.</p> <p>PP Pupils increasingly meeting age related expectations in CLL, Reading, Writing, Maths at EYFS, Y1 & end of KS1.</p> <p>Y1 Phonics test attainment improved.</p>

A.	Attainment in other areas of learning (EYFS Specific learning goals and KS1 Foundation subjects) for PP pupils will be accelerated through provision of particular experiences. The 'Coalway experiences' (supplementary & complimentary to curriculum work) will ensure that opportunities are provided for our PP pupils that they may not otherwise encounter within their family lives outside of school.	PP pupils take part in a rich breadth of planned activities each year - 'the Coalway experiences' Year group tracking & Pupil voice reviews demonstrate improved knowledge & understanding and enhanced pupil well-being/PSED.
B.	<p>Pupils receive appropriate and additional support and interventions to enable them to make accelerated progress in English and Maths and achieve in-line with non-PP pupils by the end of KS1 (taking into account pupils with SEND needs).</p> <p>An improvement is evident in the percentage of PP pupils who achieve the expected standard in Phonics by the end of Year 1; pupils will confidently demonstrate understanding and application of appropriate phonic skills.</p>	<p>To secure greater levels of progress in English & Maths. Tracking data shows PP pupils make better than expected rate of progress.</p> <p>Gap narrowed between PP and non-PP pupils. Similar scores for ARE between PP and non-PP (taking account of learning difficulties/SEND)</p> <p>More Y1 pupils meet the national expected level in Phonics. Y2 pupils meet ARE in Reading, Writing & Maths.</p>
C.	A greater proportion of PP pupils will attain beyond nationally expected levels in English and Maths by the end of KS1, with pupils demonstrating depth of application of skills.	More PP pupils will attain above ARE in Reading, Writing & Maths by the end of Y2.
D.	Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer/provide daily on-going support/nurture opportunity.	<p>All PP pupils have a 'Key Adult' whom they talk to daily.</p> <p>Accelerated personal, social and emotional development. Tracking reflects good progress.</p> <p>Improved well-being & confidence impacts positively on academic achievement; progress accelerated.</p>
E.	A greater proportion of PP pupils will consistently practice Reading/word lists/phonics (basic literacy skills) at home.	<p>Improvement evident in regularity of home reading/basic skills practice.</p> <p>PP pupils make accelerated/good progress in Reading and phonics.</p> <p>More PP pupils achieve ARE in Reading and Phonics.</p>
F.	PP pupils' attendance and punctuality rates will improve and be consistent.	<p>Improved punctuality and attendance rates to previous academic year for PP pupils.</p> <p>Improved parental engagement.</p>

G.	PP pupils who face challenges at home will receive effective support for themselves and their parents, to reduce/overcome barriers to learning.	Chronologies and case studies will demonstrate the impact of individual and family support. Pupils and parents are supported. Family life improved. Attendance raised. Improved parental engagement.
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Planned Initiatives Academic Year 2017-18

ENGLISH & MATHS

Desired Outcomes: PP pupils will receive appropriate, targeted, additional support and interventions to enable them to make accelerated progress in English and Maths and achieve in-line with non-PP pupils by the end of KS1 (taking into account pupils with SEND needs). The achievement gap will be narrowed.

PP children will make good progress in acquisition of oral language (CLL), Reading, Writing and Maths skills in their Reception year, which is maintained throughout KS1, enabling them to achieve age related expectations. PP pupils to make expected or above expected progress throughout a Key Stage.

A greater proportion of PP pupils will attain beyond nationally expected levels in English and Maths by the end of KS1.

