

Coalway Community Infant School Pupil Premium Strategy 2018-19

Part 1: Pupil Premium Strategy 2018-19: Summary Information, Barriers & Desired Outcomes

1. Summary information					
School	Coalway Community Infant School				
Academic Year	2018-19	Total PP budget	£40,920	Date of most recent PP Review	March 2019
Total number of pupils	170	Number of pupils eligible for PP	funding calculated on 33 PP pupils January 2018	Date for next internal review of this strategy	July 2019
2. Current attainment					
			Pupils eligible for PP		Pupils not eligible for PP (national average) 2018 figures
% achieving at least the expected standard in reading at the end of KS1 June 2018			79%		79%
% achieving at least the expected standard in writing at the end of KS1 June 2018			86%		74%
% achieving at least the expected standard in maths at the end of KS1 June 2018			79%		80%
% achieving the expected standard in Phonics Screening Test at the end of Y1 June 2018			60%		85%
3. Barriers to future attainment for pupils eligible for PP (identified at start of year)					
In-school barriers (issues to be addressed in school)					
A.	A significant proportion of PP children enter school with levels of development which are below age related expectations. Areas of difficulty include Listening & Attention, Speaking, Understanding, Reading, Writing, Mathematics, Personal, Social and Emotional Development (including Managing feelings and behaviour and Self-confidence) and Fine motor skills.				

B.	Pupils need additional support and intervention to attain age related expectations (ARE) and accelerate rates of progress in English and Maths.
C.	Pupils need additional support and intervention to develop their phonic and decoding skills. The percentage of PP pupils achieving at least the expected Phonics standard at the end of Year 1 needs to improve.
D.	The percentages of PP pupils who attain greater depth by the end of KS1 are lower than non-PP pupils.
E.	Some pupils present with other vulnerabilities and social, emotional and mental health (SEMH) needs and require additional emotional/social support.
F.	PP children who present with additional special educational needs (SEN) require specific targeted support and intervention. There are high levels of SEND among pupils eligible for PP in some year groups (and 34% of the overall PP group).
External barriers (issues which also require action outside school)	
G.	A significant proportion of PP pupils do not consistently practice key learning skills outside of school (Reading, home learning, Oracy skills).
H.	Lateness and a lack of consistency in attendance are barriers to pupil progress for particular PP / vulnerable children.
I.	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. A number of children have experienced traumatic events in their early life.
J.	Many children have limited social experiences/opportunities outside of school or their family unit.
4. Desired outcomes identified at start of year (matched to barriers to be addressed listed above)	
A.	PP children who enter school with levels of development which are below age related expectations need to 'catch up' and make accelerated progress in their acquisition of these skills during their Reception year and continue to maintain this throughout KS1 in order to achieve ARE by the end of KS1 (<i>particularly Listening & Attention, Speaking, Understanding, Reading, Writing, Mathematics, PSED (including Managing feelings and behaviour and Self-confidence) and Fine motor skills.</i>
	Year group tracking data demonstrates improved skills at key points; PP pupils make good rates of progress. PP Pupils increasingly meeting age related expectations in CLL, PSED, Reading, Writing, Maths at EYFS, Y1 & end of KS1.

B.	Pupils receive appropriate and additional support and interventions to enable them to make accelerated progress in English and Maths and attain ARE by the end of KS1 (taking into account pupils with SEND needs).	To secure greater levels of progress for each PP pupil in English & Maths; tracking data shows PP pupils make good progress. Pupils meet ARE in Reading, Writing & Maths by end of KS1. Pupils attain the Y1 Phonics test standard.
C.	Pupils receive additional support and intervention to develop their phonic and decoding skills and confidently demonstrate understanding and application of these skills. An improvement is evident in the percentage of PP pupils who achieve at least the expected Phonics standard by the end of Year 1.	Year group tracking data demonstrates improved skills at key points; PP pupils make good rates of progress. PP Pupils increasingly meet age related expectations in all year groups. An increased percentage of pupils attain the Y1 Phonics test standard.
D.	A greater proportion of PP pupils will attain greater depth in English and Maths by the end of KS1. The gap to non-PP peers will be reduced at greater depth level.	More PP pupils will attain greater depth in Reading, Writing & Maths by the end of Y2. By the end of Year 1 a proportion of PP pupils will be working within greater depth for Reading, Writing & Maths. Gap is narrowed between PP and non-PP pupils at greater depth level.
E.	Pupils who present with social, emotional and mental health needs or vulnerabilities or who require additional emotional/social support will receive this. Intervention will secure accelerated progress. Individual pupils will receive SEMH interventions matched to their needs. Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer or provide a daily on-going support/nurture opportunity.	All PP pupils have a 'Key Adult' whom they talk to daily. Pupils will receive targeted SEMH support/intervention as appropriate. Accelerated personal, social and emotional development will be evident. Tracking reflects good progress. Improved well-being & confidence impacts positively on academic achievement; progress
F.	PP children who present with additional special educational needs (SEN) will receive specific targeted support and a range of interventions matched to their needs. Intervention will secure accelerated progress.	SEN PP pupils will receive appropriate targeted support & intervention matched to areas of need. Tracking demonstrates progress within specific areas of need; progress accelerated. Improved confidence, PSED and academic achievement are evidenced.

G.	A greater proportion of PP pupils will consistently practice key learning skills outside of school (Reading, home learning).	Improvement will be evident in regularity of home learning; reading, homework, basic skills practice. PP pupils make accelerated progress in key areas of learning. More PP pupils achieve ARE.
H.	Particular PP pupils' attendance and punctuality rates will improve and be consistent.	Improved punctuality and attendance rates to previous academic year for specific PP pupils. Improved parental engagement.
I.	PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning. Pupils who have experienced traumatic events in their early life will receive additional emotional/social support/nurturing as necessary (see also E above).	Pupils and families will receive appropriate targeted support & intervention matched to areas of need. Tracking & Chronologies will demonstrate the impact of individual and family support; progress demonstrated within specific areas of need. Pupils and parents are supported. Family life improved. Barriers to learning/engagement reduced/overcome.
J.	Children with limited social experiences/opportunities outside of school or their family unit will be provided with this in school. Pupils social interaction skills will be developed and promoted through daily classroom work, inclusion in social skills interventions (Zippy's Friends & PALS), inclusion in a lunchtime Club, and access to a range of experiences within school that they may not otherwise encounter within their family lives outside of school (the 'Coalway Experiences').	Pupils take part in a rich breadth of planned activities each year - 'the Coalway experiences'. Selected pupils will receive social interventions targeted to their needs; pupils' social skills improved. PP 'take up' of lunchtime Club is high. Annual review & Pupil voice reviews demonstrate the positive impact of improved experiences & opportunities and enhanced pupil well-being.

Part 2: Planned Pupil Premium Initiatives Academic Year 2018-19

LEARNING INITIATIVES; improving English & Maths attainment as priorities (Addressing In-school Barriers & Desired Outcomes A, B, C, D & F detailed in

Sections 3 & 4 in Part 1):

- PP children who enter school with levels of development which are below age related expectations need to 'catch up' and make good progress in their acquisition of these skills during their Reception year and maintain this throughout KS1 in order to achieve ARE by the end of KS1 (*particularly Listening & Attention, Speaking, Understanding, Reading, Writing, Mathematics, PSED (including Managing feelings and behaviour and Self-confidence) and Fine motor skills*).
- Pupils will receive appropriate and additional support and interventions to enable them to make accelerated progress in English and Maths and attain ARE by the end of KS1 (taking into account pupils with SEND needs).
- Pupils will receive additional support and intervention to develop their phonic and decoding skills and confidently demonstrate understanding and application of these skills.
- An improvement will be evident in the percentage of PP pupils who achieve at least the expected Phonics standard by the end of Year 1.
- A greater proportion of PP pupils will attain greater depth in English and Maths by the end of KS1. The gap to non-PP peers will be reduced at greater depth level.
- PP children who present with additional special educational needs (SEN) will receive specific targeted support and intervention. Intervention will secure accelerated progress.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>Year 1/2 Precision teaching: Teacher & TA intervention for targeted pupils within Year 1 & 2</p> <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 secure greater levels of progress 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>Proven success of this approach – accelerated progress evident.</p> <p>Early identification of difficulties and early intervention/provision of 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 (+7 months) One-to-one tuition (+5 months)</p>	<p>Regular monitoring by SLT via pupil progress, assessment & teaching reviews bi-terminly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team (Pupil Premium Champions) & SENCO: FH, SCB, CR</p> <p>Review Terms 2,4,6</p>	<p>Additional TA provision per class of 3 hrs/wk to ensure T & TA have dedicated focused time for precision teaching</p>