A greater proportion of PP pupils will achieve the expected standard in Phonics by the end of Year 1.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<u>Y1/2</u> Precision teaching: Teacher & TA intervention for targeted pupils within Year 1 & 2	To secure greater levels of progress in English & Maths.	Proven success of this approach – accelerated progress evident. Early identification of difficulties and early intervention/provision of	Regular monitoring by SLT via pupil progress, assessment & teaching reviews bi-termly	Senior Leadership Team/Pupil Premium	Additional TA provision per class of 3 hrs/wk to ensure T & TA have dedicated focused time for

<p>Precision teaching used to target specific gaps in learning within English and Maths. Phonics a priority.</p> <p>1:1 or 1:2 Interventions provided by Teacher/TA and focused on under-achieving pupils of all abilities in English & Maths</p>	<p>To close the gap between PP and non-PP pupils.</p> <p>Target pupils to make better than expected rate of progress.</p> <p>Y1 pupils to meet national expected level in Phonics.</p> <p>Y2 pupils to meet ARE in Reading, Writing & Maths.</p>	<p>strategies for support. Specific gaps in learning targeted.</p> <p>School priority focus on acquisition of English, phonics & Maths skills.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>	<p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Champions: FH, BA</p> <p>Review Terms 2,4,6</p>	<p>precision teaching</p>
<p><u>EYFS</u> Precision teaching: 1:1, 1:2 or 1:3 targeted TA intervention to establish early skills and attitudes for learning (characteristics of learning) and to target specific gaps in CLL, Reading, Writing & Number areas of learning. Interventions to include Speech & Language Therapy and Fizzy. Phonics a priority.</p> <p>Intervention to include pupils below ARE at any assessment point in the year</p>	<p>Early intervention and support will further develop EYFS Characteristics of learning, Literacy & Number skills and social, emotional and behavioural skills. Rate of progress accelerated by pupils' increased competence. Greater levels of progress secured.</p> <p>To reduce the gap in learning at Foundation Stage.</p> <p>To ensure that pupils have the vital initial building</p>	<p>Focus on establishing essential key skills and attitudes at the earliest opportunity.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support. Specific gaps in learning targeted to reduce gap in learning on entry to school.</p> <p>Proven success of this approach & these interventions – accelerated progress evident.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+8 months)</p>	<p>Regular monitoring by SLT via pupil progress, assessment & teaching reviews bi-termly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team/Pupil Premium Champions: FH, BA</p> <p>Review Terms 3,5,6</p>	<p>3 hours TA support per week per EYFS class</p>

	<p>blocks of learning in all areas.</p> <p>Pupils to meet ARE in CLL, Reading, Writing & Number.</p>	<p>Mastery Learning (+5 months) One-to-one tuition (+5 months) Early years intervention (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>			
<p>Employment of TAs to deliver specific 1:1 and small group interventions within all classes (for pupils below ARE or who are not making sufficient progress based on our assessment data and prior KS attainment).</p> <p>Interventions to include: Phonics, Reading, Maths boosters, Read Write Inc., 1:1 Reading, Talk Boost, Fizzy, Speech & Language Therapy.</p> <p>(EYFS, Year 1 & Year 2: Phonics intervention a priority.)</p>	<p>To secure greater levels of progress in English & Maths.</p> <p>To reduce the gap between PP and non-PP pupils.</p> <p>Target pupils to make better than expected rate of progress.</p> <p>Pupils will develop an increased sense of confidence and independence when attempting skills.</p> <p>Pupils to meet ARE in English & Maths.</p>	<p>To secure greater levels of progress in English & Maths and raise attainment.</p> <p>School priority focus on acquisition of English & Maths skills – all levels of challenge.</p> <p>Proven success of this approach which is embedded in teaching and learning.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) Reading comprehension strategies (+5 months) Collaborative learning (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>	<p>Regular monitoring by SLT via pupil progress, assessment & teaching reviews bi-termly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team/Pupil Premium Champions: FH, BA</p> <p>Review at key assessment points: Terms 2,4,6 for Y1 & Y2. Terms 1,3,5 for EYFS.</p>	<p>TA 5 hours per week per class</p>
<p><u>Year 1 & 2:</u> Implementation of Talk Boost programme for targeted pupils in KS1</p>	<p>Pupils will further develop their speaking & listening/oral language skills. Targeted children will</p>	<p>Early identification of speech and language difficulties and provision of strategies for support.</p>	<p>Progress reviews – use of Talk Boost assessments at</p>	<p>Senior Leadership Team/ Pupil Premium</p>	<p>Training cost £700</p>

<p>TA targeted intervention x3/wk for pupils below ARE and fitting baseline assessment requirements. T whole class input x1/wk.</p>	<p>make accelerated progress in Speaking, Listening and English, as demonstrated by Talk Boost assessments.</p> <p>To secure greater levels of progress in Speaking & English.</p> <p>To reduce the gap between PP and non-PP pupils.</p> <p>Pupils to meet ARE in Speaking & English.</p> <p>Staff skills and knowledge further developed via Talk Boost training.</p>	<p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Oral language interventions (+5 months)</p> <p>Feedback (+8 months)</p> <p>Meta-cognition (+8 months)</p> <p>Mastery Learning (+5 months)</p> <p>Collaborative learning (+5 months)</p> <p>Small group tuition (+4 months)</p> <p>Teaching assistants (+1 month)</p>	<p>beginning and end of programme.</p> <p>Ongoing discussions throughout delivery.</p> <p>Evaluation by SLT, SENCO, English Subject Leader, Class teachers & TAs</p>	<p>Champions/ SENCO: FH, BA</p> <p>Beginning & end of each 10 week programme.</p>	<p>Resource cost £485 per year group = £970. (Funded 2016-17 financial year)</p> <p>TA 2hrs/wk per group of 4 pupils (10 week rolling programme)</p>
<p><u>Year 1 & 2:</u> Reading Comprehension programme</p> <p>Targeted children will be supported in developing their Reading comprehension and depth of learning skills.</p> <p>Teacher & TA Guided Reading groups x1/wk to develop ability-related</p>	<p>To close gap</p> <p>Accelerated progress</p> <p>Meet or achieve beyond ARE</p> <p>To challenge and extend Reading comprehension skills beyond ARE for more able PP pupils.</p>	<p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Reading comprehension strategies (+5 months)</p> <p>Oral language interventions (+5 months)</p> <p>Feedback (+8 months)</p> <p>Meta-cognition (+8 months)</p> <p>Mastery Learning (+5 months)</p> <p>Collaborative learning (+5 months)</p> <p>Small group tuition (+4 months)</p> <p>Teaching assistants (+1 month)</p>	<p>Regular review via progress meetings, assessment reviews and reviews of Reading progress data.</p> <p>Evaluations with SLT/English subject leader, class teachers, TAs</p>	<p>Senior Leadership Team/Pupil Premium Champions, English Subject Lead</p> <p>Review Terms 2,4,6</p> <p>(Y1 introduce Guided</p>	<p>TA 2 hrs/wk per KS1 class</p> <p>Additional Guided Reading books £800</p>

comprehension skills. Use of Bloom's questioning.	To develop greater depth skills through use of Bloom's questioning.			Reading groups T4-6)	
<p>Daily reading for vulnerable children</p> <p>All pupils who need to be heard read daily will receive this support in school.</p> <p><i>Also: Introduction of a project to encourage home reading (see Parent section below)</i></p>	<p>Children who need to be heard read daily will receive this support in school.</p> <p>Targeted pupils make accelerated/good progress in Reading</p> <p>PP pupils achieve ARE expectations in reading. Year 1 pupils attain Phonics test standard.</p> <p>PP pupils will read more frequently than non-PP pupils (excluding SEND pupils)</p>	<p>Proven historical success of this strategy.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+8 months) Reading comprehension strategies (+5 months) Oral language interventions (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Individualised instruction (+2 months)</p> <p>1:1 time with an adult daily is proven to also improve emotional stability.</p>	Monitoring of reading records by English Subject leader	<p>Class teachers</p> <p>English SL:BA</p> <p>Review at end of every term: SLT/PP Champions: FH,BA</p>	<p>5 mins per pupil per day.</p> <p>25 mins/wk per pupil:</p> <p>T x 15mins/wk, TA x10mins/wk</p>
Total budgeted cost for English & Maths outcomes					TA costs £42,845 CPD £700 Resources £0
CURRICULUM <p>Desired Outcomes: PP pupils will take part in a variety of planned activities - 'the Coalway experiences' - to further extend the breadth and richness of their experiences, opportunities and understanding. The 'Coalway experiences' will ensure that opportunities are provided for our PP pupils that they may not otherwise encounter within their family lives outside of school.</p>					