<p><u>EYFS Precision teaching</u>: 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 Listening & attention, Speaking, Understanding (CLL), Reading, Writing, fine motor skills development & Number. 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 ensure that pupils have the vital initial building blocks of learning in all areas.</p> <p>Data demonstrates good rates of progress and improved skills at key points.</p> <p>PP pupils increasingly meeting age related expectations in CLL, Reading, Writing & Number.</p>	<p>Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+3 months) Teaching assistants (+1 month)</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.</p> <p>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 (+7 months) 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 (+3 months) Teaching assistants (+1 month)</p>	<p>Regular monitoring by SLT via pupil progress, assessment & teaching reviews bi-terminly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team (Pupil Premium Champions) & SENCO: FH, SCB, CR</p> <p>Review Terms 3,5,6</p>	<p>3 hours TA support per week per EYFS class</p>
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<p>Employment of TAs to deliver specific <u>1:1 and small group interventions</u> 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, Guided Reading Talk Boost, Speech & Language groups, Fizzy (fine & gross motor), Hands on Early, Write from the Start, Write Dance, Stile tiles.</p> <p>(<u>EYFS, Year 1 & Year 2</u>: Phonics interventions a priority.)</p>	<p>To secure greater levels of progress for each pupil in English & Maths.</p> <p>To reduce the gap between PP and non-PP pupils.</p> <p>Tracking data demonstrates improved skills at key points; targeted pupils make good progress & increasingly meeting age related expectations in English & Maths.</p> <p>Pupils will develop an increased sense of confidence and independence when attempting skills.</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 (+7 months) Reading comprehension strategies (+6 months) Collaborative learning (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+3 months) Teaching assistants (+1 month)</p>	<p>Regular monitoring by SLT via pupil progress, assessment & teaching reviews bi-termy</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team (Pupil Premium Champions) & SENCO: FH, SCB, CR</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>
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<p><u>Oracy Interventions</u></p> <p>Implementation of speech and language interventions for groups and individuals; priority focus within EYFS to ensure early help and early intervention.</p> <p>Implementation of the Talk Boost programme for targeted pupils in Years 1 & 2.</p> <p>Year 1 & 2 to implement additional speech and language support according to pupil need.</p>	<p>Pupils will further develop their speaking & listening/oral language skills.</p> <p>Greater levels of progress will be secured in Oracy skills; Listening & attention, Speaking, Understanding, Receptive and Expressive Language.</p> <p>Targeted children will make accelerated progress, as demonstrated by Talk Boost, EYFS & National Curriculum assessments.</p> <p>To reduce the gap between PP and non-PP pupils Oracy skills.</p> <p>Pupils will increasingly meet age related expectations in CLL (EYFS) & Speaking (Y1&2).</p> <p>Staff skills and knowledge are further developed via Speech and Language training.</p>	<p>Early identification of speech and language difficulties and provision of strategies for support.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Oral language interventions (+5 months) Feedback (+8 months) Meta-cognition (+7 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Small group tuition (+4 months) Teaching assistants (+1 month)</p>	<p>Regular monitoring by SLT & SENCO via pupil progress/assessment reviews bi-terminly.</p> <p>Review of Talk Boost assessments at 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>Senior Leadership Team (Pupil Premium Champions) & SENCO: FH, SCB, CR</p> <p>Review at key assessment points: Terms 2,4,6 for Y1 & Y2. Terms 1,3,5 for EYFS.</p> <p>Reviews at beginning & end of programme/units of work.</p>	<p>EYFS: TA 3hrs/wk</p> <p>Y1&2: TA 2hrs/wk per group of 4 pupils</p>
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<p><u>Reading:</u></p> <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: Extension of project to encourage home reading (see Family Initiatives 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.</p> <p>Year 1 pupils attain Phonics test standard.</p> <p>PP pupils will read more frequently than non-PP pupils (excluding non-PP 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:</p> <p>Feedback (+8 months)</p> <p>Meta-cognition (+7 months)</p> <p>Reading comprehension strategies (+6 months)</p> <p>Oral language interventions (+5 months)</p> <p>One-to-one tuition (+5 months)</p> <p>Phonics (+4 months)</p> <p>Individualised instruction (+3 months)</p> <p>1:1 time with an adult daily is proven to also improve emotional stability.</p>	<p>Monitoring of reading records by English Subject leader</p>	<p>Class teachers</p> <p>English SL:SCB</p> <p>Review at end of every term:</p> <p>SLT (PP Champions): FH,SCB</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>
<p>Total budgeted cost for Learning Initiatives</p> <p>TA costs</p> <p>£37,000</p>					
<p><u>SOCIAL, EMOTIONAL & MENTAL HEALTH INITIATIVES</u> (Addressing In-school Barriers & Desired Outcomes E, I & J detailed in Sections 3 & 4 in Part 1):</p>					
<ul style="list-style-type: none"> • Pupils who present with social, emotional and mental health needs or vulnerabilities or who require additional emotional/support will receive this. Intervention will secure accelerated progress. Individual pupils will receive SEMH interventions matched to their needs. • Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer or provide a daily on-going support/nurture opportunity. • PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning (see also Parents Section below). • Pupils who have experienced traumatic events in their early life will receive additional emotional/social support/nurturing as necessary. • Children with limited social experiences/opportunities outside of school or their family unit will be provided with this in school. Pupils social interaction skills will be developed and promoted through daily classroom work, inclusion in social skills interventions (Zippy's Friends & PALS) , inclusion in a lunchtime Club, and access to a range of experiences within school 					