PP pupils will make good progress within EYFS UTW and KS1 Foundation Subjects and achieve in-line/narrow the achievement gap with non-PP pupils by the end of EYFS & KS1.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p><u>All year groups:</u> Each year group's 'Coalway experiences' will be incorporated into curriculum planning across the academic year. Pupils will experience a breadth of new, stimulating activities</p>	<p>PP pupils will experience a breadth of rich, planned activities that they would not otherwise encounter outside of school.</p> <p>PSED & academic progress, knowledge and understanding enhanced; attainment and progress within EYFS UTW & KS1 Foundation Subjects improved. PP pupils achieve in-line with/narrow the achievement gap with non-PP pupils by the end of EYFS & KS1.</p>	<p>Quality activities/learning and a vibrant curriculum impact significantly on children's progress and achievement.</p> <p>A stimulating, experiential curriculum inspires children and provides context to learning/understanding.</p> <p>Barriers to learning reduced/overcome.</p>	<p>Year group year plans devised term 1 – Class teachers</p> <p>Monitoring of curriculum plans terms 1-6 - SLT/PP Champions: FH,BA</p> <p>Pupil Voice reviews following 'experiences' – pupil discussions with designated Key Person. Outcomes fed back to Class teachers & PP Champions.</p>	<p>Class teachers establish CE plan at start of academic year. Review each term – CT & Key Person.</p> <p>SLT/PP Champions review experiences & pupil feedback every term.</p>	<p>N.B. All pupils will experience the activities. All costs (including PP pupils' costs) to be subsidised via fundraising.</p>
Total budgeted cost for Curriculum outcomes					0

SOCIAL, EMOTIONAL, BEHAVIOURAL

Desired outcomes: PP pupils will receive appropriate, targeted, additional emotional support and nurturing to ensure that any barriers to learning are identified and overcome, and their social, emotional and behavioural skills and attitudes to learning improved. Pupils will thus be enabled to make good progress across all areas of learning, including English and Maths, achieving in-line with non-PP pupils by the end of KS1/ narrowing the achievement gap with non-PP pupils by the end of KS1. Pupils will be able to form and enjoy happy, healthy relationships with their peers and thrive.

Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer/provide daily on-going support/nurture opportunity.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p><u>Year 1 & 2:</u> Delivery of 'Zippy's Friend's' programme for targeted children in KS1</p> <p>TA targeted intervention x1/wk for pupils below ARE and fitting baseline assessment requirements.</p>	<p>Pupils will further develop their emotional, behavioural & social skills and understanding.</p> <p>Improvement in Zippy assessment data evident.</p> <p>Targeted children will secure greater levels of progress/make accelerated progress in other areas of learning as a result. Pupil confidence and self-esteem improved.</p> <p>To reduce the gap between PP and non-PP pupils. Pupils meet ARE.</p>	<p>Success of previous intervention. 80% of Y1 children who attended 'Zippy's Friends' 2015-16 improved confidence and emotional resilience.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Feedback (+8 months) Meta-cognition (+8 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Social and emotional learning (+4 months) Small group tuition (+4 months) Behaviour interventions (+4 months) Teaching assistants (+1 month)</p>	<p>Regular review via progress meetings, assessment reviews, comparative progress to baseline assessment.</p> <p>Ongoing discussions throughout delivery.</p> <p>Evaluation by SLT, SENCO, Class teachers & TAs</p> <p>Pupil questionnaire/self-assessment of confidence levels.</p>	<p>Senior Leadership Team/Pupil Premium Champions: FH,BA</p> <p>SENCO</p> <p>CPD Term 2: Educational Psychology Service</p> <p>Review at key assessment points: Terms 2,4,6</p>	<p>TA 45mins/wk in Y1&2 classes.</p> <p>Rolling programme of inclusion.</p> <p>Training cost £810</p>

<p>Allocation of a key person to each PP pupil in school</p> <p>PP pupils receiving 1:1 attention and nurture from an allocated person; adults to show a special interest in them, develop a trusted relationship and a nurturing role.</p>	<p>Pupils are able to discuss 'out of school' matters/worries and will be ready to learn in class.</p> <p>Improved self-esteem, self-confidence, PSED elements.</p> <p>Barriers to learning readily established, reported to CT/SLT and overcome.</p> <p>Skilled adults offering additional nurturing role for PP pupils. A close 'watching eye' kept over all PP pupils. PP pupils will become well known to particular adults; early identification of difficulties and early intervention enabled.</p> <p>All PP pupils receive dedicated 1:1 quality talk time/attention/nurture.</p>	<p>Strong link between emotional regulation (bonding 1:1 with an adult) and cognition. (Golding 2008)</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: One-to-one tuition (+5 months) Social and emotional learning (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>	<p>Regular review via progress meetings, assessment reviews</p> <p>Ongoing discussions between classroom staff.</p> <p>Evaluation by SLT, SENCO, Class teachers & TAs</p>	<p>Class teachers , TAs</p> <p>Review at end of every term: SLT/PP Champions: FH,BA</p>	<p>Key person time 35 mins per week each PP pupil: T & TA</p> <p>(5-10 mins per pupil)</p>
<p>Total budgeted cost for Social, Emotional & Behavioural outcomes</p>					<p>TA costs included in sections above CPD £810</p>
<p>PARENT</p>					

Desired outcomes: Early intervention and support for parents will meet individual needs and improve both parent's skills and outcomes for pupils, relieving particular family pressures/challenges. Engagement and partnership working will be improved. The attendance/punctuality rates of vulnerable PP pupils will be improved. Barriers to learning will be reduced or overcome.

A greater proportion of PP pupils will consistently practice Reading/word lists/phonics (basic literacy skills) at home.

Pupils able to access a greater variety of 'out of school' experiences. Parents aware of activities available in the local area & pupils regularly accessing these.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>To provide parents with access to <u>early intervention and support</u>.</p> <p>Family Support Worker/school staff to offer support as required/needed, particularly to vulnerable pupils and their families. Interventions to include parenting/family support, mental health, social, emotional, behavioural, learning support, attendance, referral to external agencies</p> <p>Provision of more intensive programmes of support for families in crisis or supported by Child in Need/Multi-</p>	<p>Provision of/ access to early intervention and support.</p> <p>Parents have access to/ interventions/advice to support their children's learning at school/emotional development/development of parenting skills.</p> <p>Parent/family involvement has a significant, positive impact on pupil outcomes.</p> <p>Barriers to learning are reduced/overcome.</p> <p>Attendance of PP pupils raised.</p>	<p>Improved emotional development and stability linked to cognition.</p> <p>Parental involvement (+3 months) is identified as an effective strategy within the EEF toolkit.</p> <p>The most promising opportunity for student achievement occurs when families, schools and community organisations work together.</p>	<p>Monthly review meetings between FSWs and SLT</p> <p>Ongoing weekly review between SLT, SENCO, FSWs, Class teachers, parents, pupils; ongoing feedback/liaison embedded</p>	<p>Senior Leadership Team & Family Support Workers</p> <p>Termly review</p>	<p>FSW costs – proportion of salary £4,030</p>