that they may not otherwise encounter within their family lives outside of school (the Coalway Experiences).

(Receiving appropriate, targeted, additional emotional support and nurturing will aim to identify and overcome any barriers to learning and improve SEMH skills and attitudes. Pupils will thus be enabled to make good progress across all areas of learning, including English and Maths. Pupils will be able to form and enjoy happy, healthy relationships with their peers and thrive).

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p><u>EYFS</u>: Delivery of 'PALS' (Playing and Learning to Socialise) programme for targeted children in Reception</p> <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. Improvement in PALS and 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 targeted pupils and their peers.</p> <p>Pupils will increasingly meet age related expectations in PSED/SEMH.</p>	<p>Success of previous intervention. Majority of children who attended 'Zippy's Friends' last year improved confidence and emotional resilience.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+7 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Social and emotional learning (+4 months) Small group tuition (+4 months) Behaviour interventions (+3 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>Zippy Teacher assessment grids per module.</p>	<p>Senior Leadership Team (Pupil Premium Champions) & SENCO: FH,SCB, CR</p> <p>Review at key assessment points: Terms 2,4,6</p>	<p>TA 1 hour/wk in all classes.</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 (+3 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,SCB</p>	<p>Key person time 35 mins per week each PP pupil: T & TA</p> <p>(5-10 mins per pupil)</p>
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<p>All year groups: 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. PSED & academic progress, knowledge and understanding enhanced. 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. A stimulating, experiential curriculum inspires children and provides context to learning/understanding. Barriers to learning reduced/overcome.</p>	<p>Year group year plans devised term 1 – Class teachers Monitoring of curriculum plans terms 1-6 - SLT/PP Champions: FH,SCB 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. 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>
<p>All PP pupils to be offered a free Lunchtime Club and Wake & Shake. Year 2 pupils to be offered an additional range of After School Clubs.</p>	<p>To enable PP pupils to have a greater variety and breadth of social experiences and opportunities to develop their social interaction skills with their peers. Pupil enjoyment and engagement noticeable. Self-esteem & self-confidence promoted.</p>	<p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Social and emotional learning (+4 months) Sports participation (+2 months) Chosen to further promote our commitment to healthy lifestyle which in turns enables pupils to make healthy choices and relationships.</p>	<p>Review of Club attendance Terms 2,4,6. PP Champions/SLT reviews Regular review via PP progress meetings. Evaluations with SLT, SENCO, class teachers, TAs, FSW.</p>	<p>SLT (Pupil Premium Champions): FH, SCB School Clubs provided by Class teachers/TAs Term 2,4,6 review</p>	<p>School Clubs provided at no cost</p>
<p>Total budgeted cost for Social, Emotional & Mental Health Initiatives £0 TA costs incl. in Section above</p>					
<p><u>FAMILY Initiatives</u> (Addressing In-school Barriers & Desired Outcomes G, H & I detailed in Sections 3 & 4 in Part 1):</p>					
<ul style="list-style-type: none"> • A greater proportion of PP pupils will consistently practice key learning skills outside of school (Reading, home learning). 					