Agency/Child Protection plans.	<p>Pupils and parents are supported.</p> <p>External agencies are involved where necessary, meeting individual needs.</p>				
<p><u>Attendance</u></p> <p>Daily attendance monitoring/ support.</p> <p>Dedicated Administrator & SLT monitoring time.</p> <p>Importance of regular attendance/punctuality promoted to parents.</p> <p>Provision of support/advice via Administrators, SLT, FSW; liaison with families promoted.</p> <p>Improvements recognised & rewarded.</p>	<p>Individual pupils' attendance rates will improve to previous academic year.</p> <p>Engagement and liaison with parents established/ improved.</p> <p>Parents recognising the importance of punctuality and regular attendance.</p> <p>Barriers to learning overcome.</p> <p>Improved attendance impacts in improved attainment.</p>	<p>Improved attainment is promoted by good attendance.</p> <p>EEF toolkit link- Parental involvement (+3 months)</p>	<p>Daily attendance monitoring</p> <p>Weekly & monthly analysis.</p> <p>Termly data analysis – FH & RE – and action</p> <p>Attendance information distributed to parents at the start of terms 3 & 5 and end of term 6.</p> <p>Attendance meetings with individual parents as required</p> <p>Attendance awards produced at the end of terms 2,4,6.</p>	<p>SLT/PP Champions & Administrators</p> <p>Review daily, weekly, termly: ongoing</p> <p>Formal analysis terms 2,4,6</p>	<p>Attendance monitoring by Administrators averaged at 3 hrs/wk = £1,140</p> <p>SLT monitoring 3hrs/term = £540</p>
Introduction of a project to encourage home reading	A greater proportion of PP parents will engage in reading with their children and reading frequency will improve.	Proven success of this approach. When schools and families work together, opportunities for progress are maximised.	Analysis of pupil & parental engagement in the home reading project – class teachers, BA, FH Terms 2, 4, 6.	SLT/PP Champions analysis terms 2,4,6	Resource costs included in 'General resources' allocation

	<p>Pupils will receive rewards for completion of home reading tasks; pupil self-confidence boosted.</p> <p>Targeted pupils make accelerated progress in Reading.</p>	<p>Parental involvement (+3 months) is identified as an effective strategy within the EEF toolkit.</p>	<p>Analyse impact on pupil confidence & attainment Terms 2, 4, 6.</p>	<p>Monitoring of project bookmarks/ rewards by English Subject Leader</p>	
<p>FSW/staff to signpost PP parents to local clubs/free events.</p> <p>All pupils to be offered free after school clubs (Y2, LGCC & Wake and Shake).</p>	<p>To enable PP pupils to have a greater variety of experiences, in order to broaden their horizons.</p> <p>Out Of School and social experiences widened.</p> <p>Parents aware of free activities available in local area & pupils regularly accessing these.</p>	<p>Parental involvement (+3 months) is identified as an effective strategy within the EEF toolkit.</p>	<p>Monthly review meetings between FSWs and SLT</p> <p>Ongoing weekly feedback/liaison between all relevant staff</p>	<p>Family Support Workers/All staff</p> <p>School Clubs provided by Class teachers/TAs</p> <p>Termly review</p>	<p>FSW costs as above</p>
<p>Total budgeted cost for Parent outcomes</p>					<p>Staff costs £5,170</p> <p>SLT non-contact costs £540</p> <p>Resource costs incl. below</p>
<p>CPD</p>					

Desired Outcomes: Staff expertise will be strengthened, with skills and knowledge further developed. Staff will be able to support pupils more expertly, utilising new strategies highly effectively. The quality of teaching and care will be improved, resulting in improved outcomes for pupils. PP pupils' progress and attainment will improve.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>Staff to receive specific CPD regarding:</p> <ul style="list-style-type: none"> pupils' mental health, emotional literacy, resiliency and attachment difficulties Phonics Talk Boost & Zippy's Friends interventions <p>to improve their understanding of these aspects and their ability to support pupils' development with regard to these areas of learning.</p>	<p>Staff knowledge and expertise further developed.</p> <p>Support strategies improved for pupils with specific needs.</p> <p>Pupil outcomes/attainment raised.</p> <p>Emotional and mental health of pupils improved: pupil skills strengthened.</p> <p>To overcome barriers to learning of children with low emotional resilience and with attachment difficulties.</p> <p>PP pupils included in GHLL mental health projects.</p> <p>Quality of phonics/language teaching & provision improved (see also Talk</p>	<p>Teaching and learning strengthened through development of staff expertise.</p> <p>Improved emotional development and stability linked to cognition.</p> <p>Link to EEF toolkit suggested effective approaches: Meta-cognition (+8 months) Learning styles (+2 months)</p>	<p>Staff meeting reviews following CPD</p> <p>Reviews via classroom observations & progress reviews.</p> <p>SLT, SENCO & class teacher discussions.</p>	<p>Senior Leadership Team/Pupil Premium Champions: FH,BA</p> <p>Review term 1, 2,4,6</p> <p>Educational Psychology Service CPD terms 2-4</p>	<p>EPS CPD costs included above (£810)</p> <p>Other CPD costs met through main school budget</p>