<ul style="list-style-type: none"> • Particular PP pupils' attendance and punctuality rates will improve and be consistent. • PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning. <i>(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. Barriers to learning will be reduced or overcome).</i> 					
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-Agency/Child Protection plans.</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>Punctuality/Attendance of PP pupils improved.</p> <p>Pupils and parents are supported.</p> <p>External agencies are</p>	<p>Improved emotional development and stability linked to cognition.</p> <p>Parental engagement (+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 FSW and HT</p> <p>Ongoing weekly review between SLT, SENCO, FSWs, Class teachers, parents, pupils; ongoing feedback/liaison embedded</p>	<p>Senior Leadership Team & Family Support Worker</p> <p>Termly review</p>	<p>FSW costs – proportion of salary</p>

	involved where necessary, meeting individual needs.	Improved attainment is promoted by good attendance. EEF toolkit link- Parental engagement (+3 months)	Daily attendance monitoring Weekly & monthly analysis. Termly data analysis – FH & RE – and action Attendance information distributed to parents at the start of terms 3 & 5 and end of term 6. Attendance meetings with individual parents as required Attendance awards produced at the end of terms 2,4,6.	SLT (PP Champions) & Administrators Review daily, weekly, termly: ongoing Formal analysis terms 2,4,6	Attendance monitoring by Administrators averaged at 3 hrs/wk SLT monitoring 3hrs/term = £600
<p><u>Attendance</u></p> <p>Particular PP pupils' attendance and punctuality rates will improve and be consistent.</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>Punctuality improved.</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>Proven success of this approach. When schools and families work together, opportunities for progress are maximised.</p>	<p>Analysis of pupil & parental engagement in the home reading project – class teachers, SCB, FH Terms 2, 4,</p>	<p>SLT (PP Champions) analysis terms 2,4,6</p>	<p>Resource costs met from main budget</p>
<p><u>Home learning:</u></p> <p>Continuation and extension of 'READ' project to encourage</p>	<p>A greater proportion of PP parents will engage in reading & home learning with their children. Frequency of Reading & home learning will</p>				

<p>home reading</p> <p>Continuation of home learning tasks.</p>	<p>improve.</p> <p>Pupils will receive rewards for completion of home reading and home learning tasks; pupil self-confidence boosted.</p> <p>Targeted pupils make accelerated progress in Reading.</p> <p>Pupils have the opportunity to practice skills & learning taught in school at home.</p>	<p>Parental engagement (+3 months) is identified as an effective strategy within the EEF toolkit.</p>	<p>6.</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>Total budgeted cost for Family Initiatives</p> <p>FSW & Administrator staff costs included in £37,000 in Section 1. SLT non-contact & resource costs £600 met from main budget.</p>					
<p>CPD (Addressing all In-school Barriers & Desired Outcomes detailed in Sections 3 & 4 in Part 1):</p>					
<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.</p>					
<p>Chosen action/approach</p>	<p>Success Criteria</p>	<p>Rationale for Choice</p>	<p>Monitoring & Evaluation</p>	<p>Staff lead & Review date</p>	<p>Cost</p>