	Boost & intervention sections detailed above)				
Total budgeted cost for CPD outcomes					0 (costs included in Social, emotional, behavioural section above)
EDUCATIONAL RESOURCES					
<p>Desired Outcomes: To provide pupils with motivating, high quality resources that will engage them in learning. To provide new additional high quality texts to support struggling readers in Year 2; reading books to particularly appeal to boys. Purchase of Numicon resources to support teaching and learning within our KS1 classes. Purchase of additional I pads for all classes. Further updating of resources to support the needs of disadvantaged pupils within school.</p>					
Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>To purchase specific additional resources to support interventions:</p> <p><u>Year 1 & 2</u>: Introduction of Numicon to Maths teaching within KS1</p> <p>Purchase of a New Reading Scheme that will appeal to <u>Year 2</u> and boys in particular</p>	<p>Use of Numicon & high quality Reading resources are impacting positively on pupils' acquisition of skills.</p> <p>Rates of progress are accelerated. PP pupils' attainment is in line with non-PP pupils.</p> <p>Pupils are engaged and inspired in their learning.</p> <p>Pupils' interest in reading is promoted by providing a wider range of books and</p>	<p>Quality Reading comprehension resources and strategies impact significantly on children's progress (EEF).</p> <p>In Mathematics Numicon and other concrete resources are widely and successfully used to develop children's understanding of essential basics such as place value.</p> <p>A vibrant curriculum supported by engaging resources both inspires children and provides context to learning.</p> <p>EEF notes the positive impact of using digital technologies to support learning with younger pupils (+4 months progress).</p>	<p>Monitoring by SLT and core subject leaders via:</p> <p>Lesson observations</p> <p>Teaching and learning reviews</p> <p>Pupil progress reviews</p> <p>Pupil sampling</p>	<p>English & Maths subject leads</p> <p>Senior Leadership Team</p> <p>Review term 2,4,6</p>	<p>Numicon £500 resource cost, £160 training cost</p> <p>New reading scheme cost £500</p> <p>General resources £800</p>

	specifically 'boy friendly' books. Children are practising reading more at home.				
<u>Coalway Experiences</u> associated costs School to subsidise costs of 'Coalway Experiences' for PP and non-PP pupils (transport, entrance costs, cost of visitors to school, resources, etc.)	PP pupils 'Coalway Experience' costs are subsidised. Pupils enabled to experience a breadth of new key experiences each academic year. Parents free of monetary stress.	Quality activities/learning and a vibrant curriculum impact significantly on children's progress and achievement. A stimulating, experiential curriculum inspires children and provides context to learning/understanding.	Budgeting established alongside year plan at start of each academic year. Fundraising established accordingly. Monitoring by SLT/Administrators Evaluation via Class Teachers/Key People termly	SLT/PP Champions budget planning at start of each academic year – review ongoing each term	All costs to be subsidised via fundraising.
Total budgeted cost for Educational Resources outcomes					Resources £1,800 CPD £160
OTHER Desired Outcomes: Children's balanced diet is supported by the provision of milk. Children will be ready to learn and able to start the day with a nutritious snack.					
Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
Provision of milk to all PP pupils via the 'Cool Milk at School' scheme. All children in receipt of PP to be offered milk at no cost.	Children's balanced diet is supported by provision of milk. Children will be ready to learn being able to start the day with a nutritious snack.	Meeting children's basic needs (Maslow 1954) will help to support their learning, behaviour and emotional development.	Ongoing provision – Administrators review provision in line with FSM info.	Administrators: SN/RE Ongoing review	Provision costs April 2017 - March 2018 (est. on 2016-17) £1,075

			Liaison with teaching staff each week.		
Total budgeted cost for 'Other' outcomes					£1,075
TOTAL OVERALL COST					£53,100*
(*Additional funding for 'Pupil Premium Champions'/Subject Leader monitoring to be sourced from main budget)					