<p>Staff to receive specific CPD to extend their understanding of the following aspects and their ability to support pupils' development with regard to these areas of learning.</p> <ul style="list-style-type: none"> • Phonics • Speech and language development; expressive and receptive language, speech sounds. • The precision teaching approach & techniques • Dyslexia friendly strategies & approaches • Fine motor skills development YR & Y1 • Reading approaches/comprehension • Use of iPads/IT in interventions • PALS 	<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>Quality of phonics/language teaching & provision improved (see also intervention sections detailed above)</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:</p> <p>Meta-cognition (+7 months)</p> <p>Mastery learning (+5 months)</p> <p>Reading comprehension strategies (+6 months)</p> <p>Learning styles (+2 months)</p> <p>Phonics (+4 months)</p> <p>Oral language interventions (+5 months)</p> <p>Early Years Intervention (+5 months)</p> <p>One to one tuition (+5 months)</p> <p>Small group tuition (+4 months)</p> <p>Digital technology (+4 months)</p> <p>Individualised instruction (+3 months)</p> <p>Social and emotional learning (+4 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) & SENCO: FH,SCB, CR</p> <p>Review term 1, 2,4,6</p> <p>Speech & Language Therapy Service CPD term 3</p>	<p>All CPD costs (including £450 Speech & language CPD) met from main school budget</p>
<p>Total budgeted cost for CPD Initiatives</p>					<p>£0 All CPD costs met from main school budget</p>

EDUCATIONAL RESOURCES (Addressing all In-school Barriers & Desired Outcomes detailed in Sections 3 & 4 in Part 1):

Desired Outcomes:

- To provide staff and pupils with motivating, high quality resources that will support the breadth of teaching and learning initiatives in place within school and engage the children in their learning.
- To purchase 'Nessy' subscriptions for targeted Year 2 pupils and iPads to support delivery of this dyslexic programme.
- Purchase of additional iPads for all classes to enable extension of intervention work; evaluation and purchase of additional software as required.
- Further updating of our resources to support the needs of all disadvantaged pupils within school.
- Purchase of additional speech and language resources as required following SAL CPD.
- Purchase of additional Reading Comprehension resources for Years 1&2.
- Purchase of additional resources to support SEMH development & the PALS intervention.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>To purchase specific additional resources to support interventions & the needs of all disadvantaged pupils within school:</p> <ul style="list-style-type: none"> -'Nessy' subscriptions for targeted Y2 pupils and iPads to support delivery of this programme. -Additional iPads for all classes to enable extension of intervention work -Evaluation and purchase of additional software -'Generic' updating of our resources -Additional speech and language resources as required following SAL CPD -Additional Phonics resources -Additional Reading Comprehension resources for Years 1&2 	<p>Use of new resources (including IT) 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' engagement in learning is promoted by providing a range of quality, motivating resources.</p>	<p>Quality resources and strategies impact significantly on children's progress (EEF).</p> <p>In Literacy, IT, Phonics, Speech and Language & Reading comprehension concrete resources are widely and successfully used to develop children's understanding of essential basic skills.</p> <p>A vibrant curriculum supported by engaging resources both inspires children and provides context to learning.</p> <p>Nessy, iPads, Software: EEF notes the positive impact of using digital technologies to support learning with younger pupils (+4 months progress).</p> <p>SEMH, PALS: EEF notes the positive impact of social and emotional learning (+4 months progress).</p>	<p>Monitoring by SLT, SENCO and English subject leader via: Lesson observations Teaching and learning reviews Pupil progress reviews Pupil sampling</p>	<p>Senior Leadership Team SENCO English subject lead Computing subject lead Review term 2,4,6</p>	<p>Nessy subscriptions £234 met from main budget. iPads £2,728 Software met from main budget. Phonics resources £620 General resources met from main budget Speech, comprehension &</p>

-Additional resources to support SEMH development & the PALS intervention						SEMH resources met from main budget
<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/School Fund.	
Total budgeted cost for Educational Resources						Resources £3,348 Additional met from main budget.
OTHER (Continuation of successful initiative from previous years)						
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	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. Liaison with teaching staff	Administrators: SN/RE Ongoing review	Provision costs April 2018 - March 2019 £521	

be offered milk at no cost.			each week.		
			Total budgeted cost for 'Other' Initiatives	£521	
			TOTAL OVERALL COST	£40,869	
(*N.B. Additional funding for resources, Nesy subscriptions, CPD and 'Pupil Premium Champions'/SLT monitoring sourced from main budget)					